



Queensland Curriculum and Assessment Authority

Music Extension 2020 v1.1

IA3: Sample assessment instrument

Composition project (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
Applying techniques and processes	10	
Manipulating music elements and concepts	8	
Communicating meaning	12	
Evaluating best practice	5	
Overall	35	

Conditions

Technique	Project
Unit	Unit 4: Emerge
Topic/s	Key idea 3: Independent best practice
Duration	25 hours, in both class time and students' own time
Mode/length	<p>Composition: The composition must be of at least two minutes duration to ensure compositional devices can be seen.</p> <p>Statement of compositional intent: written 200–400 words, or filmed oral or audio equivalent, 1–2 minutes, that examines the music elements, concepts and compositional devices, and expresses the meaning communicated through the composition.</p> <p>Reflective statement: written 300 words, or filmed oral or audio equivalent, 1–2 minutes, evaluating at least two techniques and/or strategies of best practice that influenced 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 obviously 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, .pptx or .avi for dynamic files• Statement of compositional intent — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files• Reflective statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files

Context

As an emerging artist you are critically reflecting on your musicianship and refining your practice as you endeavour to discover your personal style as a musician. Your aim is to operate with increasing independence and sophistication, and demonstrate best practice independently, working towards an individual approach in your specialisation.

Task

Compose one complete work or significant section/movement of a much larger work. 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 the music elements, concepts and compositional devices, and expresses the meaning communicated through the composition. You will also complete a reflective statement that evaluates at least two techniques and/or strategies of best practice that influenced 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 use referencing and language conventions
- **examine** the music elements, concepts and compositional devices in the composition
- **express** the meaning communicated through the composition
- **evaluate** two techniques and/or strategies of best practice.

Checkpoints

- 2 hours: Individual consultation
- 12 hours: Conferencing
- 18 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 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
- develop your reflective practice statement using documentation collected during Unit 4.

Instrument-specific marking guide (IA3): Composition project (35%)

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	10
• application of compositional devices to create a unified and cohesive work	9
• application of idiomatic compositional devices that develop the work	7–8
• application of compositional devices in the creation of their own work	5–6
• application of a selection of compositional devices	3–4
• evidence of a compositional device	2–1
• 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	8
• manipulation of music elements and concepts makes the chosen style and genre explicit through the synthesis of compositional practices	7
• manipulation of music elements and concepts are integrated to enhance the chosen style and genre	5–6
• manipulation of music elements and concepts in composition specific to style and genre	3–4
• 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

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	11–12
<ul style="list-style-type: none">• resolution of the composition shows a synthesis of complex music ideas that communicate meaning and intent with sensitivity	9–10
<ul style="list-style-type: none">• resolution of music ideas that are integral to the communication of meaning and intent	7–8
<ul style="list-style-type: none">• 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	5–6
<ul style="list-style-type: none">• simple statements made about the music• demonstration of music ideas reflects meaning	3–4
<ul style="list-style-type: none">• description of music ideas• evidence of a music idea	1–2
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Evaluating best practice

Assessment objectives

1. apply literacy skills using terminology relevant to genre/style, and use referencing and language conventions
2. evaluate two techniques and/or strategies of best practice

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• evaluation provides evidence of metacognition that informs independent best practice	4–5
<ul style="list-style-type: none">• application of literacy skills through articulated ideas, controlled structure and the sequencing of information• evaluation examines the logic of the two selected techniques and/or strategies	3
<ul style="list-style-type: none">• application of literacy skills using terminology relevant to genre/style, and use of referencing and language conventions• evaluation of two techniques and/or strategies of best practice	2
<ul style="list-style-type: none">• application of literacy skills to describe ideas• identification of techniques or strategies of best practice	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

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