

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	All school spaces, music equipment and recording facilities will be available, subject to booking

Context

As young composers we are always trying to find ideas from a myriad of sources, usually inspired primarily by our favourite music and musicians. We are also seeking to develop our own compositional style, borrowing from the musicians that have inspired us.

Examining the compositional techniques and devices used by ourselves and others can help us develop our own compositional voice, while also deepening our understanding of the compositional approach that our influences may have used.

Task

Compose one piece of music in a genre/style of your choice

Complete a statement of compositional intent that examines and evaluates the use of music elements, concepts and compositional devices, and discusses the meaning communicated through the composition.

You must also complete an additional reflective statement that evaluates at least two compositional techniques and/or strategies of best practice that you have used in 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

Stimulus

Students will provide their own stimulus if necessary.

Checkpoints

- On day task is given out: individual consultation with teacher
- Weekly: continuing individual consultation as necessary
- Two weeks prior to due date: submit completed draft of all three elements of the project for written feedback

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect and annotate a draft.
- 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
- record composition ideas
- listen to and analyse the work of others
- engage in reflective strategies
- complete a statement of compositional intent by reflecting on the meaning communicated through repertoire and the guidance given to the performer by the teacher, mentor or another source
- apply literacy skills using music terminology relevant to genre/style and select appropriate language conventions to communicate music ideas in their composition when developing a statement of compositional intent.

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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