



Music Extension — Composition 2026 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
Applying compositional devices	8	
Manipulating music elements and concepts	10	
Resolving music ideas	8	
Statement of intent	3	
Reflective statement	6	
Overall	35	

Conditions

Technique	Composition project
Unit	Unit 4: Emerge
Topic/s	Key idea 3: Independent best practice
Mode / length	<p>Composition: At least 3 minutes</p> <p>Statement of intent</p> <p>One of the following:</p> <ul style="list-style-type: none">• Written: Up to 500 words• Spoken (live or recorded): Up to 3 minutes, or signed equivalent. <p>Reflective statement</p> <p>One of the following:</p> <ul style="list-style-type: none">• Written: Up to 500 words• Spoken (live or recorded): Up to 3 minutes, or signed equivalent.
Individual / group	Individual
Other	<p>Students can develop their responses in class time and in their own time.</p> <p>The teacher must provide students with continuous class time to develop the composition.</p> <p>Students can respond in any genre/style.</p> <p>Students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary) or both.</p>

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 section/movement of a much larger work. You may compose 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 intent that analyses and evaluates the use of music elements and concepts, and compositional devices to communicate the intent in 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, supported by referencing conventions.

To complete this task, you must:

- **apply** compositional devices in the creation of your work
- **manipulate** music elements and concepts for the chosen genre/style
- **resolve** music ideas to communicate meaning
- **analyse** music elements and concepts, and compositional devices in the composition
- **evaluate** the use of music elements and concepts, compositional devices to communicate the intent in the composition, and techniques and/or strategies of best practice
- **apply** literacy skills, using music terminology relevant to genre/style and language conventions to communicate ideas.

Checkpoints

- ☐ Week 3: Individual consultation
- ☐ Week 5: Conferencing
- ☐ Week 7: Discussion and viewing with feedback provided
- ☐ Week 9: Draft of composition, statement of intent and reflective statement

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect and annotate a draft.
- Your teacher will conduct interviews or consultations as you develop the response.
- You must submit a declaration of authenticity.

Scaffolding

You will:

- gather stimulus for inspiration
- develop and refine your compositional approach
- consider and use conventions associated with your chosen genre/style
- apply techniques and/or strategies of best practice as a composer
- journal composition ideas
- record your composing sessions
- listen to and analyse the work of others
- engage in reflective strategies to consider the intent of your composition
- develop your statement of intent by analysing and evaluating the use of music elements and concepts, and compositional devices to communicate the intent
- collect source information for your reflective statement using referencing conventions such as citations, reference list or bibliography
- develop your reflective statement using documentation collected during Units 3 and 4, selecting at least two techniques and/or strategies of best practice
- refine your statement of intent and reflective statement with minimal consultation with your teacher and/or mentor.

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

Applying composition 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 	7–8
<ul style="list-style-type: none"> • application of compositional devices <ul style="list-style-type: none"> – is idiomatic – to develop the work 	5–6
<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 	3–4
<ul style="list-style-type: none"> • application of a selection of compositional devices. 	1–2
The student response does not satisfy any of the descriptors above.	0

Manipulating music elements and concepts	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • manipulation 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 	9–10
<ul style="list-style-type: none"> • manipulation of music elements and concepts <ul style="list-style-type: none"> – is integrated – makes the genre/style explicit 	7–8
<ul style="list-style-type: none"> • manipulation of music elements and concepts <ul style="list-style-type: none"> – incorporates genre/style-specific characteristics – throughout the composition 	5–6
<ul style="list-style-type: none"> • manipulation of music elements and concepts <ul style="list-style-type: none"> – for the chosen 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

Resolving music ideas	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • resolution of music ideas is <ul style="list-style-type: none"> – sustained and consolidates meaning – perceptively synthesised and reveals subtleties of meaning 	7–8
<ul style="list-style-type: none"> • resolution of music ideas <ul style="list-style-type: none"> – is integral to communicate meaning – throughout the composition 	5–6
<ul style="list-style-type: none"> • resolution of music ideas <ul style="list-style-type: none"> – to communicate meaning – throughout the composition 	3–4
<ul style="list-style-type: none"> • demonstration of music idea/s. 	1–2
The student response does not satisfy any of the descriptors above.	0

Statement of intent	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • analysis of music elements and concepts, and compositional devices in the composition is detailed and specific • application of literacy skills through sequenced and connected ideas • evaluation shows insightful judgments about the use of music elements, concepts and compositional devices to communicate the intent in the composition 	3
<ul style="list-style-type: none"> • analysis of music elements and concepts, and compositional devices in the composition • application of literacy skills using music terminology relevant to genre/style and language conventions to communicate ideas in the composition • evaluation of the use of music elements and concepts, and compositional devices to communicate the intent in the composition 	2
<ul style="list-style-type: none"> • explanation of the choices made in the composition • application of literacy skills that communicate ideas about the composition • statements made about the use of music elements and concepts, and compositional devices in the composition. 	1
The student response does not satisfy any of the descriptors above.	0

Reflective statement	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • evaluation provides evidence of metacognition that informs independent best practice 	6
<ul style="list-style-type: none"> • application of literacy skills through sequenced and connected ideas, and referencing conventions • evaluation examines the logic of the two selected techniques and/or strategies 	4–5
<ul style="list-style-type: none"> • application of literacy skills using music terminology relevant to genre/style and language conventions to communicate ideas • evaluation of two techniques and/or strategies of best practice 	2–3
<ul style="list-style-type: none"> • application of literacy skills to identify techniques or strategies of best practice. 	1
The student response does not satisfy any of the descriptors above.	0



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