

## Marking summary

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

# Conditions

<b>Technique</b>	Composition
<b>Unit</b>	Unit 3: Innovations
<b>Topic/s</b>	Area of study: Innovations
<b>Duration</b>	Approximately 15 hours
<b>Mode / length</b>	<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>
<b>Individual / group</b>	Individual
<b>Other</b>	<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><b>Submission:</b></p> <ul style="list-style-type: none"><li>• Composition — .pdf of scored compositions, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li><li>• Statement of compositional intent — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li></ul>
<b>Resources</b>	—

# Context

In this unit, you have been studying the ways in which the innovative uses of music elements and concepts have been challenged, further developed or reconceptualized to represent, reflect and even shape cultural, societal and technological change. Throughout the unit, you have made and responded to music that demonstrates innovative use of music elements and concepts, and learnt about how these ideas are used to communicate new meanings.

# 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. The use of musical elements and compositional devices in your composition must communicate meaning.

Devise 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:**

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

# Stimulus

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## Checkpoints

- Term 4 Week 7: Interview with the teacher discussing musical concepts, ideas or styles relating to the use of innovations in the response, documented in a process diary, journal or logbook
- Term 1 Week 1: Interview with the teacher discussing and showing progress towards the response and the process of preparation, documented in a process diary, journal or logbook
- Term 1 Week 6: Draft composition and statement draft with feedback provided

## Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will conduct formal and informal interviews or consultations as you develop the response.
- You will present your process diary, journal or logbook at the second checkpoint and with your final submission.
- Your teacher will collect a draft; feedback will be provided on a separate draft feedback document.
- You must submit a declaration of authenticity.

## Scaffolding

You will:

- gather stimulus for inspiration
- consider the use of music elements and concepts to reflect innovative compositional practices
- consider and use conventions associated with your chosen style/genre
- journal composition ideas, including evidence i.e. record your composing sessions, screenshot multitrack or scoring workflow, keep all drafts
- engage in reflective strategies
- listen to and analyse the work of others
- experiment with innovations.

## 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"> <li>use of music elements and concepts makes the chosen style and genre <u>explicit</u> through the synthesis of innovative compositional practices</li> </ul>	5–6
<ul style="list-style-type: none"> <li>use of music elements and concepts are integrated to enhance the chosen style and genre</li> </ul>	4
<ul style="list-style-type: none"> <li>use of music elements and concepts to reflect innovative compositional practices</li> </ul>	3
<ul style="list-style-type: none"> <li>use of a <u>selection</u> of music elements and concepts</li> </ul>	2
<ul style="list-style-type: none"> <li>evidence of music elements</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	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"> <li>application of compositional devices to create a unified and <u>cohesive</u> work</li> </ul>	5–6
<ul style="list-style-type: none"> <li>application of <u>idiomatic</u> compositional devices that <u>develop</u> the work</li> </ul>	4
<ul style="list-style-type: none"> <li>application of compositional devices in the creation of their own work</li> </ul>	3
<ul style="list-style-type: none"> <li>application of a <u>selection</u> of compositional devices</li> </ul>	2
<ul style="list-style-type: none"> <li>evidence of a compositional device</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	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"> <li>resolution of composition shows a synthesis of <u>complex</u> music ideas that communicate meaning with sensitivity</li> </ul>	7–8
<ul style="list-style-type: none"> <li>application of literacy skills through <u>sequenced</u> and connected ideas that <u>express</u> ideas and meaning in their own work</li> <li>resolution of music ideas that are <u>integral</u> to the communication of meaning</li> </ul>	5–6
<ul style="list-style-type: none"> <li>explanation of the use of music elements and concepts to communicate meaning in composition</li> <li>application of literacy skills using music terminology <u>relevant</u> to genre/style and language conventions to communicate music ideas in their own work</li> <li>resolution of music ideas to communicate meaning and intent in composition</li> </ul>	3–4
<ul style="list-style-type: none"> <li>simple statements made about the music</li> <li>application of literacy skills to <u>describe</u> ideas</li> <li>demonstration of music ideas</li> </ul>	1–2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

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