



Chester Hill High School

Strength in Unity, Excellence in Education

Year 9 Music - CAPA Faculty

Course: Topic:	Stage 5 Elective Music Australian Music	Year:	9
Assessment Name:	Composition Portfolio		
DATE DUE:	Week 9, Term 1	Total Mark/Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	Part A: _____ _____ Part B: _____ _____ Part C: _____ _____		
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 demonstrates the ability to create a composition work in the style of contemporary Australian popular music genres, comprising of a melody and accompaniment on a lead sheet.
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • Knowledge of scales and chord progressions • Ability to arrange a suitable melody over a chord progression • Ability to notate a lead sheet with appropriate expressive markings.
Task Requirements:	<p>Students are to submit a composition booklet/portfolio by completing the following:</p> <p>Part A: Students are to research characteristics of popular music styles in the context of Australian Music throughout modern history by completing a comparison study of Australian and American popular cultures. (Progress check Week 7)</p> <p>Part B: Students are to create a verse and a chorus of song (including lyrics) and notate it on a lead sheet (using Muse Score Computer Software). They must include a melodic line over a 4-bar chords progression. The verse needs to have approximately 8 bars and the chorus also needs to have approximately 8 bars.</p> <p>Part C: Students are to keep a composition journal and write a report (no more than two paragraphs) on how the composition was created. They must include musical terminology learnt in class.</p>
Syllabus Outcomes:	<p>5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p> <p>5.5 notates own compositions, applying forms of notation appropriate to the music selected for study</p> <p>5.6 uses different forms of technology in the composition process</p> <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>

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 the ability to create a melody over a chord progression					
	Demonstrates knowledge of musical compositional processes.					
Literacy / Numeracy skills assessed	Understanding of note values, bar lengths, and symmetrical phrasing					
		5	4	3	2	1
Processes Demonstrates Skills Knowledge Understanding	Part A: Understanding of characteristics of popular music genres					
	Part A: Demonstrated knowledge of American and Australian popular musical cultures.					
	Part B: Ability to compose a suitable melody over a chord progression.					
	Part B: Ability to arrange melodic material variety in verse and chorus.					
	Part B: Ability to notate musical ideas on Muse Score					
	Part C: Composition journal & report					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	/30
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