



Queensland Curriculum and Assessment Authority

Music 2019 v1.2

IA3: Sample assessment instrument

Integrated project — musicology and composition (35%)

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
Analysing and evaluating music	8	
Applying literacy skills	3	
Using music elements and concepts	8	
Applying techniques and processes	6	
Communicating meaning	10	
Overall	35	

Conditions — musicology and composition

Technique	Integrated project
Unit	Unit 4: Narratives
Topic/s	Area of study: Narratives
Duration	Approximately 25 hours
Mode/length	Select one of the following: <ul style="list-style-type: none">• live or virtual presentation: 6–10 minutes• digital presentation (e.g. digital book, slide show): 10–15 digital pages/slides
Individual/group	Individual
Other	<p>The integrated project must include a musicology component, a composition component and a statement of compositional intent:</p> <ul style="list-style-type: none">• composition component: at least one minute duration to ensure compositional devices can be seen• 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 of the composition. <p>Students must present the composition component 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">• .pdf, .mov, .mp4, or .avi for dynamic files

Context

Across the 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 musicology 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 a composition that assists you to justify your viewpoint. You must then complete a statement of compositional intent.

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.

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 ideas in a coherent work that integrates the two components
- **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

Stimulus

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

Checkpoints

- 2 hours: Stimulus research check
- 8 hours: Composition discussion and viewing, feedback provided
- 12 hours: Composition discussion and viewing, feedback provided
- 16 hours: Musicology discussion, feedback provided
- 20 hours: Musicology and composition, feedback provided
- 23 hours: Multimodal presentation, feedback provided

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students must submit a declaration of authenticity.

Scaffolding

Musicology

You will:

- consider a viewpoint in relation to conveying a narrative
- consider the choice of repertoire and its suitability to the viewpoint
- conduct research around the topic of your viewpoint
- source sheet music and audio recordings of your repertoire to support your analysis
- deconstruct the repertoire to determine which elements are relevant when analysing how narrative is communicated.

Composition

You will:

- gather stimulus for inspiration
- consider music elements and concepts to convey a narrative
- consider and use conventions associated with your chosen genre
- journal composition ideas
- record your composing sessions
- listen and analyse the work of others
- engage in reflective strategies

Instrument-specific marking guide (IA3): Integrated project — musicology and composition (35%)

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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • makes connections between music elements and concepts and their purpose in communicating intent • simple statements made about the purpose and context of ideas and concepts evident in repertoire 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Applying literacy skills

Assessment objectives

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
<ul style="list-style-type: none">• application of literacy skills through articulated ideas, controlled structure and the sequence of information that enhance communication of meaning in the topic	3
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• application of literacy skills to describe ideas	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Using music elements and concepts

Assessment objectives

3. use music elements and concepts to reflect a narrative

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• use of music elements and concepts makes the chosen narrative explicit	7–8
<ul style="list-style-type: none">• use of music elements and concepts are integrated to enhance the chosen narrative	5–6
<ul style="list-style-type: none">• use of music elements and concepts to reflect a narrative	3–4
<ul style="list-style-type: none">• use of a selection of music elements and concepts	2
<ul style="list-style-type: none">• evidence of music elements	1
<ul style="list-style-type: none">• does not meet any of the standards described 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 and synthesis 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 in composition

10. resolve music ideas to communicate meaning and intent in composition

The student work has the following characteristics:	Marks
• resolution of composition shows a synthesis of complex music ideas that communicate meaning with sensitivity	9–10
• resolution of music ideas that are integral to the expression of meaning	7–8
• explanation of the use of music elements and concepts to communicate meaning in composition • resolution of music ideas to communicate meaning and intent in composition	5–6
• description of meaning communicated in composition • demonstration of music ideas reflects meaning	3–4
• simple statements made about the music • demonstration of music ideas	1–2
• does not satisfy any of the descriptors above.	0



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