



Queensland Curriculum and Assessment Authority

Music Extension 2020 v1.1

IA1: Sample assessment instrument

Composition 1 (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
Applying techniques and processes	6	
Manipulating music elements and concepts	6	
Communicating meaning	8	
Overall	20	

Conditions

Technique	Composition
Unit	Unit 3: Explore
Topic/s	Key idea 1: Initiate best practice Key idea 2: Consolidate best practice
Duration	15 hours, in both class time and students' own time
Mode/length	Composition: The composition must be of 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 equivalent, 1–2 minutes, that examines and evaluates the music elements, concepts and compositional devices, and expresses the meaning communicated through the composition.
Individual/group	Individual
Other	Students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary) or both. Compositions that are arrangements of existing music require substantial reworking of music elements and must be obviously well removed, but derived from the original composition. Submission: <ul style="list-style-type: none">• Composition — .pdf of scored compositions, .mov, .mp3, .mp4, .pptx or .avi for dynamic files• Statement of compositional intent — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files

Context

You have started an apprenticeship and are working towards realising your potential as a composer. Your aim is to use techniques and develop strategies to master your craft. You will engage in best practice to compose music.

Task

Compose one complete work or significant section/movement of a much larger work under the guidance of your mentor or another source. You may compose or arrange in any genre and/or style. You may compose for any sound source/s including instrument/s, voice/s and contemporary technologies.

Complete a statement of compositional intent that examines and evaluates the music elements, concepts and compositional devices, and expresses the meaning communicated through the composition.

To complete this task, you must:

- apply compositional devices in the creation of your own work
- manipulate music elements and concepts in composition specific to style and genre
- resolve music ideas to communicate meaning and intent in your composition
- apply literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in your own work
- evaluate the music elements, concepts and compositional devices in your composition
- examine the music elements, concepts and compositional devices in your composition
- express the meaning communicated through the composition.

Checkpoints

- 2 hours: Individual consultation
- 8 hours: Conferencing
- 12 hours: Discussion and viewing 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 and use conventions associated with your chosen genre
- journal composition ideas
- record your composing sessions
- listen to and analyse the work of others
- engage in reflective strategies by examining and evaluating the use of music elements, concepts and compositional devices in your composition
- express the meaning communicated through your composition in your statement of compositional intent.

Instrument-specific marking guide (IA1): Composition 1 (20%)

Criterion: Applying techniques and processes

Assessment objective

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

The student work has the following characteristics:	Marks
• application of compositional devices integral to the work showing understanding and command	6
• application of compositional devices to create a unified and cohesive work	5
• 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: Manipulating music elements and concepts

Assessment objective

6. manipulate music elements and concepts in composition specific to style and genre

The student work has the following characteristics:	Marks
• manipulation of music elements and concepts is consistent and embodies compositional practices	6
• manipulation of music elements and concepts makes the chosen style and genre explicit through the synthesis of compositional practices	5
• manipulation of music elements and concepts are integrated to enhance the chosen style and genre	4
• manipulation of music elements and concepts in composition specific to style and genre	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: Communicating meaning

Assessment objectives

1. apply literacy skills using terminology relevant to genre/style and language conventions to communicate music ideas in their own work
2. evaluate the music elements, concepts and compositional devices in composition
3. examine the music elements, concepts and compositional devices in composition
4. express the meaning communicated through the composition
7. 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 the composition through the sustained use of music ideas that communicate subtleties of meaning	8
<ul style="list-style-type: none">• resolution of the composition shows a synthesis of complex music ideas that communicate meaning and intent with sensitivity	7
<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 communicate meaning and intent	5–6
<ul style="list-style-type: none">• application of literacy skills using terminology relevant to genre/style and language conventions to communicate music ideas in their own work• evaluation of the music elements, concepts and compositional devices in composition• examination of the music elements, concepts and compositional devices in composition• expression of the meaning communicated through the composition• resolution of music ideas to communicate meaning and intent in composition	3–4
<ul style="list-style-type: none">• application of literacy skills to describe ideas• simple statements made about the music• 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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