



Chester Hill High School

Strength in Unity, Excellence in Education

CAPA Faculty

Course: Topic:	Stage 4 Mandatory Music Introduction to Music: Let's Beat It!	Year:	7
Assessment Name:	Composition Portfolio		
DATE DUE:	Week 9, Term 1	Total Mark/Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	Completed Part A Checked <input type="checkbox"/> Week 7 Date: _____ Completed Part B.....Checked <input type="checkbox"/> Week 8 Date: _____ Completed Part C.....Checked <input type="checkbox"/> Week 9 Date: _____ Need to improve on: _____ _____ _____		
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:	Musical composition through understanding of musical concepts and employing various creative process including the use of technology.
Skills, Knowledge and understanding being demonstrated:	Student demonstrates sound knowledge of basic musical notation and application of learnt musical concepts through creative processes such as composing, arranging, recording and transcribing musical ideas.
Task Requirements:	<p>Students are to complete and submit composition portfolio which includes the following tasks:</p> <p>Part A: Rhythm Composition (10%) (progress check - Week 7)</p> <ul style="list-style-type: none"> • Students are to create an 8-Bar Rhythm composition using crotchets, quavers, semiquavers and crotchet rest (see composition booklet). • Video record performance of own rhythm composition and submit the file on Google Classroom. Alternatively, the composition can be performed in front of the teacher in class if there is no access to the internet or a video recording device. <p>Part B: Ostinato Composition (5%) (progress check - Week 8)</p> <ul style="list-style-type: none"> • Students are to visit the website: http://superlooper.universlabs.co.uk/ and create a rhythmic ostinato (loop). Specific instructions on how to navigate the website will be taught in class. • Students are to complete short answer questions and write a short paragraph about the creation of their unique ostinato in the composition booklet. • Once students have created own ostinato, they are to submit the MP3 file on Google Classroom. <p>Part C: Melody Composition (10%) (progress check - Week 8/9)</p> <ul style="list-style-type: none"> • Students are to complete the final part of the composition booklet creating an 8-Bar melody on the keyboard incorporating techniques such as variation, contrast & repetition. Students must notate their composition using traditional notation on a treble clef.
Syllabus Outcomes:	<p>4.4 Student demonstrates an understanding of musical concepts through exploring, experimenting and improvising, organising, arranging and composing.</p> <p>4.5 Student notates compositions using traditional and/or non-traditional notation</p> <p>4.6 Student experiments with different forms of technology in the compositional notation.</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				
		E	D	C	B	A
Understands the big idea(s)	Overall understanding of Musical Composition					
	Application of music technology and means of recording musical ideas through traditional and non-traditional notation.					
Literacy / Numeracy skills assessed	Student demonstrates knowledge of note values and subdivision.					
	Student demonstrates the ability to reflect on own learning and able to keep articulate and logical written records of creative processes.					
		1	2	3	4	5
Processes Demonstrates Skills Knowledge Understanding	Part A: Student employs a variety of note values in the composition.					
	Part A: Student creates rhythmic patterns that are coherent and suitable for performance.					
	Part B: Student demonstrates creative processes including arranging and organising sound and beats.					
	Part B: Student demonstrates the ability to build up layers of sound to create ostinato.					
	Part C: Student creates the tune using correct pitch and phrasing while incorporating compositional techniques such as					
	Part C: Student demonstrates the ability to notate musical ideas on the staff.					

FEEDBACK from Teacher:

- Satisfactorily completed all components of the assessment.
- See feedback below for improvements and/or acknowledgements.

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	/30
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