



Chester Hill High School

Strength in Unity, Excellence in Education

CAPA Faculty

Course: Topic:	Stage 5 Elective Music Music of Radio, Film, Television and Multimedia	Year:	10
Assessment Name:	Film Music Exposition		
DATE DUE:	Week 9, Term 1	Total Mark/Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	First Draft..... <input type="checkbox"/> Date: _____ Second Draft..... <input type="checkbox"/> Date: _____ Final Draft..... <input type="checkbox"/> Date: _____ <u>Improve on:</u> _____ _____ _____		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:



Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	Understanding the role of music in film and detailed analysis of themes and incidental music in film scenes.
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • Ability to express explanations and point of views in extended responses. • Critical and detailed analysis of musical materials in film. • Ability to effectively communicate research findings. • Demonstrated ability to produce a written exposition with the use of correct grammar, punctuation and musicological terminology.
Task Requirements:	<p>Students are to complete the research exposition and submit on the due date.</p> <p>Choose ONE statement below and write a film music exposition by responding to the statement. (you will be provided with a scaffold as well as some class time to complete this task)</p> <ol style="list-style-type: none"> 1. Which type of film do you think encourages more emotion from the viewer? Film containing dialogue only (no music), films containing predominantly music only, or films containing both music and dialogue. In your response, you must include at least 1 film from each category. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2. Is it more effective to use original or known music? In your response, you must include at least 1 example from each type of film and argue using examples from these films. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 3. “Music is one of the strongest sources of emotion in film!” Argue for or against it. Use at least three examples of films in your response.
Syllabus Outcomes:	<p>5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts</p> <p>5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</p>

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *Music* is _____

Learning in *Music* could be improved if:

Dear teacher, I need help in the following areas:

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Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
Understands the big idea(s)	Student can effectively argue using research findings and point of views supported by evidence of detailed analysis of music in film.					
	Evidence of discussion of the concepts of music to support argument					
Literacy / Numeracy skills assessed	Organisation and structure of exposition with regard to correct grammar and spelling.					
	Understanding and application of musical terminology					
		10	8	6	4	2
Processes	Successful and effective arguments using specific examples from films and evidence of in-depth research and analysis					
Demonstrates Skills	Use of musical concepts: description of pitch, duration, tone colour, texture, dynamics and expressive techniques and structure.					
Knowledge						
Understanding	Demonstrated knowledge of exposition structure, correct use of grammar, punctuation, spellings and terminology.					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	/30
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