



**Notice of Assessment Task**  
**Year 11 Music**  
**Composition Assessment**

<b>Date of initial notification:</b> Tuesday, March 4, Term 1, Week 6	<b>Date of submission of task:</b> Wednesday April 4, Term 1, Week 10
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<b>Teacher:</b> Ms Simpson <a href="mailto:Teagan.simpson3@det.nsw.edu.au">Teagan.simpson3@det.nsw.edu.au</a>	<b>Task Number:</b> 1
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<b>Time Allowed:</b> 4 weeks	<b>Weighting of task:</b> 25%
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<b>Course Component/Focus area/topic/module:</b> Music for Film/Television and Radio - Composition
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**Task Description** – Analyse the piano score for ‘The Man From Snowy River Theme’. Students will be given 4 periods of class time to work on the assessment.

**Task (Option 1 – Extension) (A-B Grade)**

- Students are to work out the **notes of the scale** of the *original score* and **write the scale degrees** under these notes of the *melody and bass line*.
- Students are to identify the *relative minor* and the **notes of this scale** and **write the scale degrees** underneath each note.
- Work out the **notes for the new key**.
- **Transpose** the melody and bass line to the **relative minor** using MuseScore and the correct key signature.
- Students are to **compose a new bass line for the first 10 bars** following the given chord progression. The bass line **must incorporate multiple note values (e.g crotchet, quaver, minim, semibreve)**
- The composition **MUST** be notated in MuseScore. The composition must have the name of the piece and the file (document) must be saved as YOUR NAME.

**Task (Option 2) (Maximum C Grade)**

- Work out the **notes to the scale** of the *original score* and **write the scale degrees** under the notes of the *melody*.
- Work out the **notes of the scale and scale degrees** of the *equivalent minor* key e.g C major would become C minor.
- **Transpose** the **melody** of ‘The Man From Snowy River’ to the *minor scale* of the same key.
- **Compose a simple bass line for the first 10 bars** using the given chord progression and must include **at least two different note values**.
- Composition **MUST** be notated in MuseScore including a title, correct key signature and new bass line.

### Task (Modified) (Maximum D-E Grade)

- Work out the **notes of the scale** for the *original key on the score* and **write the scale degrees** underneath each note of the scale.
- **Write the scale degrees** under the notes to the *melody*.
- Work out the **key, scale and scale degrees** of the key, **1 tone higher** than the original key and **write the scale degrees** under each note.
- **Transpose** the **melody** of 'The Man From Snowy River' **1 tone higher**.
- **Create a simple bass line using the given chord progression for the first 10 bars.**  
Students are to use a minimum of **semibreves (1 note per bar)**.
- Composition is to be transposed using MuseScore including a title, correct key signature and new bass line.

### General

- Composition **MUST** be submitted in the assessment section of Google Classroom.
- Ensure your file is saved as **YOUR** name.
- Original score must be submitted either in hard copy or scanned and uploaded to the Google Classroom for marking of scales and scale degrees.

### Outcomes/Competencies to be assessed in this task:

Ability to complete all requirements

Ability to discuss how the concepts are used in the chosen styles

Ability to complete a detailed analysis of a score

**P3** Improvises and creates melodies, harmonies and rhythmic accompaniments familiar sounds sources reflecting the cultural and historical contexts studied.

**P7** Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied.

**P8** Identifies, recognises, experiments with and discusses the use of technology in music.

**Feedback:** How will I receive feedback on this task? [delete any from the list below that students will **not** receive – also delete any text in square brackets throughout this document]

Written

Verbal (throughout the assessment process)

Individual

- *If you are absent on the day that the task is due, you **MUST** see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

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<b>Marking Criteria – Option 1 (relative minor)</b>	
<ul style="list-style-type: none"> <li>● Compose a 10 bar bass line demonstrating a outstanding level of understanding of the chords, chord progression and using 3 or more note values</li> <li>● Accurately identify the notes and scale degrees of both scales (major and relative minor)</li> <li>● Accurately name the notes for the melody and bass line or the original score.</li> <li>● Score is accurately transposed into the relative minor using technology.</li> </ul>	<b>A</b> 21-25
<ul style="list-style-type: none"> <li>● Compose a 10 bar bass line demonstrating a high level of understanding of the chords, chord progression and using 3 or more note values with some minor errors in rhythm and/or note placement</li> <li>● Accurately identify the notes and scale degrees of both scales (major and relative minor) and may have some minor errors</li> <li>● Accurately name the notes for the melody and bass line of the original score and may have some minor errors.</li> <li>● Score is accurately transposed into the relative minor using technology and may have some minor errors with rhythm and/or note placement</li> </ul>	<b>B</b> 16-20
<ul style="list-style-type: none"> <li>● Compose a 10 bar bass line demonstrating a sound level of understanding of the chords, chord progression using 3 or more note values with some errors in rhythm and/or note placement</li> <li>● Notes and scale degrees of both scales (major and relative minor) have been named and labeled with some errors.</li> <li>● The names of the notes for the melody and bass line of the original score may have some errors.</li> <li>● Score is transposed into the relative minor using technology and may have some errors with rhythm and/or note placement</li> </ul>	<b>C</b> 11-15
<ul style="list-style-type: none"> <li>● An attempt at composing a bass line demonstrating a basic level of understanding of the chords, chord progression with an attempt at using 3 or more note values with errors in rhythm and/or note placement. Bars may be missing or incomplete.</li> <li>● An attempt has been made to identify the notes of the scale and scale degrees with some errors.</li> <li>● The names of the notes for the melody and bass line of the original score with some errors.</li> <li>● Score is transposed into the relative minor using technology and has some errors with rhythm and/or note placement.</li> </ul>	<b>D</b> 6-10
<ul style="list-style-type: none"> <li>● An attempt may have been made at composing a bass with a limited understanding of the chords, chord progression. Bass line was missing bars, had incomplete bars and issues with rhythms and note placement.</li> <li>● An attempt has been made to identify the notes of the scale and scale degrees with a lot of errors.</li> <li>● The names of the notes for the melody and bass line of the original score with a lot of errors.</li> <li>● Score is transposed into the relative minor using technology and has errors with rhythm and/or note placement</li> <li>● No attempt has been made to transpose the composition or complete the assessment.</li> </ul>	<b>E</b> 0-5

<b>Marking Criteria – Option 2 (equivalent minor)</b>	
<ul style="list-style-type: none"> <li>● Compose a 10 bar bass line demonstrating a sound level of understanding of the chords, chord progression using at least 2 different note values with some errors in rhythm and/or note placement</li> <li>● Notes and scale degrees of both scales (major and equivalent minor) have been named and labeled with some errors.</li> <li>● The names of the notes for the melody and bass line of the original score may have some errors.</li> <li>● Score is transposed into the equivalent minor using technology and may have some errors with rhythm and/or note placement</li> </ul>	<b>C</b> 11-15
<ul style="list-style-type: none"> <li>● An attempt at composing a bass line demonstrating a basic level of understanding of the chords, chord progression with an attempt at using 2 or more note values with errors in rhythm and/or note placement. Bars may be missing or incomplete.</li> <li>● An attempt has been made to identify the notes of the scale and scale degrees with some errors.</li> <li>● The names of the notes for the melody and bass line of the original score with some errors.</li> <li>● Score is transposed into the equivalent minor using technology and has some errors with rhythm and/or note placement</li> </ul>	<b>D</b> 6-10
<ul style="list-style-type: none"> <li>● An attempt may have been made at composing a bass with a limited understanding of the chords, chord progression. Bass line was missing bars, had incomplete bars and issues with rhythms and note placement.</li> <li>● An attempt has been made to identify the notes of the scale and scale degrees with a lot of errors.</li> <li>● The names of the notes for the melody and bass line of the original score with a lot of errors.</li> <li>● Score is transposed into the equivalent minor using technology and has errors with rhythm and/or note placement</li> <li>● No attempt has been made to transpose the composition or complete the assessment.</li> </ul>	<b>E</b> 0-5

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<b>Marking Criteria – Option 3 (1 tone higher)</b>	
<ul style="list-style-type: none"> <li>● An attempt at composing a bass line demonstrating a basic level of understanding of the chords, chord progression with an attempt at using 1 note value with errors in note placement. Bars may be missing or incomplete.</li> <li>● An attempt has been made to identify the notes of the scale and scale degrees with some errors.</li> <li>● The names of the notes for the melody and bass line of the original score with some errors.</li> <li>● Score is transposed one tone higher using technology and has some errors with rhythm and/or notes</li> </ul>	<p><b>D</b> 6-10</p>
<ul style="list-style-type: none"> <li>● An attempt may have been made at composing a bass with a limited understanding of the chords, chord progression. Bass line was missing bars, had incomplete bars and issues with note placement.</li> <li>● An attempt has been made to identify the notes of the scale and scale degrees with a lot of errors.</li> <li>● The names of the notes for the melody and bass line of the original score with a lot of errors.</li> <li>● Score is transposed one tone higher using technology and has errors with rhythm and/or notes</li> <li>● No attempt has been made to transpose the composition or complete the assessment.</li> </ul>	<p><b>E</b> 0-5</p>