



Notice of Assessment Task
Year 12 Music 2023/24
Task 1 – Research/Composition

Date of initial notification: 15/11/23	Date of submission of task: 29/11/23
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Teacher: Ms Sutton	Task Number: 1
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Time Allowed: 2 weeks (class time will be used to complete this assessment task)	Weighting of task: 10% - Research 10% - Composition Total – 20%
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Course Component/Focus area/topic/module: Music for Film, Television, Radio and Multimedia – Core components

Task Description

This assessment has **TWO** components. Students are to complete **BOTH** components.

Research (H7, H8) (10 Marks)

Your research **MUST** include the following points. Both questions relate to your chosen ensemble performance piece (core performance piece). Your answers **MUST BE** in full sentences with correct spelling and grammar. Your responses **MUST** be in your own words and **NOT** copied from any source.

- a) What is the name of the piece, artist/group?
- b) What genre does your chosen piece belong to?
- c) Identify and discuss the development and use of technology in the genre of your core performance piece. (This is to be a detailed response, not just a couple of sentences). Make reference to the beginning of your genre to more recent times.
- d) How has this technology been incorporated/used in pieces?

Composition

Part 1 - (H2) (6 marks)

You are to supply a score (sheet music) of your chosen piece. From the score you are to address the following points in relation to your chosen piece. (This score is to be of your CORE PERFORMANCE PIECE).

- a) What key is the piece written in?
- b) What is the time signature of the piece? What does this mean?
- c) What is the tempo of the piece? Give a meaning for the tempo name/marking
- d) What dynamics markings can you see in your score? Give a definition for each marking.
- e) What duration markings and expressive techniques are used in your piece? (eg accent, slur, dotted notes, ties, rit). Give a definition for each marking.
- f) Identify any other score conventions used and give a meaning for each. (e.g repeat signs, coda signs, time bar endings)

Part 2 (H3) (4 marks)

You are to create a chord chart for your core performance piece. This chord chart **MUST** include the following

- a) The chords above the lyrics (chords must be in the correct position - where the change occurs)
- b) The chord chart is to be an accurate representation of the layout for **YOUR** performance (how you will be performing your piece - order of sections)
- c) Your chord chart **MUST** be in the key that **YOU** will be performing the piece in.
- d) This is **NOT** to be just copied and pasted from the internet.

General Requirements

You are to create a Google Doc to complete the **ALL** components including the **RESEARCH, SCORE ANALYSIS** and **CHORD CHART**

The document **MUST** be saved as **YOUR NAME**.

This assessment task is to be submitted via **GOOGLE CLASSROOM**.

N.B

All required scores will be provided to you.

Outcomes/Competencies to be assessed in this task:

H2 – Reads, interprets, discusses and analyses simple musical scores that are characteristic of topics studied.

H3 – Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.

H7 – Understands the capabilities of performing media, incorporating technologies into composition and performance as appropriate to the topics studied.

H8 - Identifies, recognises, experiments with and discusses the use and effects of technology in music.

Feedback: How will I receive feedback on this task?

- Written
- Whole class
- Individual

Marking Criteria – Research Part One (10 marks) Outcome H7, H8	
H7 - Understands the capabilities of performing media, incorporating technologies into composition and performance as appropriate to the topics studied. H8 - Identifies, recognises, experiments with and discusses the use and effects of technology in music.	
<ul style="list-style-type: none"> Each of the relevant points are represented in the written response. Detailed response explaining the development of technology in their chosen genre representing the core performance. Detailed response explaining the use of technology in songs. Written response uses full sentences, correct spelling and grammar. 	7-10
<ul style="list-style-type: none"> Most of the required points are represented in the written response. Written response incorporates some detail and an attempt at explaining the development of technology in the chosen genre representing the core performance. Written response incorporates some detail and an attempt at explaining the use of technology in songs. Written response attempts to use full sentences, correct spelling and grammar, but may have some errors. 	3-6
<ul style="list-style-type: none"> There may be missing components from the required information. Responses for each point lack detail but may have attempted full sentences and/or have grammar and spelling errors. 	0-2

Marking Criteria – Composition Part 1 (6 marks) H2	
H2 - Reads, interprets, discusses and analyses simple musical scores that are characteristic of topics studied.	
Key signature is identified correctly	1
Time signature is identified correctly and the correct meaning is provided in students' own words.	1
Tempo marking is correctly identified and the correct meaning is provided in students' own words.	1
All the dynamic markings are identified and the correct meaning is provided for each one in students' own words.	1
All the duration markings and expressive techniques are identified and the correct meaning is provided for each in students' own words.	1
Any other specific score conventions (e.g repeat signs, coda signs, time bar endings) are identified and the correct definition is provided in students' own words.	1

Marking Criteria - Composition Part 2 (4 marks) H3	
H3 - Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.	
<ul style="list-style-type: none"> Chords are correctly placed above the lyrics 	2
<ul style="list-style-type: none"> The chord chart is an accurate representation of the layout for the student performance (order of sections) 	1
<ul style="list-style-type: none"> The chord chart is in the correct key that the student is performing in 	1/2
<ul style="list-style-type: none"> The chord chart is not copied and pasted from the internet 	1/2

- 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.