

SAMPLE ASSESSMENT TASKS FOR

MUSIC 1

Topic: Rock music

Course component: Musicology

Weighting: 15%

Task number: 2

Date due: Week 4, Term 2

Outcomes to be assessed

Through activities in performance, composition, musicology and aural, a student:

P5: comments on, and constructively discusses, performances and compositions

P6: observes and discusses concepts of music in works representative of the topics studied

P7: understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

Task

Research the music of a rock band. Refer to at least two works to outline the distinctive characteristics of the band's style.

Make specific reference to the treatment of the musical concepts, including performance techniques.

Place the band in a wider musical context by outlining influences evident in its music.

This task is a fairly common musicology assessment task.

In addition to asking students to discuss the treatment of musical concepts, it specifies that they should include performance techniques.

An awareness of wider musical context often adds more depth to students' responses. It indicates they have listened to more than the minimum number of pieces and have processed the information.

It is therefore important to include this in the question.

This task is to be a 10-minute class presentation in which you will be required to illustrate your points with musical examples. These may include sheet music, CDs, videos, or live demonstration of relevant excerpts.

Assessment criteria

You will be assessed on your:

- use of appropriate musical examples
- identification of stylistic characteristics
- understanding of the treatment of musical concepts
- knowledge of stylistic influences.

Teachers will need to develop marking guidelines that describe levels of performance and allocation of marks

MUSIC 2

Topic: Music of the last 25 years (Australian focus)

Course component: Core composition

Weighting: 20%

Task number: 3

Date due: Week 8, Term 2

Outcomes to be assessed

Through activities in performance, composition, musicology and aural, a student:

- H3: composes works focusing on a range of concepts for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4: stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5: analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H8: understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied

Task

- Present a score supported by a live performance or recording of your work in progress.
- Prepare a 10-minute viva voce on your work in progress. Refer to both your draft composition and material from your portfolio to:
 - outline your main influences and illustrate how these influences are reflected in material from your portfolio and draft composition
 - describe your musical aims (for example, exploration of tone colour and instrumental balance, or of melodic development and harmonic variety etc.)
 - discuss your treatment of the musical concepts
 - outline the challenges you have been faced with in developing this composition
 - explain ways in which you have resolved problems that have arisen
 - discuss the problems which you consider still require resolution.

This sample task models one approach to assessing the core composition, in which students are required to compose a work representing the mandatory topic "Music of the last 25 years (Australian focus)". The internal assessment for the submitted core composition must be portfolio-based. The completed work will be assessed externally, as part of the HSC Examination.

Assessment criteria

Your work in progress and material from your portfolio will be marked using the following criteria:

- effective treatment of the concepts of music
- stylistic consistency
- communication of musical ideas through notation
- idiomatic writing for performance media
- effective communication of musical intent
- awareness of musical context.

Teachers will need to develop marking guidelines that describe levels of performance and allocation of marks