



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Creative and Performing Arts Course: Music Year: 11

Assessment Task: #2 Composition (A) + Aural Question (B)

Assessment Weighting: 35% (A = 25% & B = 10%) Due: Term 2, Week 8 Date: Tuesday June 13, 2023

Task Type: Hand in Task In Class Task Practical Task

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| Outcomes assessed (NESA) |
| P2, P3, P4, P6, P7, P8, P10 & P11 |
| Task Description/Overview |
| Task A: Compose a piece of music for piano in the style of 'Blues'. Task B: Student devised aural question and response based on Jazz piece. |
| Detailed Assessment Task Description |
| COMPOSITION TASK A: Compose a 12 bar Blues for piano in the key of G Major. The composition is to be notated and should be 12 bars long. The right hand melody is notated in the Treble Clef and the chord accompaniment is notated in the Bass Clef. The score can be hand-written or you can use the Flat.io online application to write your score. If you choose to use Flat.io, share your composition with Mr Chavez by 8.25am on the due date. Share at: Michael.chavez@det.nsw.edu.au The score should: - use an appropriate key signature - have 4/4 time signature - show tempo/speed - demonstrate an understanding of the G blues scale in melody - use appropriate dominant seventh chords written as semibreves or use a simple rhythmic idea in the accompaniment For step by step instructions on how to complete this composition, go to the following link: https://learning.e-ir.com.au/pages/project-outline-1 Use the following credentials to log in: User name: student.jedmondson.nsw Password: encore Watch the video demonstration of the model and follow steps one to five. |
| AURAL TASK B: Students will complete 2 Aural questions in class based on the concepts of Texture, Structure and the roles of each instrument. |

| Assessment Criteria: Composition Task 2A | | |
|---|---|-------------------|
| Grade | Description | Mark Range |
| Outstanding (O) | <ul style="list-style-type: none"> • Depth of understanding of stylistic features of the topic. • Technical competency, use of appropriate vocabulary and idiomatic writing. • Expressive potential of the performing media. • Presentation of score with accurate notation and clear performance directions. • Use of Jazz characteristics and features. • Treatment of all required components of the assessment criteria. • Skills in the use of the music software. • Process work completed. | 21-25 |
| High (H) | <ul style="list-style-type: none"> • Depth of understanding of stylistic features of the topic. • Technical competency, use of appropriate vocabulary and idiomatic writing. • Expressive potential of the performing media. • Presentation of score with accurate notation and clear performance directions. • Use of Jazz characteristics and features. • Treatment of all required components of the assessment criteria. • Skills in the use of the music software. • Process work completed. | 16-20 |
| Sound (S) | <ul style="list-style-type: none"> • Understanding of stylistic features of the topic. • Technical skill, use of appropriate vocabulary and idiomatic writing. • Presentation of score with accurate notation and clear performance directions. • Use of Jazz characteristics and features. • Treatment of some components of the assessment criteria. • Skills in the use of the music software. | 11-15 |
| Basic (B) | <ul style="list-style-type: none"> • Technical skill, use of appropriate vocabulary and idiomatic writing. • Presentation of score • Use of Jazz characteristics and features. • Treatment of some components of the assessment criteria. • Skills in the use of the music software. | 6-10 |
| Limited (L) | <ul style="list-style-type: none"> • or no understanding of the Composition • or no technical skill, use of appropriate vocabulary and idiomatic writing. • Presentation of score • or no use of Jazz characteristics and features. • or no treatment of some components of the assessment criteria. • Skills in the use of the music software. | 1-5 |

| Assessment Criteria: Aural Task 2B | | |
|---|---|-------------------|
| Grade | Description | Mark Range |
| Outstanding (O) | <ul style="list-style-type: none"> • Understanding of the focus concept in the excerpt and uses appropriate terminology and/or description in the discussion of the musical events within the excerpt. • Reference to appropriate and related musical concepts in their answer to support observations. • Evidence of focussed listening and a significant number of well supported observations in a suitably structured response. May include a variety of formats – e.g. diagrams/notation, to aid explanation. | 8-10 |
| High (H) | <ul style="list-style-type: none"> • Understanding of the focus concept in the excerpt and uses appropriate terminology and/or description in the discussion of the musical events within the excerpt. • Reference to appropriate and related musical concepts in their answer to support observations. • Evidence of focussed listening and a significant number of well supported observations in a suitably structured response. May use other formats for explanation ep – diagrams. Some inaccuracies in the observations may be evident. | 6-7 |
| Sound (S) | <ul style="list-style-type: none"> • Understanding of the focus concept in the excerpt and uses appropriate terminology and/or description in the discussion of the musical events within the excerpt. • Reference to appropriate and related musical concepts in their answer to support observations. • Evidence of listening and observations in a structured response. May include observations that do not necessarily relate to the question and/or make several inaccurate observations. | 4-5 |
| Basic (B) | <ul style="list-style-type: none"> • Understanding of the focus concept in the excerpt • Reference to appropriate and related musical concepts • Evidence of listening and observations in a structured response. • May include observations that do not necessarily relate to the question and/or make several inaccurate observations. | 2-3 |
| Limited (L) | <ul style="list-style-type: none"> • Understanding of the focus concept in the excerpt • Reference to appropriate and related musical concepts • Evidence of listening and observations in a structured response. • May include observations that do not necessarily relate to the question and/or make several inaccurate observations. | 1 |

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

Feedback
