IA3 support resource

Music 2019 General Senior Syllabus

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

Unit 4 IA3: Integrated project — syllabus excerpts

Unit requirements

In this unit, students must study at least one piece of repertoire from *each* of the following categories:

- **film, television and video game music**
- **musical theatre and opera**
- **program music.**

In this unit, students develop their understanding about the expressive powers of music to **convey narrative through** setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera and program music.

Unit 4 IA3: Integrated project — syllabus excerpts

Specifications

The topic for the project can either be set by the teacher or be devised by the student so as to allow for individual interests relating to **film music, television music, game music, musical theatre, opera or program music.** The musicology component must allow students to analyse and evaluate music repertoire to **justify a viewpoint.**

The **musicology component will inform and influence the composition or performance**; the musicology component could be an investigation of a topic **which then guides and shapes the composition or performance.**

Specifications

Description

The project is a coherent work consisting of two integrated components presented as a single item. It will include:

- musicology *and*
- either composition or performance.

The topic for the project can either be set by the teacher or be devised by the student so as to allow for individual interests relating to film music, television music, game music, musical theatre, opera or program music. The musicology component must allow students to analyse and evaluate music repertoire to justify a viewpoint.

The musicology component will inform and influence the composition or performance; the musicology component could be an investigation of a topic which then guides and shapes the composition or performance.

Unit 4 IA3: Integrated project — syllabus excerpts

Criterion 1

Analyse: analyse music to examine the ways in which it represents musical narratives

Narrative is conveyed through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera and program music.

Evaluate: make judgments about music relating to narrative in film, television music, game music, musical theatre, opera or program music to justify a viewpoint.

5.1 Unit description

In Unit 4, students focus on their emerging voice and style through making and responding to music. They understand that music elements can be manipulated to expressively communicate narrative. The narrative may appear as music alone, or in conjunction with film, video game, or similar. Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. The unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes.

In this unit, students develop their understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera and program music.

Teachers guide the development of understanding and skills through learning experiences and tasks that facilitate increasing proficiency in identifying and understanding the use of music elements and concepts when making and responding to music.

Some suggested repertoire representative of Unit 4 subject matter is provided as a guide in selecting appropriate repertoire for the local school context. Repertoire is suggested, not mandatory. When choosing repertoire, teachers should ensure that students have opportunities to reinforce subject matter across the course.

Unit requirements

In this unit, students must study at least one piece of repertoire from *each* of the following categories:

- film, television and video game music
- musical theatre and opera
- program music.

Criterion: Analysing and evaluating music

Assessment objectives

4. analyse music to examine and consider the constituent parts and relationship between music elements, concepts and stylistic characteristics and the ways in which they represent musical narratives

8. evaluate music to justify a viewpoint relating to narrative in film music, television music, game music, musical theatre, opera or program music

The student work has the following characteristics:	Marks
• analysis of music establishes the interconnectivity between music elements, concepts and stylistic characteristics • evaluation of music synthesises findings that are valid, reasoned and support a viewpoint	7–8
• analysis of music is detailed and shows an accurate understanding of music elements, concepts and stylistic characteristics • evaluation of music is logical and provides evidence to justify a viewpoint	5–6
• analysis of music examines and considers the constituent parts and relationship between music elements, concepts and stylistic characteristics and the ways in which they represent musical narratives • evaluation of music justifies a viewpoint relating to narrative in film music, television music, game music, musical theatre, opera or program music	3–4
• makes connections between music elements and concepts and their purpose in communicating intent • makes simple statements about the purpose and context of ideas and concepts evident in repertoire	1–2
• does not satisfy any of the descriptors above.	0

Unit 4 IA3: Integrated project — syllabus excerpts

The ideas in the musicology component **will align** with the ideas that are communicated in the performance statement or the statement of compositional intent.

The musicology component will inform and influence the composition or performance; the musicology component could be an investigation of a topic which then guides and shapes the composition or performance.

Criterion 2

Apply literacy skills: apply literacy skills to communicate music ideas in a coherent work that **integrates** the **two components**.

Criterion: Applying literacy skills

Assessment objective

6. apply literacy skills using music terminology relevant to genre/style, and use referencing and language conventions to communicate music ideas in a coherent work that integrates the two components

The student work has the following characteristics:	Marks
• application of literacy skills through articulated ideas, controlled structure and the sequence of information that enhance communication of meaning in the topic	3
• application of literacy skills using music terminology relevant to genre/style, and use of referencing and language conventions to communicate music ideas in a coherent work that integrates the two components	2
• application of literacy skills to describe ideas	1
• does not satisfy any of the descriptors above.	0

Unit 4 IA3: Integrated project — sample assessment instrument

Context
Across this unit, you have been investigating the manner through which music elements are used to communicate narratives in a range of music. As part of our 'Stories in Music' presentation evening, you have been asked to share a presentation that shows the ways stories in music are shaped and communicated to an audience to evoke an intended meaning.

Task
Create an integrated project that establishes a viewpoint of the expressive powers of music to convey narrative through an examination of no more than two of the following: setting, characterisation, drama and/or action, and mood or atmosphere. You will complete a musicological analysis and evaluation of a chosen work from film, television, video game, music theatre, opera or program music. This will then inform and influence the development of either a composition or performance that assists you to justify your viewpoint. You must then complete either a statement of compositional intent or a performance statement. Ensure that: • the statement of compositional intent explains the use of music elements and compositional devices in shaping the purpose and execution of the composition   *or* • the performance statement explains the use of music elements and concepts to communicate meaning through the performance choices made.

To complete this task, you must:
• select a stimulus to communicate your own viewpoint • **analyse** the relevant music elements in the music excerpt • **evaluate** how effectively the composer has conveyed the setting, character, drama and/or action, mood or atmosphere and justify your viewpoint by referring to your musical findings • **apply** literacy skills using music terminology relevant to genre/style, and use referencing and language conventions to communicate music ideas in a coherent work that integrates the two components *and* **Composition** • **use** music elements and concepts to reflect a narrative • **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 your composition **Performance** • **demonstrate** technical skills specific to your instrument or sound source • **interpret** music elements and concepts in performance of music that conveys a narrative • **realise** music ideas to communicate meaning in the performance of narrative music • **explain** the use of music elements and concepts to communicate meaning through the performance choices made • audiovisually record your performance to include in the project.

Stimulus
Students select their own stimulus, e.g. music, score, recordings, artists.

Unit 4 IA3: Integrated project — Process

Suggested process

1. Choose a category

2. Choose the narrative/s

3. Form a viewpoint

4. Choose repertoire to analyse in order to evaluate and support the viewpoint

5. Provide evidence to support the viewpoint

6. Use findings to inform a performance or composition
   - The performance or composition will align with the topic of the musicological component
   - The performance does not need to be one of the pieces of repertoire that is analysed in the musicological component
   - The performance statement or the statement of compositional intent will communicate ideas that align with the topic of the musicological component.

The topic for the project can either be set by the teacher or be devised by the student so as to allow for individual interests relating to film music, television music, game music, musical theatre, opera or program music. The musicology component must allow students to analyse and evaluate music repertoire to justify a viewpoint.

In this unit, students develop their understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera and program music.

opera or program music. The musicology component must allow students to analyse and evaluate music repertoire to justify a viewpoint.

• analysis of music is detailed and shows an accurate understanding of music elements, concepts and stylistic characteristics • evaluation of music is logical and provides evidence to justify a viewpoint	5–6

The musicology component will inform and influence the composition or performance; the musicology component could be an investigation of a topic which then guides and shapes the composition or performance.

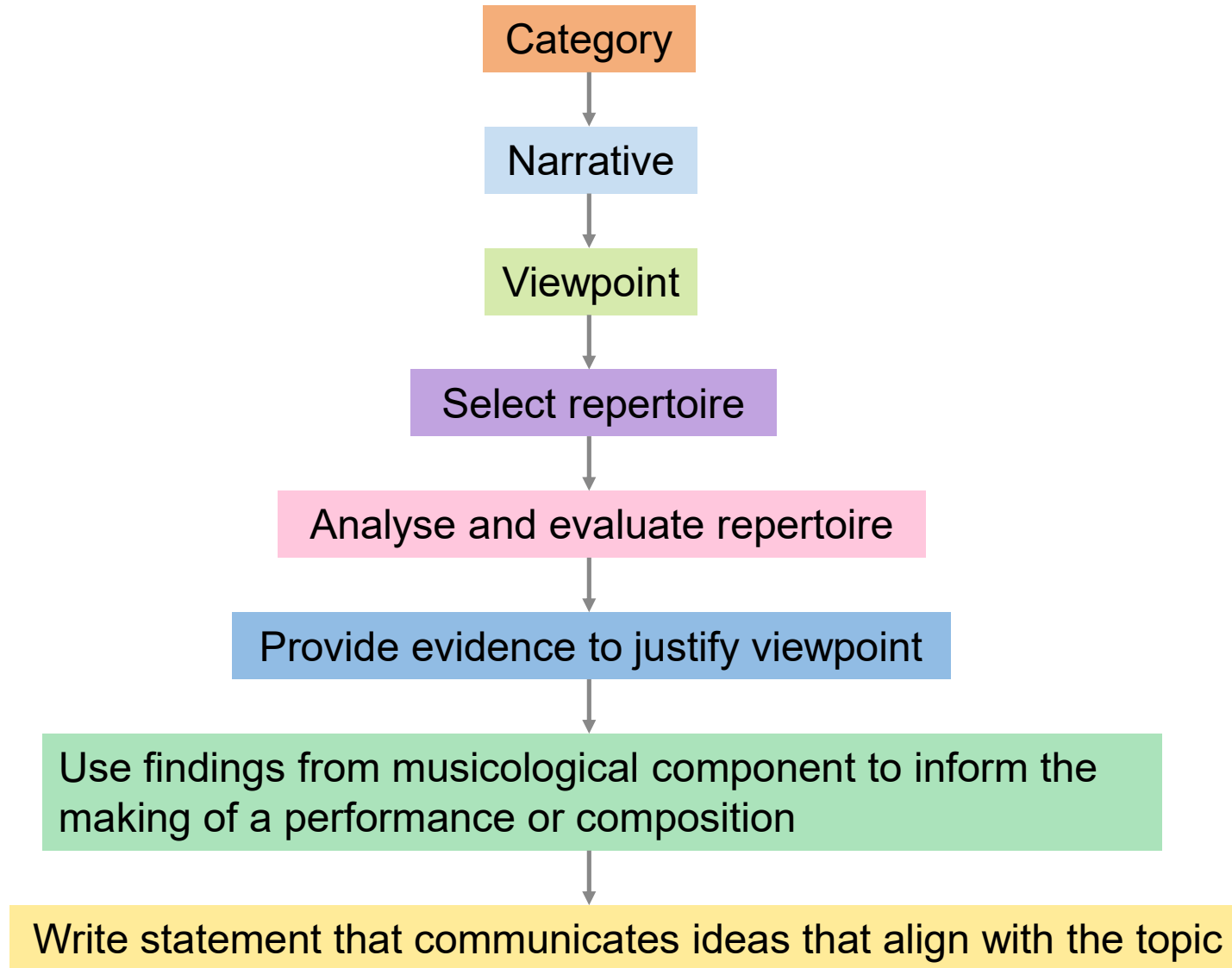**Criterion: Applying literacy skills**

Assessment objective

6. apply literacy skills using music terminology relevant to genre/style, and use referencing and language conventions to communicate music ideas in a coherent work that integrates the two components

The student work has the following characteristics:	Marks
• application of literacy skills through articulated ideas, controlled structure and the sequence of information that enhance communication of meaning in the topic	3
• application of literacy skills using music terminology relevant to genre/style, and use of referencing and language conventions to communicate music ideas in a coherent work that integrates the two components	2
• application of literacy skills to describe ideas	1
• does not satisfy any of the descriptors above.	0

Unit 4 IA3: Integrated project — Process

Category

↓

Narrative

↓

Viewpoint

↓

Select repertoire

↓

Analyse and evaluate repertoire

↓

Provide evidence to justify viewpoint

↓

Use findings from musicological component to inform the making of a performance or composition

↓

Write statement that communicates ideas that align with the topic

AS U2 IA3: Integrated project — Process

Suggested process

1. Choose an identity

2. Form a viewpoint

3. Choose repertoire to analyse in order to evaluate and support the viewpoint

4. Provide evidence to support the viewpoint

5. Use findings to inform a performance or composition

   - The performance or composition will align with the topic of the musicological component

   - The performance does not need to be one of the pieces of repertoire that is analysed in the musicological component

   - The performance statement or the statement of compositional intent will communicate ideas that align with the topic of the musicological component.

The topic for the project can either be set by the teacher or be devised by the student so as to allow for individual interests relating to the expression of identity in music. The musicology component must allow students to analyse and evaluate music repertoire to justify a viewpoint.

The topic for the project can either be set by the teacher or be devised by the student so as to allow for individual interests relating to the expression of identity in music. The musicology component must allow students to analyse and evaluate music repertoire to justify a viewpoint.

- analysis of music is detailed and shows an accurate understanding of music elements, concepts and stylistic characteristics
- evaluation of music is logical and provides evidence to justify a viewpoint

5–6

The musicology component will inform and influence the composition or performance; the musicology component could be an investigation of a topic which then guides and shapes the composition or performance.
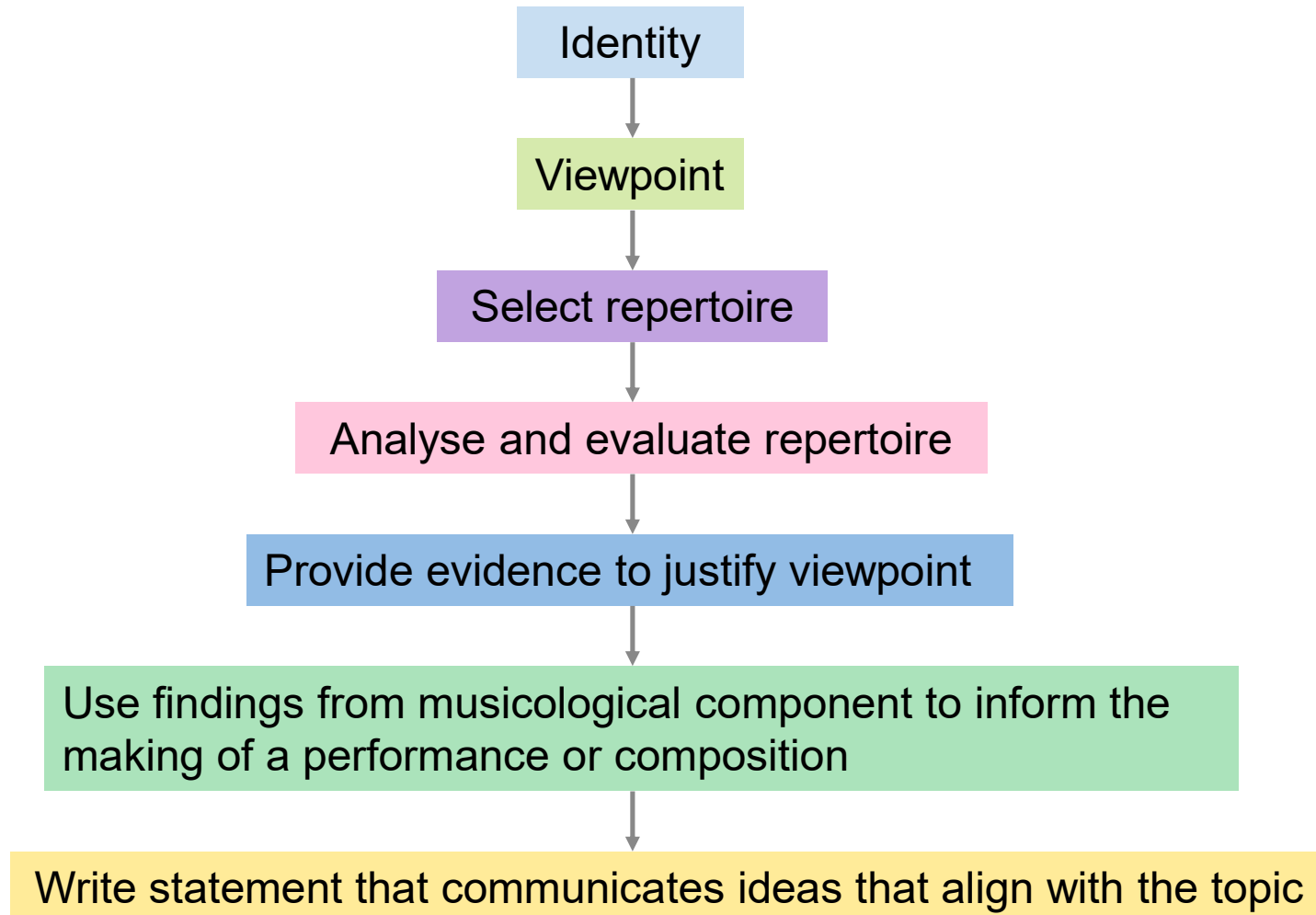
Criterion: Applying literacy skills

Assessment objective

6. apply literacy skills using music terminology relevant to genre/style, and use referencing and language conventions to communicate music ideas in a coherent work that integrates the two components

The student work has the following characteristics:	Marks
• application of literacy skills through articulated ideas, controlled structure and the sequence of information that enhance communication of meaning in the topic	3
• application of literacy skills using music terminology relevant to genre/style, and use of referencing and language conventions to communicate music ideas in a coherent work that integrates the two components	2
• application of literacy skills to describe ideas	1
• does not satisfy any of the descriptors above.	0

AS U2 IA3: Integrated project — Process

Identity

↓

Viewpoint

↓

Select repertoire

↓

Analyse and evaluate repertoire

↓

Provide evidence to justify viewpoint

↓

Use findings from musicological component to inform the making of a performance or composition

↓

Write statement that communicates ideas that align with the topic

Unit 4 IA3: Integrated project — student response

The Things I've Learned *composition by Sarina Bakker*

▷ 0:00 ◇ ─────────────────────────────────── -2:55
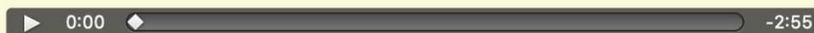
The composition uses elements similar to those found in 'So Anyway' and 'The Flagmaker, 1775'. Namely, expressive devices - fermatas for dramatic pause. Harmonically, major and minor sevenths, suspended seconds and bass thirds are used as seen in the pre-chorus:

For I, I know to make a judgement is to turn
F2 - Am7 - Fsus2 - Fsus2/D - G/B

The lyrics are purposefully ambiguous to allow room for audience interpretation - as the song itself could be placed within the context of any musical with a character in this situation.
To demonstrate the emotional/mental state of crisis, the composition uses juxtaposing instrumentation to the discussed themes. This is heard through the glockenspiel to mimic a music box-like feel, showing a childishness to the character - however, in the last chorus, the character sings:
"You took the pain away - they took your pain away."
The audience now understands that a significant member in the character's life has died, but the character is reflecting on the things they have learned.

xiii

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

IA3: Integrated project — Confirmation submission information

Summative internal assessment 3 (IA3): Integrated project (35%)				
Integrated project	3	• marked ISMG	PDF	5 MB
		• multimodal presentation (live/virtual or digital) – musicology component	PPTX, PDF, MP4, MOV and/or AVI	500 MB
		– composition or performance component	PDF, MP4, MOV and/or AVI	500 MB

The ISMG assesses the evaluation of music which provides evidence to justify a viewpoint. This evidence can be either MP3/MP4 excerpts or score excerpts. The type of evidence provided will influence which format the student submits the musicological response in, i.e.

a. MP3/MP4 excerpts — PPTX

b. score excerpts — PDF or PPTX.

IA3: Integrated project — Confirmation submission information

Summative internal assessment 3 (IA3): Integrated project (35%)				
Integrated project	3	• marked ISMG	PDF	5 MB
		• multimodal presentation (live/virtual or digital) – musicology component	PPTX, PDF, MP4, MOV and/or AVI	500 MB
		– composition or performance component	PDF, MP4, MOV and/or AVI	500 MB

As indicated above, three files are required to be submitted for Confirmation. Some possible combinations include:

a. marked ISMG, PPTX (musicology with MP3 excerpts and performance statement), MP4 (performance)

b. marked ISMG, PDF (musicology with score excerpts and performance statement), MP4 (performance)

c. marked ISMG, PPTX (musicology with MP3 excerpts and statement of compositional intent), MP3 (composition)

d. marked ISMG, PDF (musicology with score excerpts and statement of compositional intent), PDF (composition score)

If submitting PPTX, any MP4 or video files should be submitted as separate files as indicated above. It will be easier for you to upload to the Confirmation app and it will also be easier for the Confirmation process to occur smoothly.

Acknowledgments

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

QCAA social media

www.facebook.com/qcaa.qld.edu.au

twitter.com/QCAA_edu

www.youtube.com/user/TheQCAA

www.pinterest.com/QCAA_edu

www.linkedin.com/company/queensland-curriculum-and-assessment-authority

www.instagram.com/myqce/