



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 11, 2023

Task Type: Hand in Task In Class Task Practical Task

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 Grundy by 12:10pm on the due date. Share at: addison.grundy1@det.nsw.edu.au The score should: - use the appropriate key signature - have a 4/4 time signature - show tempo/speed markings - 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-lr.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)	Demonstrates (outstanding): <ul style="list-style-type: none"> • stylistic features of the topic. • technical competency by using appropriate vocabulary and idiomatic writing. • extensively explores the expressive potential of the performing media. • presentation of score has accurate notation and clear performance directions. • use of Jazz characteristics and features. • skills in the use of musical notation software or hand-written notation. 	21-25
High (H)	Demonstrates (high): <ul style="list-style-type: none"> • stylistic features of the topic. • technical competency by using appropriate vocabulary and idiomatic writing. • explores the expressive potential of the performing media. • presentation of score has accurate notation and clear performance directions. • appropriate use of Jazz characteristics and features. • high skills in the use of musical notation software or hand-written notation. 	16-20
Sound (S)	Demonstrates (sound): <ul style="list-style-type: none"> • stylistic features of the topic. • technical competency by using vocabulary and idiomatic writing that is mostly appropriate. • attempts to explore the expressive potential of the performing media. • presentation of score has accurate notation and clear performance directions with minor inconsistencies. • attempts to use Jazz characteristics and features. • skills in the use of musical notation software or hand-written notation. 	11-15
Basic (B)	Demonstrates (basic): <ul style="list-style-type: none"> • stylistic features of the topic. • technical competency by using vocabulary and idiomatic writing that is not consistently appropriate. • presentation of score has notation and performance directions with major inconsistencies. • does not feature Jazz characteristics. • skills in the use of musical notation software or hand-written notation. 	6-10
Limited (L)	Little to no evidence of composition or task criteria.	1-5

Assessment Criteria: Aural Task 2B		
Grade	Description	Mark Range
Outstanding (O)	Demonstrates (outstanding): <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. • refers to appropriate and related musical concepts in their answer to support observations. • evidence of focussed listening and makes a significant number of well supported observations in a structured 	8-10

	response which may include a variety of formats – e.g. diagrams/notation, to aid explanation.	
High (H)	Demonstrates (high): <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. • appropriate and related musical concepts in their answer to support observations. • evidence of focussed listening and makes some well supported observations in a appropriately structured response. May include a variety of formats – e.g. diagrams/notation, to aid explanation. 	6-7
Sound (S)	Demonstrates (sound): <ul style="list-style-type: none"> • understanding of the focus concept in the excerpt and uses mostly appropriate terminology and/or description in the discussion of the musical events within the excerpt. • appropriate and related musical concepts in their answer to support observations. • some evidence of focussed listening through correct observation. May include observations that do not necessarily relate to the questions and/or one or two inaccurate observations. 	4-5
Basic (B)	Demonstrates (basic): <ul style="list-style-type: none"> • understanding of the focus concept in the excerpt and uses some appropriate terminology and/or description in the discussion of the musical events within the excerpt. • mostly refers to appropriate and related musical concepts in their answer to support observations. • little evidence of focussed listening. May include observations that do not necessarily relate to the questions and/or makes several inaccurate observations. 	2-3
Limited (L)	Little to no evidence of task criteria.	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
