



Chester Hill High School

Strength in Unity, Excellence in Education

CAPA Faculty

Course: Topic:	Stage 4 Mandatory Music Australian Music	Year:	8
Assessment Name:	Indigenous Australian Music 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:	Students have an appreciation and understanding Indigenous Australian musical cultures through completion of a musical composition portfolio.
Skills, Knowledge and understanding being demonstrated:	Students gain a deeper understanding of Aboriginal music and dance cultures through dream time stories. Students develop research and musical analytical skills. Students create musical composition and arrange sound scapes and be able to notate musical ideas using graphic notation.
Task Requirements:	<p>Students are to get into pairs and complete the following components of the assessment task:</p> <p>Part A: Students are to research characteristics of Aboriginal musical cultures including additional information on dream time stories and corroborees, and complete the first part of the composition booklet. (Progress check Week 7)</p> <p>Part B: Students are to choose a dream time story and create a hybrid sound scape/ composition to accompany the story using arrangements of sound samples and recorded sounds on Audacity or similar programs. (see booklet for step-by-step instructions) Students then submit the Audacity file or an MP3 file of their composition in Google Classroom and create a graphic notation of their soundscape composition. (Progress check Week 8)</p> <p>Part C: Students are to keep a composition journal on how the composition/soundscape was created and present a short written report (no more than two paragraphs) on creative processes. (Progress check Week 9)</p>
Syllabus Outcomes:	<p>4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing</p> <p>4.5 notates compositions using traditional and/or non-traditional notation</p> <p>4.6 experiments with different forms of technology in the composition process</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
Understands the big idea(s)	Demonstrates understanding and appreciation of Aboriginal music and dance cultures					
	Demonstrates understanding of musical composition and arrangement.					
Literacy / Numeracy skills assessed	Demonstrates ability to articulate learning processes in the report.					
	Correct use of grammar and punctuation in research component.					
		5	4	3	2	1
Knowledge	Demonstrate knowledge of background information on Aboriginal culture and traditions, musical characteristics and the significance of dreamtime stories.					
	Demonstrates Skills					
Processes	Ability to record, arrange and edit sound samples using Garage Band or similar programs.					
	Appropriate use of sound samples and musical concepts (beats, rhythms, melodic materials, instrumentation and layers of sounds) in that reflect the chosen dream time story.					
Understanding	Dynamics variation (different sections with varied volume)					
	Graphic notation of dreamtime story					
	Reflection journal of creative process					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	/30
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