

## Q&A

with Shruthika Palvannan, student and Charles Dugan, teacher  
Music Industry College

Music Extension — Composition, Internal assessment 3: Composition project

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### Shruthika Palvannan, student

**Q: What did you enjoy most about Music Extension?**

*A: The creative freedom we had as we were able to create and compose music not only for the subject but as a passion.*

**Q: How did you prepare for this assessment task?**

*A: I began to compose the song on guitar and later recorded a guide vocal and guitar track on Logic Pro X. Then I worked on the production from there.*

**Q: How did your teacher prepare you for this assessment?**

*A: My teacher gave me tips and tricks on production skills and helped me while recording the track in the studio.*

**Q: What made you choose the topic or method of presentation?**

*A: Composing and recording music is a passion of mine. Music Extension — Composition complemented this, therefore I submitted one of my demos for IA3.*

**Q: What is most important to you when you are preparing a response to an assessment task?**

*A: To ensure I am following the criteria and not going off track. Gaining as much feedback as possible from peers and teachers was also vital in achieving the best result.*

**Q: What are your thoughts about this assessment and the approach you took when responding to the task?**

*A: Keeping the simplicity of this song was often challenging as I always wanted to add more to it when it was not needed. The simplicity of this song is what helped make the song effective. Even though the song was so simple — with only a few instruments — I was still able to effectively convey the meaning of the lyrics, which I was very pleased about.*

**Q: How will you use what you have learnt in this subject?**

*A: Studying Music Extension — Composition has overall helped my songwriting skills and recording skills that will be beneficial to my future career as a singer/songwriter. As I am working towards recording and releasing an EP, the skills I learnt in the subject will benefit this.*

## **Charles Dugan, teacher**

**Q: What was the purpose of this assessment and what key decisions were made in the design of the task?**

*A: The assessment technique was designed to be as broad as possible to enable students to express their developing compositional skills in their own respective musical styles.*

**Q: How did your teaching and the student learning experiences prepare the students to complete this assessment?**

*A: All music students at Music Industry College are exposed to a variety of creative processes that are used in the music industry. Music technology is a big part of this. Students are taught the basics of music production software such as Logic Pro X and Ableton Live, which helps them to present their compositions in the most complete and polished way, and provides an authentic music industry experience. They are also encouraged to use our studio spaces collaboratively and independently and explore all creative possibilities of music making.*

**Q: How does this assessment reflect the unique characteristics of your school and your students?**

*A: Music Industry College aims to cater for students interested in the music industry and contemporary music generally. We encourage students to pursue their musical interests and try to help them develop skills that are going to be relevant to them in the music industry.*

**Q: Can you explain the exemplary aspects of Shruthika's response?**

*A: This composition is a strong example of a style that might best be labelled indie electro-pop. It features understated composition and production elements that serve to develop the piece and effectively maintain interest throughout its duration. These elements include the lower octave doubling of the vocal in the chorus, the addition of the tuned percussion in the second chorus, and the effective programmed beat that enters thereafter. Also notable is the consistency and cohesiveness of Shruthika's piece throughout.*