



# Chester Hill High School

Strength in Unity, Excellence in Education

## CAPA Faculty

<b>Course:</b> <b>Topic:</b>	Stage 6 Music 1 Methods of Notating Music	<b>Year:</b>	11
<b>Assessment Name:</b>	Composition Portfolio		
<b>DATE DUE:</b>	Week 1, Term 2	<b>Total Mark/Weighting</b>	40%
<b>STUDENT NAME:</b>			
<b>Progress Check FEEDBACK</b>	Completion of Part A & B in Week 8 <input type="checkbox"/> Completion of Part C in Week 10 <input type="checkbox"/>  Feedback: <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Progress Check Date:</b>		<b>Marks</b>	

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: .....

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### Assessment Task Student Receipt

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

<b>FAMILY NAME:</b>	<b>GIVEN NAME:</b>
<b>TEACHER:</b>	<b>CLASS:</b>
<b>DATE DUE:</b>	<b>DATE SUBMITTED:</b>
<b>TITLE OF TASK:</b>	<b>TEACHER'S SIGNATURE:</b>

## Task Information

<b>Important idea(s) being explored:</b>	Demonstrated knowledge of musical genres and mastery of composition in the chosen style and ability to provide aural analysis of own composition.
<b>Skills, Knowledge and understanding being demonstrated:</b>	<ul style="list-style-type: none"> <li>• Demonstrated knowledge on research of characteristics of chosen style or genre of music,</li> <li>• Ability to complete a series of composition sub-components (melodic construction, chord progression, harmonisation),</li> <li>• Ability to produce a final composition in the style of chosen genre in various forms of notation.</li> <li>• Aural analysis of own composition</li> </ul>
<b>Task Requirements:</b>	<p>Students are to complete the composition portfolio and submit it on the due date.</p> <p><b>Part A:</b> Research of chosen musical style in the booklet. Include the following:</p> <ul style="list-style-type: none"> <li>• Brief historical development of chosen style</li> <li>• List major musical characteristics of chosen style</li> <li>• Choose one notable song from your chosen musical style and provide a short aural analysis</li> </ul> <p><b>Part B:</b> Complete a series of composition tasks in the booklet including melodic construction, chord progression, and harmonisation.</p> <p><b>Part C:</b> Produce a complete composition work which consists of:</p> <ul style="list-style-type: none"> <li>• A melody and accompaniment (guitar or keyboard)</li> <li>• A verse and a chorus – total 32 bars</li> <li>• A chord progression.</li> <li>• Dynamics variation</li> <li>• Notation of composition on a lead sheet.</li> </ul> <p><b>Part D:</b> Aural analysis of composition work based on PITCH &amp; DURATION in the booklet.</p>
<b>Syllabus Outcomes:</b>	<p><b>P3</b> improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied</p> <p><b>P4</b> recognises and identifies the concepts of music and discusses their use in a variety of musical styles</p> <p><b>P5</b> comments on and constructively discusses performances and compositions</p> <p><b>P6</b> observes and discusses concepts of music in works representative of the topics studied</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:

\_\_\_\_\_

\_\_\_\_\_

## Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
<b>Understands the big idea(s)</b>	Demonstrated knowledge of compositional processes					
	Ability to represent musical ideas using a variety of tradition and non-traditional notation.					
		10	8	6	4	2
<b>Processes</b>	<ul style="list-style-type: none"> <li>Presents researched information on the stylistic characteristics of chosen genre with scaffolded aural analysis of a song.</li> </ul>					
<b>Demonstrates Skills</b>	<ul style="list-style-type: none"> <li>Composes a work that successfully and coherently represents the chosen genre, demonstrating a sound understanding of style, the concepts of music, and the relationships between melody and accompaniment</li> </ul>					
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Demonstrates ability to coherently represent musical ideas employing traditional as well as non-traditional notation.</li> </ul>					
<b>Understanding</b>	<ul style="list-style-type: none"> <li>Demonstrates knowledge of melody and chords in organising ideas into musical structures.</li> </ul>					
	<ul style="list-style-type: none"> <li>Demonstrates comprehensive knowledge of musical concepts and aural recognition of pitch and duration in compositional work.</li> </ul>					

### FEEDBACK from Teacher:

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Completion of assessment during allocated class time.     Excellent     Moderate     Limited

<b>Teacher Signature</b>		<b>Mark</b>	<b>/50</b>
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