****

**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: 2: Composition, and Musicology/Process Diary

Date Due: 08/06/2021 (Tuesday Week 7)

Date Received: 03/05/2021

🞏 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

✂-------------------------------------------------------------------------------------------------------------------------------

**COWRA HIGH SCHOOL**

**Assessment Task (Student’s Copy)**

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

Course: Music

Teacher: K. Smith

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.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COWRA HIGH SCHOOL** | | | | | | |
| **Year 11** **Assessment Task** | | | | | | |
| **NAME:** | | | **CLASS:** 11 | | | **TEACHER:** K Smith |
| **COURSE:** Music 1 | | **TASK No:** 2 | | | **Unit:** Methods of Notation | |
| **DATE DUE:** 08/06/2021 (Tuesday Week 7) | | | | | | **TIME DUE:** Period 1 |
| **MARK:** 30 | **WEIGHT:** 35% | | | **PRESENTATION:** Composition and Process Diary with Musicology | | |
| **SYLLABUS OUTCOMES:**  **P2:** observes, reads, interprets and discusses simple musical scores characteristic of topics studied  **P3:** improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied  **P5:** comments on and constructively discusses performances and compositions  **P7:** understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied  **P8:** identifies, recognises, experiments with and discusses the use of technology in music | | | | | | |

|  |
| --- |
| **DESCRIPTION OF TASK:**  **Musicology**   * You will receive a piece of music for analysis from the topic “Methods of Notation” in the Sonata form, which is the form in which you will be composing. You will need to annotate the score and write a paragraph of material for each of the six concepts of music. (This may be presented in point form but must be equal to at least one full paragraph). * 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 “Methods of Notation”. * The composition should be in the Sonata form with the shortest length written below:   **Theme 1 – 8 bars**  **Transition – 4 bars**  **Theme 2 – 8 bars**  **Development – 16 bars**  **Recapitulation – 20 bars**   * The composition should demonstrate knowledge of the concepts of music, as relevant to the topic. * The piece should be submitted in score form. * A recording of the composition should also be submitted – this recording will not be marked, but is included to give the marker insight into the intended interpretation of the piece. This recording may be computer generated.   **Process Diary**   * The score should be accompanied by a process diary which should contain an entry for every time the composition is worked on, detailing your progress. * Throughout your diary, as you record your progress in your composition, you should also include references to the Sonata analysed for the assessment as well other Sonatas studied to help develop your composition. State how they influenced your composition, and/or how you used similar ideas in your composition. * Your final entry in your diary should include an annotated copy of your completed score along with a final analysis of it in relation to each of the six concepts of music. |

**Musicology**

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| * Demonstrates high level aural awareness and understanding of the musical concepts and their relationship to the chosen topics/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 in the musical repertoire studied. | 9 - 10 |
| * Demonstrates a thorough aural awareness and understanding of the musical concepts and their relationship to the chosen topics/style. * Demonstrates a detailed musicological understanding displaying comprehensive knowledge supported by relevant musical examples. * Demonstrates skill in evaluating and discussing the use of the concepts in the musical repertoire studied. | 7 – 8 |
| * Demonstrates an aural awareness and understanding of the musical concepts and their relationship to the chosen topics/style. * Demonstrates a sound musicological understanding displaying broad knowledge supported by musical examples. * Demonstrates skill in discussing the use of the concepts in the musical repertoire studied. | 5 – 6 |
| * Demonstrates a basic aural awareness and understanding of the musical concepts and their relationship to the chosen topics/style. * Demonstrates a basic musicological understanding supported by the limited use of relevant musical examples. * Demonstrates basic skill in discussing the use of the concepts in the musical repertoire studied. | 3 – 4 |
| * Demonstrates a limited aural awareness and understanding of the musical concepts and their relationship to the chosen topics/style. * Demonstrates limited musicological understanding and uses irrelevant or inappropriate musical examples. * Demonstrates limited skill in discussing the use of the concepts in the musical repertoire studied. | 1 – 2 |
| * No Attempt | 0 |

**Composition and Process Diary**

|  |  |
| --- | --- |
| **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. | 17 - 20 |
| * 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. | 13 - 16 |
| * 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. | 9 - 12 |
| * 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. | 5 - 8 |
| * 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 – 4 |
| * 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.**