



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject:	Year 9/10 Music
Teacher:	Mrs Rossler
Topic:	Assessment Task 2: Composition Portfolio
Weighting:	25%
Due Date:	10/08/2018 (Term 3 Week 3)

Through activities in performance, composition, musicology and aural, a student:

- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
 - 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study.
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This task has ***TWO*** sections.

1. COMPOSITION EXERCISES: 10%

- Compose melodies and add chords

2. NOTATE A NEW MELODY: 15%

- Compose a new melody for the school song using the given chords as guideline.
- Write a reflection.

NOTE:

This is a compulsory assessment task. You are required to hand in this assessment task ON or BEFORE the due date. You are to make a genuine attempt at the assessment task. Failing to do so may result in the awarding of the grade of 0%. If you will be away on the day on which the assessment is due, you are required to hand it in BEFORE OR arrange an extension with your class teacher at least one (1) week in advance. If you are away from school on the day the assessment is due, as a result of an unplanned event, you are required to provide your teacher with a note from a parent/caregiver when you return TOGETHER with the completed assessment task.

1. COMPOSITION EXERCISES

10%

- Complete **TWO 8-bar melodies** using the given chord sequence.
- Select one of the above melodies and harmonise it with chords and bass line.

Marking Guidelines: Composition Exercises

Criteria	Marks
<ul style="list-style-type: none">• Melodies utilise chord notes and show melodic shape and interest.• Excellent, creative melodies.• 4 beats to every bar.• Correct chord choice.• Bass line is based on the root of each chord and shows either interesting rhythm or melodic and rhythmic interest.• Balanced composition with all elements lining up rhythmically.	17–20
<ul style="list-style-type: none">• Melodies utilise chord notes and show some melodic interest.• Interesting, creative melodies.• 4 beats to every bar.• Mostly correct chord choice.• Bass line is mostly based on the root of each chord and shows some rhythmic and/or melodic interest.• Mostly balanced composition which is rhythmically coherent.	13–16
<ul style="list-style-type: none">• Melodies utilise mostly chordal notes. Contain dissonance.• Creative melodies.• Mostly 4 beats to every bar.• Utilises mostly correct chords.• Bass line has little melodic and/or rhythmic movement.• Technically basic composition with some strong elements and some weak elements.	9–12
<ul style="list-style-type: none">• Melodies utilise chord notes in a basic way. Include some non-chordal notes or contain dissonance.• Basic melodies.• Rhythm contains errors• Basic use of chords.• Bass line is based on one chordal note or is static.• Basic composition which is rhythmically unstable at times.	5–8
<ul style="list-style-type: none">• Melodies do not utilise chord notes or utilise one note only. Include too many non-chordal notes, creating dissonance.• Incomplete melody meeting few or none of the requirements.• Rhythm contains many errors.• Chords used incorrectly.• Bass line is based on non-chordal notes or is static.• Unbalanced composition which is rhythmically unstable.	1–4

1. COMPOSITION EXERCISES

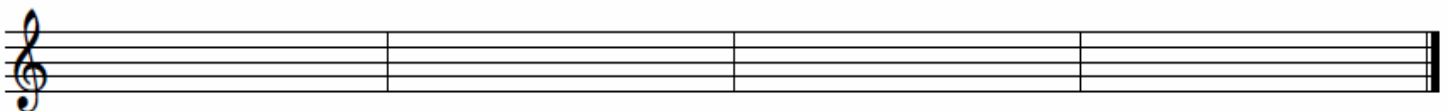
10%

Write an 8-bar melody for EACH of the two chord progressions below. You can choose whether you want to write one chord per bar or one chord for every two bars. Experiment with the melody-writing basics you have learnt.

Axis of awesomeness: **I** **V** **vi** **IV**
 C G Am F

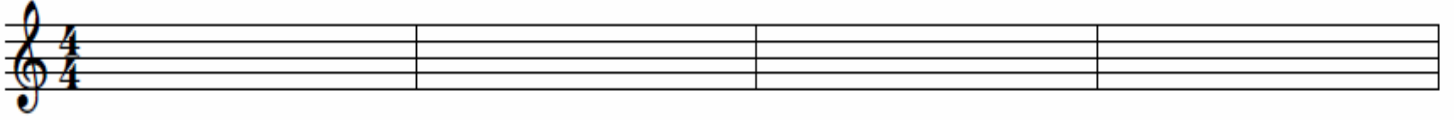


Axis of awesomeness: **I** **V** **vi** **IV**
 C G Am F



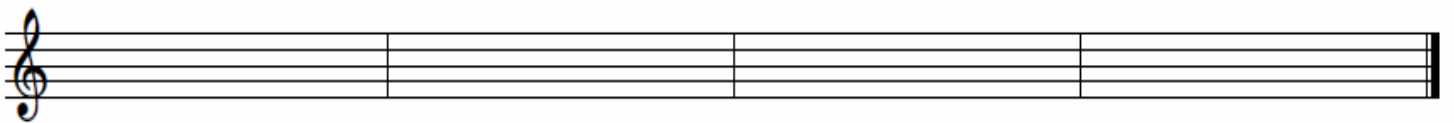
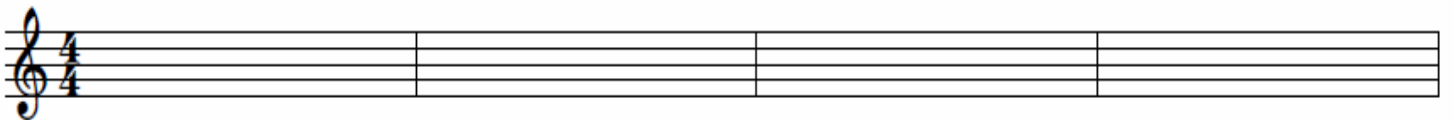
50s Progression:

I	vi	IV	V
C	Am	F	G



50s Progression:

I	vi	IV	V
C	Am	F	G



Choose one of the melodies on the previous page. Rewrite it, then add chords and a bass line.

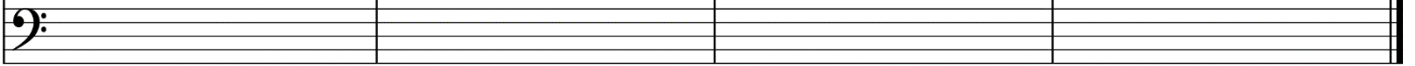
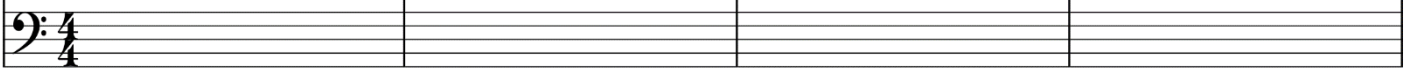
Melody



Chords




Bass Line

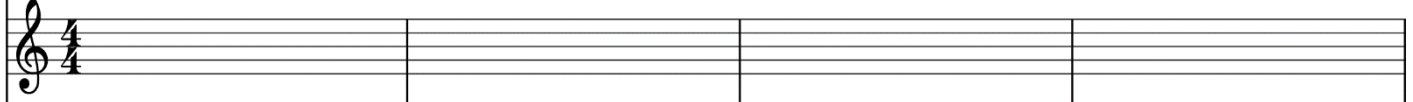


Choose one of the melodies on the previous page. Rewrite it, then add chords and a bass line.


Melody



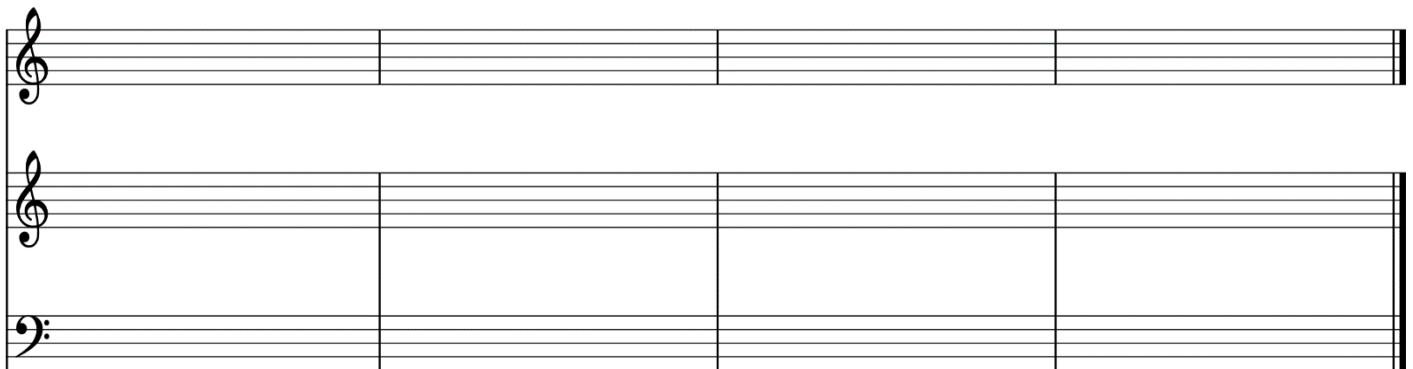
Chords



Bass Line



The first system consists of three blank musical staves. The top staff is a treble clef with a 4/4 time signature. The middle staff is also a treble clef with a 4/4 time signature. The bottom staff is a bass clef with a 4/4 time signature. Each staff is divided into four measures by vertical bar lines.



The second system consists of three blank musical staves, identical in layout to the first system. The top staff is a treble clef with a 4/4 time signature. The middle staff is also a treble clef with a 4/4 time signature. The bottom staff is a bass clef with a 4/4 time signature. Each staff is divided into four measures by vertical bar lines.

2. NOTATE A NEW MELODY

15%

- Compose a new melody for the school song using the given chords. You may use the rhythm of the original school song (see page 9) or you may write a new rhythm. Do ensure that you have 4 beats in every bar, except the upbeat bar.
- Write a short reflection in which you comment on:
 - the process you used in writing the melody,
 - challenges you faced
 - strengths and weaknesses of your melody, and
 - improvements you think you could have made.

CHS SCHOOL SONG

1. Come ev' - ry stu - dent hear and sing let your voi - ces e - cho and ring. In

prai - ses of our school in prai - ses of our school. She

calls to us to work and play, with zeal and spi - rit - day by day, Let

us be lo - yal kind and fair, For - e - ver dare, for -

e - ver dare, for - e - ver dare.

CHS SCHOOL SONG

G C G Am F

1. Come ev' - ry stu - dent hear and sing let your voi - ces e - cho and ring. In

C G Am F C G

prai - ses of our school in prai - ses of our school. She

C G Am F

calls to us to work and play, with zeal and spi - rit - day by day, Let

C G Am F C

us be lo - yal kind and fair, For - e - ver dare, for -

G Am F C

e - ver dare, for - e - ver dare.

CHS SCHOOL SONG ORIGINAL RHYTHM



1. Come ev' - ry stu - dent hear and sing let your voi - ces e - cho and ring. In



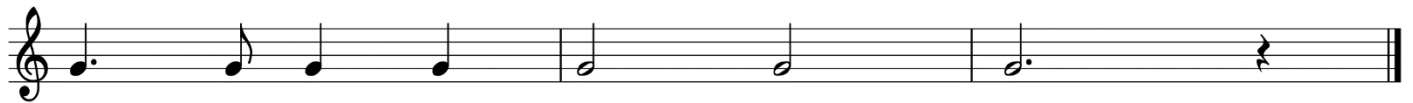
prai - ses of our school in prai - ses of our school. She



calls to us to work and play, with zeal and spi - rit - day by day, Let



us be lo - yal kind and fair, For - e - ver dare, for -



e - ver dare, for - e - ver dare.

Marking Guidelines: Composition and Reflection

Criteria	Marks
<ul style="list-style-type: none"> • Melody utilises chord notes and shows melodic shape and interest. • Rhythm matches lyrics and contains correct number of beats per bar. • Balanced composition with all elements lining up rhythmically. • Reflection is included and points out strengths and weaknesses of composition. 	17–20
<ul style="list-style-type: none"> • Melody utilises chord notes and shows some melodic interest. • Rhythm matches lyrics and contains correct number of beats per bar. • Mostly balanced composition which is rhythmically coherent. • Reflection is included and includes some reference to either strengths or weaknesses of composition. 	13–16
<ul style="list-style-type: none"> • Melody utilises mostly chordal notes. Contains dissonance. • Rhythm mostly matches lyrics and contains correct number of beats per bar. • Technically basic composition with some strong elements and some weak elements. • Limited reflection with little reference to strengths and weaknesses. 	9–12
<ul style="list-style-type: none"> • Melody utilises chord notes in a basic way. Includes some non-chordal notes or contains dissonance. • Rhythm and lyrics do not always line up; some errors with the number of beats per bar. • Basic composition which is rhythmically unstable at times. • Basic reflection with limited reference to strengths and weaknesses. 	5–8
<ul style="list-style-type: none"> • Melody does not utilise chord notes or utilises one note only. Includes too many non-chordal notes, creating dissonance. • Unbalanced composition which is rhythmically unstable. • Limited reflection or reflection omitted. 	1–4

Assessment Task Notification Acknowledgement Slip

I _____ acknowledge that I have received the Assessment Notification for the Year 9/10 Music – ASSESSMENT TASK 2: COMPOSITION PORTFOLIO.

Signed: _____

Dated: _____