Music Stage 4 – sample assessment task

Sound lab

# Music Stage 4 – Sound lab – sample assessment task

**Assessment due date**: Term 2, Week 10

**Outcomes being assessed**

A student:

* **MU4–COM–01** improvises, arranges or composes using the elements of music to create musical ideas

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## Task description

Create a one-minute composition using either classroom instruments in groups, or using a DAW individually or in pairs. The composition will be performed or played to the class. The composition must include:

* at least 4 layers of sound that fulfil the roles of melodic role, harmonic role and rhythmic role. Adding a bass line is recommended. Additional layers can be added.
* 2 different types of texture (monophonic, homophonic, polyphonic).

A ‘Composition planning and reflection worksheet’ will need to be completed during the process of creating your composition.

A graphic score of a section of the composition that represents each layer of sound and what they are playing must also be completed.

## Submission details

Submission of the composition will be during class time and may be submitted as a live performance or as a recording which will be played to the class. The ‘Composition planning and reflection worksheet’ and the graphic score must be submitted to the teacher during class time.

## Formative check-in opportunities

Whole class, group and individual feedback will be provided verbally during lesson time in Weeks 9 and 10. Students are provided with checklists and supporting questions to help guide the composition process in the ‘Composition planning and reflection worksheet’. Advice on how to rehearse or refine the composition during the development phase and a sample graphic score is provided in the PowerPoint.

# Steps to success

Table 1 – assessment preparation schedule

|  |  |
| --- | --- |
| What I need to do | Ways I can do this |
| Choose 4 layers of sound including a melodic layer, harmonic layer, rhythmic layer and bass line. | * Search for different loops in the DAW and listen to each one, making notes on which ones I like and how it would fulfil each role * Select a range of classroom instruments and determine which ones would be suitable for each role |
| Create 2 different types of texture with the layers of sound. (Monophonic, homophonic, polyphonic.) | * If working acoustically, experiment through improvisation to create a musical idea or pattern for each instrument * Acoustically or electronically, experiment with layering the sounds to achieve the appropriate texture (monophonic, homophonic or polyphonic) * Structure the 2 different types of texture appropriately through experimentation and listening |
| Rehearse and refine the composition. | * Listen to the composition and consider the questions to guide my refinement process * Edit and adjust the composition until I am happy with how it sounds including how it is structured * Complete the checklist provided in the ‘Composition planning and reflection worksheet’ |
| Complete the ‘Composition planning and reflection worksheet’. | * Work through the questions one at a time and seek help from the teacher if required * Ensure that I complete the worksheet as I go to accurately document the creative process. I should not leave it until the very end of the task |
| Record the composition. | * Ask my teacher for access to a digital device to record the composition * Download the audio from the DAW and submit it to my teacher as an mp3 |
| Create a graphic score of the composition that represents each layer of sound and what they are playing. | * Refer to the graphic scores I have completed this term prior to this task and look at the sample score provided by the teacher * Choose a section of the composition that shows all 4 layers clearly. Listen to the musical material played by each layer and create a visual symbol that represents each sound or layer. Notate each layer of sound on a piece of A4 paper |

# Assessment rubric

Table 2 – assessment rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | A | B | C | D | E |
| Composition improvises, arranges and/or composes demonstrating an understanding of texture and the other elements of music to create musical ideas | I can improvise, arrange and/or compose demonstrating an accurate understanding of texture and the other elements of music to create musical ideas. | I can improvise, arrange and/or compose demonstrating an understanding of texture and the other elements of music to create musical ideas. | I can improvise, arrange and/or compose demonstrating some understanding of texture and the other elements of music to create musical ideas. | I can improvise, arrange and/or compose demonstrating inconsistent understanding of texture and/or the elements of music to create musical ideas. | I can improvise, arrange and/or compose demonstrating limited understanding of texture and/or the elements of music to create musical ideas. |
| Reflection  documents the creative process through critical listening and evaluation using appropriate music terminology | I can document the creative process comprehensively through critical listening and evaluation using appropriate music terminology. | I can document the creative process thoroughly through critical listening and evaluation using appropriate music terminology. | I can document the creative process through listening and evaluation using mostly appropriate music terminology. | I can attempt to document the creative process through listening and/or evaluation using some music terminology. | I can attempt to document the creative process through listening and/or evaluation using limited music terminology. |
| Graphic score demonstrates understanding of how sound can be represented through symbols using graphic notation | I can comprehensively document my composition using appropriate symbols that represent the sounds I have used. | I can thoroughly document my composition using appropriate symbols that represent the sounds I have used. | I can document my composition using mostly appropriate symbols that represent the sounds I have used. | I can document my composition using some appropriate symbols that represent the sounds I have used. | I can attempt to document my composition using limited symbols that represent the sounds I have used. |

# Student support material

Resources that are provided to support you in completing this task include:

* modelled graphic score example
* composition planning and reflection worksheet
* guiding questions for rehearsal and refinement in the PowerPoint
* composition checklist.

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the Creative arts Curriculum team by emailing [creativearts7-12@det.nsw.edu.au](mailto:creativearts7-12@det.nsw.edu.au)

**Differentiation: f**urther advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Consulted with**: Curriculum and Reform, Strategic Delivery, Inclusive Education and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [The Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 3.2.2, 3.3.2.

**Creation date: 26 August. 2024.**

# References

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