



Queensland Curriculum and Assessment Authority

Music 2019 v1.2

IA2: Sample assessment instrument

Composition (20%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Using music elements and concepts	6	
Applying techniques and processes	6	
Communicating meaning	8	
Overall	20	

Conditions

Technique	Composition
Unit	Unit 3: Innovations
Topic/s	Area of study: Innovations
Duration	Approximately 15 hours
Mode/length	<p>Composition: The composition must be of at least one minute duration to ensure compositional devices can be seen</p> <p>Statement of compositional intent: written 200–400 words, or filmed oral or audio explanation, 1–2 minutes explaining the use of music elements and compositional devices in shaping the purpose and execution of the composition</p>
Individual/group	Individual
Other	<p>Students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary) or both.</p> <p>Compositions that are arrangements of existing music require substantial reworking of music elements and must be well removed, but derived, from the original composition.</p> <p>Submission:</p> <ul style="list-style-type: none">• Composition — .pdf of scored compositions, .mov, .mp3, .mp4, or .avi for dynamic files.• Statement of compositional intent — .pdf, .mov, .mp3, .mp4, or .avi for dynamic files.

Context

In this unit, you have been studying the ways in which the innovative use of music elements and concepts have challenged, further developed or reconceptualised music traditions to represent, reflect and even shape cultural, societal and technological change.

Task

Compose a work that incorporates either an innovation from a genre and/or style you have studied in class or your own innovative use of music elements and concepts.

Complete a statement of compositional intent explaining the use of music elements and compositional devices in shaping the purpose and execution of the composition.

To complete this task, you must:

- **use** music elements and concepts to reflect innovative compositional practices
- **apply** compositional devices in the creation of your own work
- **resolve** music ideas to communicate meaning and intent in your composition
- **explain** the use of music elements and concepts to communicate meaning in composition
- **apply** literacy skills using music terminology relevant to genre/style, referencing and language conventions to communicate music ideas in your own work.

Checkpoints

- 2 hours: Individual consultation to discuss planning stages
- 8 hours: Progress check of composition component
- 12 hours: Discussion and viewing of composition and statement of compositional intent with feedback provided

Authentication strategies

- The teacher will provide class time for task completion.
- The teacher will collect and annotate one draft.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students must submit a declaration of authenticity.

Scaffolding

You will:

- gather stimulus for inspiration
- consider musical elements and concepts to reflect innovative compositional practices
- consider and use conventions associated with your chosen genre
- journal composition ideas

- record your composing sessions
- listen to and analyse the work of others
- experiment with innovations
- reflect on your use of music elements and compositional devices to communicate meaning in your composition
- explain the use of music elements and compositional devices in your statement of compositional intent.

Instrument-specific marking guide (IA2): Composition (20%)

Criterion: Using music elements and concepts

Assessment objectives

3. use music elements and concepts to reflect innovative compositional practices

The student work has the following characteristics:	Marks
• use of music elements and concepts makes the chosen style and genre explicit through the synthesis of innovative compositional practices	5–6
• use of music elements and concepts are integrated to enhance the chosen style and genre	4
• use of music elements and concepts to reflect innovative compositional practices	3
• use of a selection of music elements and concepts	2
• evidence of music elements	1
• does not satisfy any of the descriptors above.	0

Criterion: Applying techniques and processes

Assessment objectives

5. apply compositional devices in the creation of their own work

The student work has the following characteristics:	Marks
• application of compositional devices to create a unified and cohesive work	5–6
• application of idiomatic compositional devices that develop the work	4
• application of compositional devices in the creation of their own work	3
• application of a selection of compositional devices	2
• evidence of a compositional device	1
• does not satisfy any of the descriptors above.	0

Criterion: Communicating meaning

Assessment objectives

2. explain the use of music elements and concepts to communicate meaning through the performance choices made
6. apply literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in their own work
10. resolve music ideas to communicate meaning and intent in composition

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• resolution of composition shows a synthesis of complex music ideas that communicate meaning with sensitivity	7–8
<ul style="list-style-type: none">• application of literacy skills through sequenced and connected ideas that express ideas and meaning in their own work• resolution of music ideas that are integral to the communication of meaning	5–6
<ul style="list-style-type: none">• explanation of the use of music elements and concepts to communicate meaning in composition• application of literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in their own work• resolution of music ideas to communicate meaning and intent in composition	3–4
<ul style="list-style-type: none">• simple statements made about the music• application of literacy skills to describe ideas• demonstration of music ideas	1–2
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

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