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**COWRA HIGH SCHOOL**

**ASSESSMENT TASK COVER SHEET**

This sheet **must** be attached to the front of your Assessment Task and submitted to your class teacher on or before the due date.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: Music 1

Assessment Task: Task 2: Core Composition, and Musicology/Process Diary

Date Received: 08/03/2021

Date Due: 22/03/2021 (Monday Week 9)

🞏 Extension granted \_\_\_\_\_ days

🞏 Other circumstances ~ documents attached

I certify:

1. This assignment is entirely my own work and all borrowed material has been acknowledged
2. The material contained in this assignment has not previously been submitted for assessment in any formal course of study
3. I retain in my possession a copy of this assignment
4. I understand that late assignments will be penalised unless an extension has been granted by Deputy Principal - Curriculum

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**COWRA HIGH SCHOOL**

**Assessment Task (Student’s Copy)**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: HSC Music 1

Teacher: Mr D. Hughes

Assessment Task received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please detach this if the Assessment Task has been handed in**

**to the office and give to student to keep for their own records.**



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| **COWRA HIGH SCHOOL** | | | | | |
| **Year** 12  **Assessment Task 2** | | | | | |
| **NAME:** Core Composition, and Musicology/Process Diary | | | **CLASS:** 12Music 1 | | **TEACHER:** D. Hughes |
| **COURSE:** Music 1 | | | **TASK No:** 2 | **Unit:** Music of the 20th and 21st Centuries | |
| **DATE DUE:** 22/03/2021 (Monday Week 9) | | | | **TIME DUE:** InClass, Period 2 | |
| **MARK:** 30 | **WEIGHT:** 30% | **PRESENTATION:** Composition and Process Diary with Analysis | | | |
| **SYLLABUS OUTCOMES:**  H2, H3, H4, H5, H6 & H7  A student:  H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.  H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.  H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.  H5 critically evaluates and discusses performances and compositions.  H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.  H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied. | | | | | |



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| **DESCRIPTION OF TASK:**  This task has 3 components that you will need to submit:  -**Written** **Analysis** of a piece of music from the topic Music of the 20th and 21st centuries.  -A **Composition in Score Form** and with accompanying **Recording** reflecting the topic Music of the 20th and 21st centuries.  -A **Process Diary** detailing your progress towards your composition.  **Analysis:** Choose one pieces of music for analysis from the topic Music of the 20th and 21st centuries in a style you are interested in basing your Core Composition on.  -Analyse the use of each of the six concepts of music.  -The analysis of each of the 6 concepts of music should be around a paragraph long (that is at least 6 paragraphs of analysis total).  -Back up the statements you make in your analysis with reference to specific sections and instruments within the work.  -Your analysis should then be included at the beginning of your composition process diary.  **Composition:** Create a composition which shows your understanding of the topic “Music of the 20th and 21st Centuries”  -The composition should be between 2:30 and 4 minutes in length.  -Your composition should be presented in **Score Form**. Parts should be presented in standard notation where possible, though it may also include other forms of notation such as tablature or graphic notation.  -The piece should demonstrate knowledge of the concepts of music, as relevant to the topic.  -The piece should demonstrate your skill in developing musical ideas, as relevant to the topic.  -A **Recording** of the composition should also be included to give the marker insight into the intended interpretation of the piece. This recording may be computer generated or recorded live; and the sound quality/performance skill of the recording will not be marked.  **Process Diary:** Keep a process diary with an entry every time you work on your composition.  -Entries should be at least several sentences long, depending on how much work you did on your composition.  -In your diary, evaluate your progress towards your composition.  -It is a good idea to print or photocopy your notation each time your work on your composition as an accurate record of your progress.  -Throughout the diary refer to other music that has inspired or influenced your work. Especially refer to the work that you analysed for the first part of this task. |



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| **Musicological and Aural Concept Analysis Marking Criteria** | **Marks** |
| * Demonstrates a high level of aural awareness and understanding of the musical concepts and their relationship to the chosen topic/style. * Demonstrates a perceptive musicological understanding displaying comprehensive knowledge supported by relevant musical examples. * Demonstrates skill in critically evaluating and discussing the use of the concepts of in the musical repertoire studied. | 17 - 20 |
| * Demonstrates a thorough aural awareness and understanding of the musical concepts and their relationship to the chosen topic/style. * Demonstrates a detailed musicological understanding displaying thorough knowledge supported by relevant musical examples. * Demonstrates skill in evaluating and discussing the use of the concepts of in the musical repertoire studied. | 13 – 16 |
| * Demonstrates an aural awareness and understanding of the musical concepts and their relationship to the chosen topic/style. * Demonstrates a sound musicological understanding displaying broad knowledge supported by relevant musical examples. * Demonstrates some skill in discussing the use of the concepts of in the musical repertoire studied. | 9 – 12 |
| * Demonstrates a basic aural awareness and understanding of the musical concepts and their relationship to the chosen topic/style. * Demonstrates a basic musicological understanding supported by the limited use relevant musical examples. * Demonstrates basic skill in discussing the use of the concepts of in the musical repertoire studied. | 5 – 8 |
| * Demonstrates a limited aural awareness and understanding of the musical concepts and their relationship to the chosen topic/style. * Demonstrates a limited musicological understanding and uses irrelevant or inappropriate musical examples. * Demonstrates limited skill in discussing the use of the concepts of in the musical repertoire studied. | 1 – 4 |
| * Does not attempt analysis. | 0 |



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| **Composition and Process Diary Marking Criteria** | **Marks** |
| * Composes a work that successfully and coherently represents the chosen topic, demonstrating perceptive and accomplished understanding of style, the concepts of music, and the relationships between the concepts. * Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topic. * Demonstrates high level skills in organising ideas into musical structures. * Process diary demonstrates a highly detailed understanding of the compositional process, including critical evaluation of the composition in progress. | 9 – 10 |
| * Composes a work that successfully and coherently represents the chosen topic, demonstrating an accomplished understanding of style, the concepts of music, and the relationships between the concepts. * Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the chosen topic. * Demonstrates accomplished skills in organising ideas into musical structures. * Process diary demonstrates a detailed understanding of the compositional process. May include critical evaluation of the composition in progress. | 7 – 8 |
| * Composes a work that represents the chosen topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the concepts. * Demonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the chosen topic. * Demonstrates skills in organising ideas into musical structures. * Process diary demonstrates a sound understanding of the compositional process. May include an attempt to evaluate composition in progress. | 5 – 6 |
| * Composes a work that is a basic representation of the chosen topic, demonstrating some understanding of the style, the concepts of music and the relationships between the concepts. * Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topic. * Demonstrates basic skills in organising ideas into musical structures. * Process diary demonstrates a basic understanding of the compositional process. | 3 – 4 |
| * Composes a work that is a limited representation of the chosen topic, demonstrating little understanding of the style, the concepts of music and the relationships between the concepts. * Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topic. * Demonstrates limited skills in organising ideas into musical structures. * Process diary demonstrates a limited understanding of the compositional process. | 1 – 2 |
| * Does not attempt composition/process diary. | 0 |



**COWRA HIGH SCHOOL**

**Assessment Task Submission Policy**

Submission of assessment tasks by students must follow faculty guidelines. There are basically four types of assessment tasks:

1. **In Class Assessment Tasks** ~ these tasks are supervised by the class teacher and collected by the class teacher at the conclusion of the assessment task. It is the responsible of the student who miss in class assessment tasks to contact the Head Teacher of that faculty.
2. **Formal Examinations** ~ at the conclusion of any formal examination the assessment task papers are to be collected and returned to the relevant faculty teacher.
3. **Major Projects / Pieces of Work** ~ these items, due to their size, are usually kept in the appropriate faculty location. Major works and projects should be kept in safe locations that minimises the risk of damage. Any assessment task would be submitted directly to the teacher. A receipt for the task will be issued to students.
4. **Take Home Assessment Tasks** ~ these are tasks that students are required to complete by a due date. Students should follow faculty submission guidelines regarding submission of these tasks.

**Guidelines for the Submission of Assessment Tasks**

1. When an assessment task is issued, the information provided to students will include:

* a clear statement of what the task involves and what the expectations of the student are
* an explanation of the marking criteria / outcomes to be assessed
* the due date of submission
* an assessment task submission cover sheet ~ see attached

1. Teachers should record the names of all students issued with the assessment task on a roll/class list and have the student acknowledge receipt of the assessment task by getting them to sign next to their name.
2. Students **must** take their assessment task to the class teacher. They must be signed in on the class roll and keep their receipt
3. All students **must keep a copy** of their assessment task.

**Illness and Misadventure Appeals**

If a student fails to submit an assessment task by the due date and has a legitimate reason than normal illness and misadventure procedures will apply.

**REQUEST FOR ASSESSMENT EXTENSION PROCEDURE**

Assessment extensions will only be granted in exceptional circumstances. All requests need to be made in writing using the extension request form. In seeking an extension discuss your request with your teacher/Head Teacher at least three (3) days before the due date with work already completed.

**Forms for Illness/Misadventure and Extension can be accessed on the**

**Cowra High School Website.**