



Year 9 Music

Task 1: Composition

Due Date: Mar 6, 2025

Task Distributed: Feb 20, 2025

Unit: Making Copies

Task Type: Composition

Task Weighting: 20%

Outcomes: 5.7, 5.8, 5.9

Task Description

1. Choose a **short section** (minimum **8 bars**) of a song that you like and find a copy of the sheet music online.
2. Notate (write out) the **melody, chords, and rhythm** accurately of one instrument on MuseScore.
3. Include at least **one additional element**, such as:
 - Dynamics and articulation markings.
 - Lyrics (if relevant).

Export and submit your **MuseScore file**.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **CONSTRUCT:** Make; build; Put together items or arguments

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

Submit your file as a **MuseScore file** (.mscz) and export the sheet music as a **PDF**. You will also need to submit an **MP3** file to hear the playback.

Submit these files onto Moodle by **3pm, March 6th, 2025**.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through written feedback.
- Students can clarify or seek further feedback by the speaker with their teacher or the assessment marker.

Students will be required to complete a self-reflection form at the time they receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks.

Students can access this self-reflection form using the link below: <https://forms.gle/rPrENbEeHxE4uW9R7>

How does this link to my learning?

- Understands musical concepts by notating music and using various technologies.
- Understands musical concepts through using scores and interpreting notation.
- Demonstrates an appreciation, tolerance and respect for music of varying styles and cultures.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

MARKING CRITERIA

CRITERIA	5 - Excellent	4 - Good	3 - Satisfactory	2 - Minimal	1 - Limited
Notation Accuracy	Melody, rhythm, and chords are highly accurate.	Mostly accurate with minor mistakes.	Some accuracy but contains notable errors.	Minimal accuracy - one aspect correctly notated.	Highly inaccurate notation.
Musical Elements	Includes dynamics, articulations, tempo markings, and proper key/time signatures.	Includes most of the following: dynamics, articulations, tempo markings, and proper key/time signatures.	Includes at least one of the following: dynamics, articulations, tempo markings, and proper key/time signatures.	Basic notation with minimal expression.	Attempts to include musical elements with limited detail.
Use of MuseScore	Includes all of the following: correct number of bars per line, title, correct barlines.	Includes most of the following: correct number of bars per line, title, correct barlines.	Includes some of the following: correct number of bars per line, title, correct barlines.	Demonstrates minimal use of MuseScore but with frequent formatting errors.	Unfinished or messy notation.
Presentation & Completion	Notation is clear, well spaced, and easy to read. All required elements (minimum 8 bars, melody, chords, and rhythm) are included.	Mostly clear and complete with small formatting issues or missing minor details.	Some areas are difficult to read or missing required elements.	Poorly presented with major formatting issues or incomplete notation.	Unreadable or missing significant portions of the task.