

## Task 3: Jazz

Due Date: Jun 12, 2026

Task Distributed: 15 May 2026

Unit: Jazz

Task Type: Composition, Musicology, Aural, Elective

Task Weighting: 32%

(Composition - 8%, Musicology - 8%, Aural - 8%, Elective 2 - 8%)

Outcomes: P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11

### Task Description

Your assessment task is comprised of the following components based on the topic studied in class, "Jazz":

- **Composition:**
  - Write a short piece using a 12 Bar Jazz Blues progression. You will be provided with piano chords, and you must add the following:
    - A melody using the Blues Scale in the key of C. This can be any instrument that generally plays melodies (saxophone, trumpet, guitar, etc.)
    - A walking bassline
    - A Charleston rhythm to the piano chords
- **Musicology:**
  - Research and produce a written piece in class about a famous jazz musician (Australian or international). Answer the following brief:
    - "Choose a famous jazz artist and analyse how their **background, musical influences,** and **personal style** have contributed to the history of jazz. In your response, discuss how concepts of Music such as Pitch, Duration, Tone Colour, Texture, are reflected in their work, and explain how their music fits into the broader context of jazz history."
  - This response should be 400-450 words (approx. one page)
  - You may bring in one A4 page (one-sided) of notes into class, with no smaller than font size 10.
- **Aural:**
  - Complete a HSC-style question **in-class** for an excerpt from "Satin Doll" by Duke Ellington
  - The question will focus on the concept of TEXTURE.
  - A scaffold is attached to assist you with completing this component.
- **Elective:**
  - Perform one song on an instrument and/or voice (5 minutes) or present a Viva Voce (10 minutes) or submit a composition (4 minutes).

### 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.

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

### Details of Submission

**Composition:**

Complete a long response paper in class on **Friday, 12th June**.

**Musicology:**

Submit, via Google Classroom, a Google Doc file by **Friday, 12th June, 11:59pm**.

**Aural:**

Complete an aural-style question in class on **Friday, 12th June**.

**Elective:**

Perform one song on an instrument and/or voice (5 minutes) or present a Viva Voce (10 minutes) or submit progress on a composition (4 minutes).

**Note:**

**Performances and Viva Voces will be presented in class from lessons starting Friday, 12th June.**

**Compositions must be submitted as a PDF of your chart, and an MP3 file of your song. Submissions due by Friday, 12th June, 11:59pm.**

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two school weeks of the due date.
- Students can clarify or seek further feedback by speaking with their teacher.
- Upon return of the task, students will also be expected to complete a self-reflection.

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://bit.ly/3nlpav3>

## How does this link to my learning?

- performs as a means of self-expression and communication with stylistic characteristics of topics studied
- articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

## 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.

## Composition - Marking Criteria

<b>CRITERIA</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Key</b> Melody correctly uses notes from the C Blues Scale	All melody notes are found in the key of C Blues.	Most notes are correctly found in the key of C Blues.	Most or all notes are out of key. Notes seem randomly chosen.
<b>Melodic Expression</b> Melody is structured in a clear way and effectively uses variety and repetition	Melody is clearly structured and demonstrates effective use of both variety and repetition to create musical interest. Phrases are balanced and purposeful.	Melody shows some structure and includes some use of variety and/or repetition. May lack consistency or clarity in phrase development.	Melody is loosely structured or unclear, with limited or ineffective use of variety and repetition. Lacks cohesion.
<b>Walking Bassline</b> Notes in the bassline correspond with the chord provided in the bar	All notes in the bassline correspond with the chord provided in the bar.	Some notes in the bassline correspond with the chord provided in the bar with few errors.	No bassline, or all notes are incorrect.
<b>Score Format</b> Musical score contains proper formatting	The score contains all of the following: tempo marking, swing feel, song name and composer	The score contains most of the following: tempo marking, swing feel, song name and composer	The score contains little to none of the following: tempo marking, swing feel, song name and composer

# Musicology - Marking Criteria

<b>CRITERIA</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Biography</b> Provide clear, accurate information about the artist's background.</p>	<p>Answers the question by providing clear, accurate and detailed information about the artist's background. Including their active era, instruments played, and notable collaborations.</p>	<p>Answers the question by providing information about the artist's background, including era, instruments, or collaborations, but lacks some detail or clarity.</p>	<p>Attempts to answer the question. Some information is given about the artist but it lacks detail and parts may be missing.</p>	<p>Much of the information is irrelevant and missing/incomplete.</p>
<p><b>Famous Works</b> Explains how a musical work made a contribution to the style of jazz.</p>	<p>Answers the question by clearly explaining in detail how the musical piece contributed to the jazz genre, with relevant examples.</p>	<p>Answers the question by providing information about the musical piece and how it contributed to the jazz genre. Provides some examples.</p>	<p>Answers the question with some explanation of how the musical piece contributed to the jazz genre. Details and examples are limited.</p>	<p>Does not effectively answer the question. Explanation is limited. Details and examples are missing.</p>
<p><b>Musical Concepts</b> Identifies and accurately uses concepts and terminology correctly to describe the musician's musical style.</p>	<p>Answers the question clearly by identifying and using musical concepts and terminology to correctly describe the musician's musical style.</p>	<p>Answers the question by providing information about the musical style using mostly accurate terminology.</p>	<p>Attempts to use musical concepts and terminology to describe the musician's musical style.</p>	<p>Limited use of correct terminology and inaccuracies when describing the musician's musical style.</p>

## Aural - Marking Criteria

MARKS	CRITERIA
8	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● Demonstrates a clear understanding of the focus concept in the excerpt and uses appropriate terminology and/or description in the discussion of the musical events within the excerpt</li> <li>● Refers to appropriate and related musical concepts in their answer to support observations</li> <li>● Demonstrates evidence of focused listening and a significant number of well supported observations in a suitably structured response</li> <li>● May include a variety of formats (e.g. diagrams/notation) to aid explanation</li> </ul>
6-7	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● Describes aspects of the focus concept in some detail and uses appropriate terminology in the discussion of the musical events in the excerpt</li> <li>● Demonstrates an understanding of the concepts as used in the excerpt</li> <li>● Refers to appropriate and related musical concepts</li> <li>● Demonstrates evidence of careful listening and musical awareness providing a number of well supported observations</li> <li>● May use other formats for explanation (e.g. diagrams)</li> <li>● Some inaccuracies in the observations may be evident</li> </ul>
4-5	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● Describes some aspects of the focus concept and uses correct terminology in their discussion of the excerpt</li> <li>● Demonstrates an understanding of the focus concept but with little reference to other musical concepts in support</li> <li>● May make some generalisations about the focus concept in the excerpt</li> <li>● May include observations that do not necessarily relate to the question</li> <li>● May make several inaccurate observations</li> </ul>
2-3	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● Makes an attempt to describe the focus concept and its relationship to the excerpt</li> <li>● Refers to the concept in only the most basic sense and often provides generalisations that may not relate to the excerpt</li> <li>● Does not relate other concepts to the focus concept by way of support</li> <li>● Often provides irrelevant information and may be quite inaccurate in describing musical events</li> <li>● May make contradictory statements and demonstrate lack of focused listening</li> </ul>
1	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● States the excerpt has/uses the focus concept without any further clarification or support</li> <li>● Does not recognise or state concepts or aspects of the focus concept or makes very confused references to music concepts</li> <li>● Uses little or incorrect terminology and/or descriptions of musical events and includes irrelevant information</li> <li>● Makes observations that are inaccurate and superficial with no evidence of focused listening</li> </ul>

## ELECTIVE CHOICES ARE MARKED WITH ONE OF THE FOLLOWING:

### Elective Performance - Marking Criteria

MARKS	CRITERIA
<b>Outstanding</b> 9 - 10 marks	<ul style="list-style-type: none"><li>• Performance is delivered confidently and without hesitation</li><li>• Student demonstrates outstanding technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is appropriate for the chosen style/genre</li></ul>
<b>High</b> 7-8 marks	<ul style="list-style-type: none"><li>• Performance is delivered confidently and with little hesitation</li><li>• Student demonstrates high technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is appropriate for the chosen style/genre</li></ul>
<b>Sound</b> 5-6 marks	<ul style="list-style-type: none"><li>• Performance is delivered with some hesitation</li><li>• Student demonstrates sound technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is appropriate for the chosen style/genre</li></ul>
<b>Basic</b> 3-4 marks	<ul style="list-style-type: none"><li>• Performance is delivered with much hesitation</li><li>• Student demonstrates basic technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is not indicative of the chosen style/genre</li></ul>
<b>Limited</b> 0-2 marks	<ul style="list-style-type: none"><li>• Performance is incomplete or delivered with much hesitation</li><li>• Student demonstrates limited technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is not indicative of the chosen style/genre</li></ul>

### Elective Composition - Marking Criteria

MARKS	CRITERIA
<b>Outstanding</b> 9 - 10 marks	<ul style="list-style-type: none"><li>• Composes a work that successfully and coherently represents the chosen topic, showing perceptive and accomplished understanding of style, the concepts of music, and their relationships.</li><li>• Demonstrates comprehensive knowledge of score conventions and high-level skill in musical structure.</li></ul>
<b>High</b> 7-8 marks	<ul style="list-style-type: none"><li>• Composes a work that successfully and coherently represents the chosen topic, showing thorough understanding of style, the concepts of music, and their relationships.</li><li>• Demonstrates detailed knowledge of score conventions and proficient skill in musical structure.</li></ul>
<b>Sound</b> 5-6 marks	<ul style="list-style-type: none"><li>• Composes a work that represents the chosen topic with a sound understanding of style, concepts of music, and their relationships.</li><li>• Demonstrates clear knowledge of score conventions and competent skill in musical structure.</li></ul>
<b>Basic</b> 3-4 marks	<ul style="list-style-type: none"><li>• Composes a work that basically represents the chosen topic with some understanding of style, concepts of music, and their relationships.</li><li>• Demonstrates basic knowledge of score conventions and limited skill in musical structure.</li></ul>

<p><b>Limited</b> 0-2 marks</p>	<ul style="list-style-type: none"><li>• Composes a work that minimally represents the chosen topic with little understanding of style, concepts of music, or their relationships.</li><li>• Demonstrates limited knowledge of score conventions and little skill in musical structure.</li></ul>
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## Elective Musicology (Viva Voce) - Marking Criteria

MARKS	CRITERIA
<p><b>Outstanding</b> 9 - 10 marks</p>	<ul style="list-style-type: none"> <li>● Discussion has a clear and consistent musicological focus, demonstrating a perceptive understanding of the chosen topic.</li> <li>● Shows high-level aural awareness and understanding of musical concepts and their relationship to the topic.</li> <li>● Discussion is supported with relevant and well-integrated musical examples.</li> </ul>
<p><b>High</b> 7-8 marks</p>	<ul style="list-style-type: none"> <li>● Discussion maintains a clear musicological focus, demonstrating a detailed understanding of the chosen topic.</li> <li>● Shows thorough aural awareness and understanding of relevant musical concepts and their connection to the topic.</li> <li>● Discussion is supported with relevant musical examples.</li> </ul>
<p><b>Sound</b> 5-6 marks</p>	<ul style="list-style-type: none"> <li>● Discussion has a musicological focus, though it may be inconsistent at times.</li> <li>● Demonstrates a generally sound understanding of the topic, with minor inaccuracies.</li> <li>● Shows some aural awareness and ability to discuss musical concepts. Relevant musical examples are included.</li> </ul>
<p><b>Basic</b> 3-4 marks</p>	<ul style="list-style-type: none"> <li>● Discussion attempts to maintain a musicological focus but is basic or unclear.</li> <li>● Demonstrates basic understanding of the topic and limited aural awareness of musical concepts.</li> <li>● Some musical examples are presented but may lack relevance or clarity.</li> </ul>
<p><b>Limited</b> 0-2 marks</p>	<ul style="list-style-type: none"> <li>● Discussion lacks a musicological focus and demonstrates limited understanding of the topic.</li> <li>● Little to no aural awareness of musical concepts is evident.</li> <li>● Musical examples used are irrelevant, inappropriate, or missing.</li> </ul>