



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Creative and Performing Arts Course: Music Year: 10

Assessment Task: Task #3 Performance (30%) Composition (10%)

Assessment Weighting: 40% Due: Term 3 Week 4/5

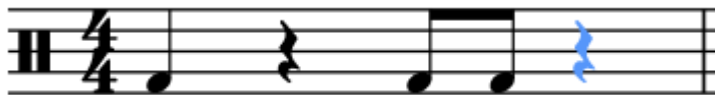
Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)
5.4, 5.5, 5.12
Overview
Students will compose a minimum of 16 bars in length using percussion instruments, modifying the concepts of music and perform their composition as a group.
Detailed Assessment Task Description
Students will work in groups, collaborating to compose a minimum of a 16-bar percussion score and perform their composition on tuned and untuned percussion instruments of their choice. Each group can have a MAXIMUM of SIX students and a MINIMUM of THREE . All students must submit the composition (either a hard copy in class or email a soft copy to your teacher). Class time will be allocated for all the components of this task; however, students are also expected to complete elements of the task outside of timetabled Music lessons. Composition component (10%) Each student must compose and contribute a 4-bar rhythmic pattern for their group composition using the rhythms in Option A, Option B or Option C. The student's name must be written on the score indicating the section they have composed. Performance component (30%) Once the composition is finished, the students will perform their composition as a group. All students must attempt one of the options: Option A – maximum grade allocated is a sound . Students that attempt Options B and C could be allocated a mark in the high or outstanding range .

Option A (Composition) Maximum mark: 6/10 (Performance) Maximum mark: 17/30

Maximum grade allocated is a **sound** where **all marking criteria is completed successfully**.

1. Use the following rhythms:



Option B (Composition) Maximum mark: 8/10 (Performance) Maximum mark: 23/30

Maximum grade allocated is a **high** where **all marking criteria is completed successfully**.

1. Include a call and response from every member of your group
2. Use the following rhythms:



Option C (Composition) Maximum mark: 10/10 (Performance) Maximum mark: 30/30

Maximum grade allocated is an **outstanding** where **all marking criteria is completed successfully**.

1. Include a call and response from every member of your group
2. Demonstrate the following dynamic changes:

- Crescendo
- Diminuendo
- Piano
- Forte

3. Use the following rhythms OR come up with your OWN:



Composition Tips:

1) Set out your score according to the amount of people you have in your group (see example attached)

2) Place the instruments on your score in descending order according to pitch (highest pitched instrument at the top, lowest pitched instrument at the bottom).

3) Options 2 and 3: Start your composition by every member of your group writing their own call and response

Option A – Assessment Criteria – Composition 10%

Grade	Description	Mark Range
Sound (S)	Uses all rhythms provided in the Option A assessment description. Consistently uses the correct number of rhythms per bar. Composition is 16 bars minimum in length.	5-6
Basic (B)	Uses some of the rhythms provided in the Option A assessment description. Uses the correct number of rhythms per bar with one or two inconsistencies . Composition is 16 bars minimum in length.	3-4
Limited (L)	Little to no attempt to complete task.	1-2

Option A – Assessment Criteria – Performance 30%

Grade	Description	Mark Range
Sound (S)	Performs rhythms as written accurately . Demonstrates a sound level of fluency in timing and rhythmic elements. Demonstrates a sound level of ensemble awareness and sensitivity of other performers in the group	12-17
Basic (B)	Performs rhythms as written with one or two mistakes . Demonstrates a basic level of fluency in timing and rhythmic elements with one or two issues . Demonstrates a basic level of ensemble awareness and sensitivity of other performers in the group.	6-11
Limited (L)	Little to no attempt to perform their composition.	1-5

Option B – Assessment Criteria – Composition 10%

Grade	Description	Mark Range
High (H)	Uses all rhythms provided in the Option B assessment description. Uses the call and response compositional device. Consistently uses the correct number of rhythms per bar. Composition is 16 bars minimum in length.	7-8
Sound (S)	Uses all rhythms provided in the Option B assessment description. Attempts to use the call and response compositional device. Uses the correct number of rhythms per bar with one or two inconsistencies . Composition is 16 bars minimum in length.	5-6
Basic (B)	Uses some of the rhythms provided in the Option B assessment description. Uses the correct number of rhythms per bar with multiple inconsistencies . Composition is 16 bars or less in length.	3-4
Limited (L)	Little to no attempt to complete task.	1-2

Option B – Assessment Criteria – Performance 30%

Grade	Description	Mark Range
High (H)	Performs rhythms as written accurately . Demonstrates a high understanding of call and response in performance. Demonstrates a high level of fluency in timing and rhythmic elements. Demonstrates a high level of ensemble awareness and sensitivity of other performers in the group.	18-23
Sound (S)	Performs rhythms as written with one or two mistakes . Demonstrates a sound understanding of call and response in performance. Demonstrates a sound level of fluency in timing and rhythmic elements. Demonstrates a sound ensemble awareness and sensitivity of other performers in the group.	12-17
Basic (B)	Performs rhythms as written multiple mistakes . Demonstrates a basic understanding of call and response in performance. Demonstrates a basic level of fluency in timing and rhythmic elements with one or two issues. Demonstrates a basic level of ensemble awareness and sensitivity of other performers in the group.	6-11
Limited (L)	Little to no attempt to perform their composition.	1-5

Option C – Assessment Criteria – Composition 10%

Grade	Description	Mark Range
Outstanding (O)	Uses all rhythms provided in the Option C assessment description OR creates their own complex rhythms. Uses crescendo, diminuendo, piano and forte dynamics correctly in the score. Uses the call and response compositional device. Consistently uses the correct number of rhythms per bar. Composition is 16 bars minimum in length.	9-10
High (H)	Uses all rhythms provided in the Option C assessment description OR creates their own rhythms. Uses crescendo, diminuendo, piano and forte dynamics in the score with one or two issues . Uses the call and response compositional device. Consistently uses the correct number of rhythms per bar. Composition is 16 bars minimum in length.	7-8
Sound (S)	Uses some of the rhythms provided in the Option C assessment description OR creates their own rhythms. Attempts to use one or more of crescendo, diminuendo, piano and forte dynamics in the score with multiple issues . Attempts to use the call and response compositional device. Uses the correct number of rhythms per bar with one or two mistakes . Composition is 16 bars minimum in length.	5-6
Basic (B)	Uses some of rhythms provided in the Option C assessment description OR creates their own simple rhythms. Uses the incorrect number of rhythms per bar on a consistent basis. Composition is 16 bars or less in length.	3-4
Limited (L)	Little to no attempt to complete task.	1-2

Option C – Assessment Criteria – Performance 30%

Grade	Description	Mark Range
Outstanding (O)	Performs rhythms as written accurately . Demonstrates an outstanding understanding of call and response in performance. Excellent interpretation of dynamics and expressive techniques . Demonstrates an outstanding level of fluency in timing and rhythmic elements. Demonstrates an outstanding level of ensemble awareness and sensitivity of other performers in the group.	24-30
High (H)	Performs rhythms as written accurately . Demonstrates a high understanding of call and response in performance. Good interpretation of dynamics and expressive techniques . Demonstrates a high level of fluency in timing and rhythmic elements. Demonstrates a high level of ensemble awareness and sensitivity of other performers in the group.	18-23
Sound (S)	Performs rhythms as written accurately with one or two mistakes . Demonstrates a sound understanding of call and response in performance. Sound interpretation of dynamics and expressive techniques . Demonstrates a sound level of fluency in timing and rhythmic elements. Demonstrates a sound ensemble awareness and sensitivity of other performers in the group.	12-17
Basic (B)	Performs rhythms as written with multiple mistakes . Demonstrates a basic understanding of call and response in performance. Incorrect interpretation of dynamics and expressive techniques. Demonstrates a basic level of fluency in timing and rhythmic elements with one or two issues. Demonstrates a basic level of ensemble awareness and sensitivity of other performers in the group.	6-11
Limited (L)	Little to no attempt to perform their composition.	1-5

Year 10 Percussion Composition Sample

$\text{♩} = 80$

Triangle - Student 1

Shaker - Student 2

Snare Drum - Student 3

Bass Drum - Student 4

5

Tr

Shk

Snr

BD

If a student is absent on the day of the Assessment Task, they must submit an Illness / Misadventure Form Years 10 – 12 APPLICATION FORM.

https://jedmondson-h.schools.nsw.gov.au/content/dam/doe/sws/schools/j/jedmondson-h/pdfs/2020/2017_year_10_12_illness_misadventure.pdf

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 the course outcomes