



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

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

Assessment Task: #1 Aural Examination / Composition

Assessment Weighting: Aural Examination 10% Composition 10% (Total 20%)

Due: Term 4 Week: 10 Date: Monday 11<sup>th</sup> December, 2023 (Periods 5 & 6)

Task Type: Hand in Task  In Class Task  Practical Task

### Outcomes assessed (NESA)

H3, H4, H5, H6, H10

### Task Description/Overview

There are 2 components to complete:

#### Composition

- Compose a 12 Tone composition for piano, representing the topic 'Music of the 20<sup>th</sup> & 21<sup>st</sup> Centuries'
- The composition must be composed as a piano score (using the treble and bass clef)
- Submit a progress diary with your composition

#### Aural Examination

### Detailed Assessment Task Description

#### Composition

The composition must be composed as a piano score (using treble and bass clef).

Include the following:

1. Students are to create your own 12 tone row for this assessment task
2. Use a Prime row and a Retrograde row
3. Tone Cluster
4. Dynamics, phrase markings, and at least 3 expressive techniques appropriate to the composition
5. A title for the composition
6. Composition must be at least 16 bars in length
7. Present the composition on computer score using the software program 'Flat.io' or **neatly** write it on manuscript paper
8. Submit a progress diary detailing the process of your composition

NOTE: THIS COMPONENT REQUIRES 2 COMPONENTS TO BE SUBMITTED:

1. COMPOSITION SCORE
2. PROCESS DIARY

## Aural Examination

Students will answer four questions that will demonstrate your ability to discriminate between sounds and to make judgements about their use in a wide range of musical styles, periods and genres.

### Assessment Criteria Composition 10%

Grade	Description	Mark Range
<b>Outstanding (O)</b>	<ul style="list-style-type: none"><li>• Understanding of stylistic features of the topic</li><li>• Use of appropriate vocabulary, successful idiomatic writing</li><li>• Understanding of composing for piano</li><li>• Notation and clear performance directions</li><li>• Use of the tone row in the original and retrograde positions</li><li>• Skills shown in the use of the music software</li><li>• Evidence in diary</li></ul>	<b>9-10</b>
<b>High (H)</b>	<ul style="list-style-type: none"><li>• Understanding of stylistic features of the topic</li><li>• Use of appropriate vocabulary and idiomatic writing</li><li>• Understanding of composing for piano</li><li>• Notation and clear performance directions</li><li>• Use of the tone row in the original and retrograde positions</li><li>• Skills shown in the use of the music software</li><li>• Evidence in diary</li></ul>	<b>7-8</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"><li>• Understanding of stylistic features of the topic</li><li>• Use of appropriate vocabulary and idiomatic writing</li><li>• Understanding of composing for piano</li><li>• Notation and performance directions</li><li>• Use of the tone row in the original and retrograde positions</li><li>• Skills shown in the use of the music software</li><li>• Evidence in diary</li></ul>	<b>5-6</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"><li>• Understanding of stylistic features of the topic</li><li>• Use of vocabulary and idiomatic writing</li><li>• Understanding of composing for piano</li><li>• Notation and performance directions</li><li>• Use of the tone row in the original and retrograde positions</li><li>• Skills shown in the use of the music software</li><li>• Evidence in diary</li></ul>	<b>3-4</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"><li>• Unresolved composition</li><li>• Evidence in diary</li></ul>	<b>1-2</b>

### Aural 10%

Section Description	Marks
Question 1	6
Question 2	8
Question 3	8
Question 4	8
	<b>30</b>

<b>Aural Examination Criteria</b>			
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>	
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>- Demonstrates a clear 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</li> <li>- Refers to appropriate and related musical concepts in their answer to support observations</li> <li>- Demonstrates evidence of focused listening and a significant number of well supported observations in a suitably structured response</li> <li>- May include a variety of formats - eg. diagrams/notation, to aid explanation</li> </ul>	<b>Question 1:</b>  <b>[6]</b>	<b>Questions 2-4:</b>  <b>[8]</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>- Describes aspects of the focus concept in some detail and uses appropriate terminology in the discussion of the musical events in the excerpt</li> <li>- Demonstrates an understanding of the concept as used in the excerpt</li> <li>- refers to appropriate and related musical concepts</li> <li>- Demonstrates evidence of careful listening and musical awareness, providing a number of well supported observations</li> <li>- May use other formats for explanation - e.g. diagrams</li> <li>- Some inaccuracies in the observations may be evident</li> </ul>	<b>[4-5]</b>	<b>[6-7]</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>- Describes some aspects of the focus concept and uses correct terminology in the discussion of the excerpt</li> <li>- Demonstrates an understanding of the focus concept, but with little reference to other musical concepts in support</li> <li>- May make some generalisations about the focus concept in the excerpt</li> <li>- May include observations that do not necessarily relate to the question</li> <li>- May make several inaccurate observations</li> </ul>	<b>[3]</b>	<b>[4-5]</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>- Makes an attempt to describe the focus concept and its relationship to the excerpt</li> <li>- Refers to the concept in only the most basic sense and often provides generalisations that may not relate to the excerpt</li> <li>- Does not relate other concepts to the focus concept by way of support</li> <li>- Often provides irrelevant information and may be quite inaccurate in describing musical events</li> <li>- May make contradictory statements and demonstrate lack of focused listening</li> </ul>	<b>[2]</b>	<b>[2-3]</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>- States the excerpt has/uses the focus concept without any further clarification or support</li> <li>- Does not recognise or state concepts or aspects of the focus concept or makes very confused references to music concepts</li> <li>- Uses little or incorrect terminology and/or descriptions of musical events and includes irrelevant information</li> <li>- Makes observations that are inaccurate and superficial with no evidence of focused listening</li> </ul>	<b>[1]</b>	<b>[1]</b>

### **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