



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: Creative and Performing Arts      Course: Music      Year: 9

Assessment Task #2: Classical Music Composition

Assessment Weighting: 10%      Due: Term 3      Week: 6      Date: Wednesday 26<sup>th</sup> August 2024

Task Type: Hand in Task       In Class Task       Practical Task

<b>Outcomes assessed (NESA)</b>
5.4, 5.5, 5.11, 5.12
<b>Task Description/Overview</b>
Students must demonstrate their understanding of 'Theme and Variation' in compositional concepts.
<b>Detailed Assessment Task Description</b>
Compose a piece of music in the form of ' <b>Theme and Variation</b> '. You must base it on the nursery rhyme of your choice and include <u>three variations</u> : <ul style="list-style-type: none"><li>- <b>Rhythmic</b></li><li>- <b>Change Key</b> (Minor to Major or vice versa)</li><li>- <b>Octave</b> (up or down)</li></ul>
There are three options based on your choice of Nursery Rhyme and their level of difficulty and complexity:
<b>Option 1 (marks available 6/10)</b> <ul style="list-style-type: none"><li>- London Bridge (4/4 Time Signature, simple rhythms)</li><li>- When the Saints Go Marching In (4/4 Time Signature, simple rhythms)</li><li>- Ten Little Indians (2/4 Time signature, simple rhythms)</li></ul>
<b>Option 2 (marks available 8/10)</b> <ul style="list-style-type: none"><li>- Humpty Dumpty (6/8 Time Signature, D Major Key Signature, rhythmic variety)</li></ul>
<b>Option 3 (marks available 10/10)</b> <ul style="list-style-type: none"><li>- Three Blind Mice (6/8 Time Signature, complex rhythms)</li></ul>
Students to complete score on Flat.io and submit by 8am on the due date, sharing the composition with Mr Chavez through email: <a href="mailto:Michael.chavez@det.nsw.edu.au">Michael.chavez@det.nsw.edu.au</a>

## Option 1 Criteria

Assessment Criteria		
Grade	Description	Mark Range
Sound (S)	<ul style="list-style-type: none"> <li>- Understanding of <b>theme and variation</b></li> <li>- Understanding of <b>minim</b> and <b>crotchet</b> rhythmic substitutions</li> <li>- Understanding of <b>pitch range</b></li> <li>- Understanding of <b>key signatures</b> and <b>accidentals</b></li> </ul>	5-6
Basic (B)	<ul style="list-style-type: none"> <li>- Understanding of <b>compositional concepts</b></li> <li>- <b>Minimal completion</b> of assessment components</li> </ul>	2-4
Limited (L)	<ul style="list-style-type: none"> <li>- Little or no understanding of <b>compositional concepts</b></li> <li>- Components of task <b>not attempted</b></li> </ul>	1

## Option 2 Criteria

Assessment Criteria		
Grade	Description	Mark Range
High (H)	<ul style="list-style-type: none"> <li>- Understanding of <b>theme and variation</b></li> <li>- <b>Musical treatment</b> of minim, crotchet and quaver <b>rhythmic substitutions</b></li> <li>- Understanding of <b>pitch range</b></li> <li>- Understanding of <b>key signatures</b> and <b>accidentals</b></li> </ul>	7-8
Sound (S)	<ul style="list-style-type: none"> <li>- Understanding of <b>theme and variation</b></li> <li>- Understanding of <b>minim</b> and <b>crotchet</b> rhythmic substitutions</li> <li>- Understanding of <b>pitch range</b></li> <li>- Understanding of <b>key signatures</b> and <b>accidentals</b></li> </ul>	5-6
Basic (B)	<ul style="list-style-type: none"> <li>- Understanding of <b>compositional concepts</b></li> <li>- <b>Minimal completion</b> of assessment components</li> </ul>	2-4
Limited (L)	<ul style="list-style-type: none"> <li>- Little or no understanding of <b>compositional concepts</b></li> <li>- Components of task <b>not attempted</b></li> </ul>	1

## Option 3 Criteria

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> <li>- Score with <b>accurate notation</b> of original theme and their variations</li> <li>- Treatment of <b>all</b> required components of the assessment criteria.</li> <li>- Depth of understanding of <b>theme and variation</b> and their <b>features</b></li> <li>- Understanding of <b>pitch range</b></li> <li>- Understanding of <b>key signatures</b> and <b>accidentals</b></li> <li>- <b>Musical treatment</b> of minim, crotchet and quaver <b>rhythmic substitutions</b></li> </ul>	9-10
High (H)	<ul style="list-style-type: none"> <li>- Understanding of <b>theme and variation</b></li> <li>- <b>Musical treatment</b> of minim, crotchet and quaver <b>rhythmic substitutions</b></li> <li>- Understanding of <b>pitch range</b></li> <li>- Understanding of <b>key signatures</b> and <b>accidentals</b></li> </ul>	7-8
Sound (S)	<ul style="list-style-type: none"> <li>- Understanding of <b>theme and variation</b></li> <li>- Understanding of <b>minim</b> and <b>crotchet</b> rhythmic substitutions</li> <li>- Understanding of <b>pitch range</b></li> <li>- Understanding of <b>key signatures</b> and <b>accidentals</b></li> </ul>	5-6
Basic (B)	<ul style="list-style-type: none"> <li>- Understanding of <b>compositional concepts</b></li> <li>- <b>Minimal completion</b> of assessment components</li> </ul>	2-4
Limited (L)	<ul style="list-style-type: none"> <li>- Little or no understanding of <b>compositional concepts</b></li> <li>- Components of task <b>not attempted</b></li> </ul>	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