

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	Composition 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
Resources	<p>You will have access to the following software to assist you in the composition process:</p> <p>Music Notation - Sibelius Digital Audio Workstations - GarageBand and Logic Pro</p>

Context

As an emerging composer, you are critically reflecting on your musicianship and refining your practice as you endeavour to discover your personal style. You are operating with an increasing degree of independence and sophistication and demonstrate best practice independently, working towards an individual approach to composition.

Task

You will compose one complete work or section/movement of a much larger work in the genre and style of your choice. You may compose for any combination of sound sources. You will devise a reflective statement of compositional intent that examines the music elements, concepts and compositional devices, and expresses the meaning communicated through the composition. In addition you will also present 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 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
- 12 hours: Presentation of work in progress to class
- 18 hours: Discussion and viewing with feedback provided

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect copies of your response and monitor at key junctures.
- You must acknowledge all sources.
- Your teacher will conduct interviews or consultations as you develop the response.

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 objectives

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

The student work has the following characteristics:	Marks
• application of compositional devices <u>integral</u> to the work showing understanding and <u>command</u>	10
• application of compositional devices to create a unified and <u>cohesive</u> work	9
• application of <u>idiomatic</u> compositional devices that <u>develop</u> 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	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Manipulating music elements and concepts

Assessment objectives

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 <u>consistent</u> and embodies compositional practices	8
• manipulation of music elements and concepts makes the chosen style and genre <u>explicit</u> 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
• resolution of the composition through the sustained use of music ideas that communicate subtleties of meaning	11–12
• resolution of the composition shows a synthesis of <u>complex</u> music ideas that communicate meaning and intent with sensitivity	9–10
• resolution of music ideas that are integral to communicate meaning and intent	7–8

The student work has the following characteristics:	Marks
<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

- apply literacy skills using terminology relevant to genre/style, and use referencing and language conventions
- 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 <u>independent</u> best practice 	4–5
<ul style="list-style-type: none"> application of literacy skills through articulated ideas, <u>controlled</u> 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 <u>relevant</u> 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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