# Music 2 Stage 6 – sample assessment task – preliminary composition

**Topic:** Mandatory topic: music 1600–1900

**Assessment:** task 1 composition and composition portfolio

**Weighting:** 25% (composition 10% and composition portfolio 15%)

**Due date:** Term 1 Week 10

**Outcomes:**

* **P2** – demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
* **P3** – composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
* **P4** – creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
* **P5** – analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
* **P6** – discusses and evaluates music making constructive suggestions about performances and compositions

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## Task description

This task is in 2 parts. In part A, complete a composition including a score and recording that represents the baroque genre of the mandatory topic: music 1600–1900. In part B, submit a composition portfolio documenting the composition process.

### Part A – composition

Compose a 1 to 2-minute composition that represents the baroque genre of the mandatory topic: music1600–1900. Evidence of the musical characteristics of the baroque genre must be clearly visible in your writing. The composition score must be notated using a digital notation program, and a recording of the work must be submitted as an audio file.

### Part B – composition portfolio

Complete a composition portfolio, documenting the composition process. The portfolio must include:

* three compositional activities including classwork and notated improvisations
* clear representation of the topic studied through research and musical observations
* evidence of the compositional process (both written and notated) through draft material
* analyses of at least 2 influential works through the musical concepts
* evidence of ongoing evaluation and reflections on the compositional process
* aural analysis of the completed composition
* a complete score and audio recording submitted as a PDF file and audio file.

## Assessment criteria

### Part A – composition

The composition is marked out of 10 marks.

You will be assessed on your ability to demonstrate:

* understanding of the mandatory topic: music 1600–1900 through representation of the baroque style
* understanding of the interrelationship between the concepts of music, including skills in organising ideas into musical structures
* clear score representation containing all information necessary for a successful performance.

Table 1 – composition marking criteria

|  |  |
| --- | --- |
| Mark | Criteria |
| 9–10 | * Composes a work that successfully represents the mandatory topic including the comprehensive integration of baroque musical characteristics
* Demonstrates accomplished understanding of the interrelationships between the concepts of music and organising ideas into musical structures
* Demonstrates excellent knowledge of score conventions and performance directions
 |
| 7–8 | * Composes a work that successfully represents the mandatory topic including the thorough integration of baroque musical characteristics
* Demonstrates thorough understanding of the interrelationships between the concepts of music and organising ideas into musical structures
* Demonstrates detailed knowledge of score conventions and performance directions
 |
| 5–6 | * Composes a work that proficiently represents the mandatory topic including the integration of baroque musical characteristics
* Demonstrates sound understanding of the interrelationships between the concepts of music and organising ideas into musical structures
* Demonstrates sound knowledge of score conventions and performance directions
 |
| 3–4 | * Composes a work that is a basic representation of the mandatory topic with some integration of baroque musical characteristics
* Demonstrates inconsistent understanding of the interrelationships between the concepts of music and organising ideas into musical structures
* Demonstrates some knowledge of score conventions and performance directions
 |
| 1–2 | * Composes a work that is a limited representation of the mandatory topic with little integration of baroque musical characteristics
* Demonstrates little understanding of the interrelationships between the concepts of music and organising ideas into musical structures
* Demonstrates limited knowledge of score conventions and performance directions
 |

### Part B – composition portfolio

The composition portfolio is marked out of 15 marks.

You will be assessed on your ability to demonstrate:

* understanding of the topic through evidence of classwork activities and research
* evidence of the development of the compositional process through draft material
* evidence of ongoing evaluation and reflection on the compositional process
* musical analysis of your own work and the works of others demonstrating an understanding of the musical concepts.

Table 2 – composition marking criteria

|  |  |
| --- | --- |
| Mark | Criteria |
| 13–15 | * Demonstrates an excellent understanding of the topic through comprehensive evidence of classwork activities and research
* Demonstrates high level development of the compositional process through draft material
* Presents extensive evidence of ongoing evaluation and perceptive reflection on the compositional process
* Demonstrates comprehensive musical analysis of their own work and the works of others demonstrating accomplished understanding of the musical concepts
 |
| 10–12 | * Demonstrates a thorough understanding of the topic through detailed evidence of classwork activities and research
* Demonstrates successful development of the compositional process through draft material
* Presents detailed evidence of ongoing evaluation and reflection on the compositional process
* Demonstrates thorough musical analysis of their own work and the works of others demonstrating accomplished understanding of the musical concepts
 |
| 7–9 | * Demonstrates a sound understanding of the topic through evidence of classwork activities and research
* Demonstrates proficient development of the compositional process through draft material
* Presents sound evidence of ongoing evaluation and reflection on the compositional process
* Demonstrates sound musical analysis of their own work and the works of others demonstrating understanding of the musical concepts
 |
| 4–6 | * Demonstrates a basic understanding of the topic through limited evidence of classwork activities and research
* Demonstrates limited development of the compositional process through draft material
* Presents some evidence of evaluation and reflection on the compositional process
* Demonstrates some musical analysis of their own work and the works of others demonstrating inconsistent understanding of the musical concepts
 |
| 1–3 | * Demonstrates little understanding of the topic through limited evidence of classwork activities and research
* Demonstrates limited development of the compositional process through draft material
* Presents little evidence of evaluation and reflection on the compositional process
* Demonstrates little musical analysis of their own work and the works of others demonstrating inconsistent understanding of the musical concepts
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