

Marking summary

Criterion	Marks allocated	Provisional marks
Using music elements and concepts	6	
Applying techniques and processes	6	
Communicating meaning	8	
Overall	20	

Conditions

Technique	Composition
Unit	Unit 3: Innovations
Topic/s	Area of study: Innovations
Duration	Approximately 15 hours
Mode / length	<p>Composition: The composition must be of at least one minute duration to ensure compositional devices can be seen</p> <p>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 and execution of 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 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.

Context

In this unit, you have been studying the ways in which the innovative use of music elements and concepts have challenged, further developed or reconceptualised music traditions to represent, reflect and even shape cultural, societal and technological change. Specifically, you have looked at the emerging 'modernist' movements and compositional techniques of the early 20th century, along with innovations in post-1950 'pop' music.

Task

Compose a work that incorporates either an innovation from a genre and/or style you have studied in class or your own innovative use of music elements and concepts.

Complete a statement of compositional intent explaining the use of music elements and compositional devices in shaping the purpose and execution of the composition.

To complete this task, you must:

- **explain** the use of music elements and concepts to communicate meaning in composition
- **use** music elements and concepts to reflect innovative compositional practices
- **apply** compositional devices in the creation of their own work
- **apply** literacy skills using music terminology relevant to genre/style and language conventions to **communicate** music ideas in their own work
- **resolve** music ideas to communicate meaning and intent in composition

Stimulus

Music works studied in class that demonstrate:

- innovations using technology within popular music
- innovations in approach to harmonic and melody writing such as scale forms, atonality and serialism
- innovations stimulated by Post-Industrialization and globalization such as *Expressionism, Impressionism, Minimalism, Primitivism* and the *Avant-Garde*

Checkpoints

- 2 hours: Individual consultation to discuss planning stages
- 8 hours: Discussion and viewing with verbal feedback provided
- 12 hours: Draft discussion and viewing with written feedback provided

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 (recordings, scores, performances, YouTube clips)
- consider music elements and concepts to reflect innovative compositional practices
- consider and use conventions associated with your chosen genre, ensuring that your piece maintains stylistic integrity
- journal composition ideas, record your composing sessions and collate ideas in OneNote
- listen to and analyse the work of others
- experiment with innovations
- write within the technical capabilities of the instruments or voices
- maintain idiomatic conventions relevant to the genre and/or style while working towards an individual style of composition
- engage in reflective strategies including periodic constructive self and peer reviews and subsequent goal setting and adjustment

Instrument-specific marking guide (IA2): Composition (20%)

Criterion: Using music elements and concepts

Assessment objectives

3. use music elements and concepts to reflect innovative compositional practices

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> use of music elements and concepts makes the chosen style and genre <u>explicit</u> through the synthesis of innovative compositional practices 	5–6
<ul style="list-style-type: none"> use of music elements and concepts are integrated to enhance the chosen style and genre 	4
<ul style="list-style-type: none"> use of music elements and concepts to reflect innovative compositional practices 	3
<ul style="list-style-type: none"> use of a <u>selection</u> 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 satisfy any of the descriptors 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
<ul style="list-style-type: none"> application of compositional devices to create a unified and <u>cohesive</u> work 	5–6
<ul style="list-style-type: none"> application of <u>idiomatic</u> compositional devices that <u>develop</u> the work 	4
<ul style="list-style-type: none"> application of compositional devices in the creation of their own work 	3
<ul style="list-style-type: none"> application of a <u>selection</u> of compositional devices 	2
<ul style="list-style-type: none"> evidence of a compositional device 	1
<ul style="list-style-type: none"> 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
6. apply literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in their own work
10. 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 composition shows a synthesis of <u>complex</u> music ideas that communicate meaning with sensitivity 	7–8
<ul style="list-style-type: none"> application of literacy skills through <u>sequenced</u> and connected ideas that <u>express</u> ideas and meaning in their own work resolution of music ideas that are <u>integral</u> to the communication of meaning 	5–6
<ul style="list-style-type: none"> explanation of the use of music elements and concepts to communicate meaning in composition application of literacy skills using music terminology <u>relevant</u> to genre/style and language conventions to communicate music ideas in their own work resolution of music ideas to communicate meaning and intent in composition 	3–4
<ul style="list-style-type: none"> simple statements made about the music application of literacy skills to <u>describe</u> ideas 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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