# Music extension Stage 6 – sample assessment task – HSC composition

**Component:** Composition

**Assessment:** task 2 composition portfolios

**Weightings:** 30% (2 extension portfolios, 15% each)

**Due Date:** Term 2 Week 5

**Outcomes:**

* **H1** – composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
* **H2** – leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
* **H3** – articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
* **H4** – demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
* **H5** – presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition
* **H6** – critically analyses the use of the musical concepts to present a personal compositional style.

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## Task description

You must submit progress of your 2 composition portfolios, with draft original scores and recordings of the 2 composition pieces/movements.

### Composition portfolio(s)

Submitted composition portfolio(s) must include:

* a minimum of 3 composition activities, including classwork and notated improvisations
* clear representation of various style(s), period(s), genre(s) as chosen
* clear evidence of the compositional process (both written and notated)
* a concept analysis of at least 2 influential works chosen for study as part of the development of compositional ideas
* evidence of ongoing evaluation, appraisal and reflections on the compositional process and compositional ideas, including drafts, revisions and alterations made during the compositional process
* evidence of performance considerations and research into score conventions and technology processes used (if relevant), related to instrumentation, stylistic nuances and genre
* a draft score and recording for each of the 2 music extension composition pieces
* an aural analysis and evaluation of the final draft composition in progress.

Please note, the scores are to be submitted as separate PDF files and each must have a separate recording as an mp3 file. This can be submitted electronically or as a hard copy.

## Assessment criteria

You will be assessed on your ability to demonstrate:

* evidence of the compositional process and development of composition skills
* an understanding of the interrelationship of the concepts of music through critical analysis to present a personal compositional style
* evidence of discussion, reflection and critical evaluation of own compositions, the compositional process and of the compositions of others, presenting a clear understanding of style(s), period(s), genre(s) chosen to study and represent
* technical skill in organising ideas into musical structures, demonstrating personal style and musical expression
* evidence of research and consideration of performance directions, technology and knowledge of score conventions
* a clear score presentation containing all information necessary for a successful performance and an accurate recording of the composition that accurately reflects the score.

### Marking criteria – composition portfolio(s)

**Table 1 – composition portfolio marking criteria**

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| --- | --- |
| Grade | Criteria |
| A | * Evidence of a highly coherent compositional process and highly developed composition skills
* Demonstrates perceptive understanding of the interrelationship of the concepts of music through critical analysis to present a highly sophisticated personal compositional style
* Evidence of outstanding discussion, reflection and critical evaluation of own compositions, the compositional process and compositions of others, presenting a high-level understanding of style(s), period(s), genre/s chosen to study and represent
* Evidence of superior technical skill in organising ideas into highly coherent and sustained musical structures, demonstrating highly sophisticated personal style and musical expression
* Evidence of high-level research and consideration to performance directions, technology and knowledge of score conventions
* Evidence of a highly sophisticated and clear score presentation containing all information necessary for a successful performance and a highly accurate recording of the composition that accurately reflects the score
 |
| B | * Evidence of a coherent compositional process and developed composition skills
* Demonstrates extensive understanding of the interrelationship of the concepts of music through critical analysis to present an accomplished personal compositional style
* Evidence of detailed discussion, reflection and critical evaluation of own compositions, the compositional process and compositions of others, presenting a thorough understanding of style(s), period(s), genre(s) chosen to study and represent
* Evidence of high-level technical skill in organising ideas into coherent and sustained musical structures, demonstrating an accomplished personal style and musical expression
* Evidence of detailed research and consideration to performance directions, technology and knowledge of score conventions
* Evidence of a clear and accomplished score presentation containing most information necessary for a successful performance and a recording of the composition that accurately reflects the score
 |
| C | * Evidence of the compositional process and competent composition skills
* Demonstrates sound understanding of the interrelationship of the concepts of music through critical analysis to present an emerging personal compositional style
* Evidence of competent discussion, reflection and critical evaluation of own compositions, the compositional process and compositions of others, presenting an understanding of style(s), period(s), genre(s) chosen to study and represent
* Evidence of competent technical skill in organising ideas into coherent musical structures, demonstrating an emerging personal style and musical expression
* Evidence of competent research and consideration to performance directions, technology and knowledge of score conventions
* Evidence of score presentation containing some information necessary for a successful performance and a recording of the composition that somewhat reflects the score
 |
| D | * Evidence of some compositional process and basic composition skill
* Demonstrates some understanding of the interrelationship of the concepts of music through critical analysis to present a basic personal compositional style
* Evidence of basic discussion, reflection and critical evaluation of own compositions, the compositional process and the compositions of others, presenting some understanding of style/s, period/s, genre/s chosen to study and represent
* Evidence of basic technical skill in organising ideas into musical structures, demonstrating limited personal style and musical expression
* Evidence of some research and consideration to performance directions, technology and knowledge of score conventions with some inconsistencies
* Evidence of a basic score presentation containing limited information necessary for a performance and a basic recording of the composition that is sometimes inconsistent with the score
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| E | * Limited evidence of the compositional process and little composition skill
* Demonstrates limited understanding of the interrelationship of the concepts of music through critical analysis to present a limited personal compositional style
* Little evidence of discussion, reflection and critical evaluation of own compositions, the compositional process and the compositions of others, presenting an inconsistent understanding of style(s), period(s), genre(s) chosen to study and represent
* Evidence of inconsistent technical skill in organising ideas into musical structures, demonstrating little personal style or musical expression
* Evidence of limited research and consideration to performance directions, technology and an inconsistent knowledge of score conventions
* Evidence of a limited score presentation containing little information necessary for a performance and a limited recording of the composition that has little reflection of the score
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## References

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