



Music 2025 v1.2

IA3: Sample assessment instrument

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	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Analysing music	7	
Evaluating music	5	
Applying literacy skills	3	
Using music elements and concepts	8	
Applying compositional devices	7	
Resolving music ideas	5	
Overall	35	

Conditions

Technique	Project
Unit	Unit 4: Narratives
Topic/s	Area of study: Narratives
Mode / length	Musicology: one of the following Written: Up to 1000 words Spoken (live or recorded): Up to 8 minutes, or signed equivalent Composition: At least 1 minute.
Individual / group	Individual
Other	Students can develop their responses in class time and their own time. The teacher must provide students with continuous class time to develop the project. Composition tasks should allow students to respond in any genre/style in the context of the unit. Students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary), or both. A program note may be used as supporting evidence to assist the audience to understand the composition.

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 a 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
- mood
- atmosphere.

You will complete a musicology analysis and evaluation of a chosen work from film, television, video game, music theatre, opera, program music or art song. This will then inform and influence the development of a composition that assists you to justify your viewpoint.

To complete this task, you must:

- **select** a stimulus to communicate your own viewpoint
- **analyse** music elements and concepts, and compositional devices to convey the narrative through setting, characterisation, drama and/or action, mood or atmosphere
- **evaluate** the use of music elements and concepts, and compositional devices to convey the narrative in film music, television music, game music, musical theatre, opera, program music or art song
- **apply** literacy skills, using music terminology relevant to genre/style, referencing and language conventions to communicate ideas
- **use** music elements and concepts for the chosen genre/style
- **apply** compositional devices in the creation of their work
- **resolve** music ideas to communicate the narrative.

Checkpoints

- ☐ Week 2: Stimulus research check
- ☐ Week 3: Musicology discussion, feedback provided
- ☐ Week 4: Composition discussion and viewing, feedback provided
- ☐ Week 6: Musicology discussion, feedback provided
- ☐ Week 8: Composition discussion and viewing, feedback provided
- ☐ Week 10: Musicology discussion, feedback provided

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will conduct interviews or consultations as you develop the response.
- You will provide documentation of your progress at indicated checkpoints.

Scaffolding

Musicology

You will:

- investigate a topic relating to narrative in film music, television music, game music, musical theatre, opera, program music or art song
- 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/or audio recordings of your repertoire to support your analysis
- analyse music elements and concepts, and compositional devices in repertoire to convey the narrative through setting, characterisation, drama and/or action, mood or atmosphere
- evaluate the use of music elements and concepts, and compositional devices in repertoire to convey the narrative in film music, television music, game music, musical theatre, opera, program music or art song
- provide evidence to support your judgments using audio and/or visual excerpts of repertoire.

Composition

You will:

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

Instrument-specific marking guide (IA3): Project response (35%)

Analysing music	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> analysis <ul style="list-style-type: none"> identifies interconnections between music elements and concepts, and compositional devices is consistently accurate 	6–7
<ul style="list-style-type: none"> analysis of music elements and concepts, and compositional devices is <ul style="list-style-type: none"> detailed specific 	4–5
<ul style="list-style-type: none"> analysis of the narrative through <ul style="list-style-type: none"> music elements and concepts, and compositional devices through setting, characterisation, drama and/or action, mood or atmosphere 	2–3
<ul style="list-style-type: none"> identification of music elements and concepts. 	1
The student response does not satisfy any of the descriptors above.	0

Evaluating music	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> evaluation shows insightful judgments about the purpose of music elements and concepts, and compositional devices in conveying the narrative, consistently using convincing evidence to support judgments 	5
<ul style="list-style-type: none"> evaluation shows reasonable judgments about the purpose of music elements and concepts, and compositional devices in conveying the narrative, consistently using credible evidence to support judgments 	4
<ul style="list-style-type: none"> evaluation of the use of music elements and concepts, and compositional devices to convey the narrative in film music, television music, game music, musical theatre, opera, program music or art song, using relevant evidence to support judgments 	3
<ul style="list-style-type: none"> statements made about the purpose of music elements and concepts, and compositional devices, using evidence to support judgments 	2
<ul style="list-style-type: none"> gives opinions about music. 	1
The student response does not satisfy any of the descriptors above.	0

Applying literacy skills	Marks
The student response has the following characteristics:	
<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, referencing and language conventions to communicate ideas 	2
<ul style="list-style-type: none"> • application of literacy skills to describe ideas. 	1
The student response does not satisfy any of the descriptors above.	0

Using music elements and concepts	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • use of music elements and concepts shows <ul style="list-style-type: none"> – perceptive understanding of genre/style – sensitivity towards the genre/style through sustained synthesis of stylistic nuances 	7–8
<ul style="list-style-type: none"> • use of music elements and concepts <ul style="list-style-type: none"> – is integrated – incorporates genre/style specific characteristics – makes the genre/style explicit 	5–6
<ul style="list-style-type: none"> • use of music elements and concepts <ul style="list-style-type: none"> – to reflect the genre/style – throughout the composition 	3–4
<ul style="list-style-type: none"> • some selection of music elements and concepts. 	1–2
The student response does not satisfy any of the descriptors above.	0

Applying compositional devices	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • application of compositional devices <ul style="list-style-type: none"> – creates a unified and cohesive work – is synthesised to create a polished work 	6–7
<ul style="list-style-type: none"> • application of compositional devices <ul style="list-style-type: none"> – is idiomatic – develops the work 	4–5
<ul style="list-style-type: none"> • application of compositional devices <ul style="list-style-type: none"> – in the creation of their work – throughout the composition 	2–3
<ul style="list-style-type: none"> • application of a selection of compositional devices. 	1
The student response does not satisfy any of the descriptors above.	0

Resolving music ideas	Marks
The student response has the following characteristics:	
• resolution of music ideas is perceptively synthesised and reveals subtleties of the narrative	5
• resolution of music ideas is sustained and consolidates the narrative	4
• resolution of music ideas is integral to communicate the narrative	3
• resolution of music ideas to communicate the narrative	2
• demonstration of music ideas.	1
The student response does not satisfy any of the descriptors above.	0



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