**STAGE 2 music STUDIES**

**ASSESSMENT TYPE 1: cREATIVE WORKS – “GOOD AGAINST EVIL” *\****

**Purpose**

To display knowledge and understanding of musical conventions and appropriate manipulation of some or all of the elements of music, when composing themes that depict the characters of a Super Hero and an Evil Villain. Students provide evidence of their learning in musical compositions and a creator’s statement.

**Description of assessment**

Students create two music compositions that depict a Hero and an Evil Villain. Students may use the provided scores to influence their original compositions, take ideas from, and/or to use in full and extend into original compositions. Students may work using either transposing scores or concert scores. Students provide evidence of their learning, through a reflection on the musical influences on their own creative work.

The aspects to take into account are:

* Appropriate manipulation of some or all of the elements of music and compositional devices/ musical techniques to create music that depicts the Hero and the Evil Villain.
* Demonstration of the conventions of writing for chosen musical instruments and the use of appropriate ranges, articulations, dynamics, etc.
* A creator’s statement in which students reflect on their creative works.

**Assessment conditions**

Students submit two compositions which together, should be 5-6 minutes in length. The creator’s statement should be a maximum of 5 minutes if oral, 750 words if written, or the equivalent in multimodal form.

Students submit a score and an audio recording of the two compositions and a creator’s statement. Students may use music notation software / hand written musical scores / additional FX - found sounds and/or computer-generated FX.

*(****\**** *It is recommended that students complete the AT2 task “The Superhero Always Wins” prior to commencing this task*.)

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| ***Learning Requirements*** | ***Assessment Design Criteria*** |
| 1. Apply knowledge and understanding of musical elements 2. Apply musical skills and techniques in developing, refining, and presenting creative works 3. Apply a range of musical literacy skills, including aural perception and notation 4. Deconstruct, analyse, and interpret musical works and styles, and manipulate musical elements 5. Synthesise findings and express musical ideas 6. Reflect on musical influences on own creative works | Understanding Music  The specific features are as follows:  UM1 Reflection on musical influences on own original creations  UM2 Synthesis of findings and expression of musical ideas  Creating Music  The specific features are as follows:  CM1 Application of knowledge and understanding of musical elements  CM2 Application of musical skills and techniques in developing, refining, and presenting creative works  CM3 Interpretation of musical works  CM4 Manipulation of musical elements  Responding to Music  The specific features are as follows:  RM1 Application of a range of musical literacy skills, including aural perception and notation  RM2 Deconstruction and analysis of musical works and/or styles |

**Performance Standards for Stage 2 Music Studies**

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|  | Understanding Music | Creating Music | Responding to Music |
| A | Insightful and coherent reflection on musical influences on own original creations.  Insightful synthesis of findings, and creative and coherent expression of musical ideas. | Perceptive and creative application of knowledge and understanding of musical elements.  Proficient application of musical skills and techniques in developing, refining, and presenting creative works.  Accurate interpretation of musical works.  Highly creative manipulation of musical elements. | Focused and sustained application of a range of musical literacy skills, including aural perception and notation.  Perceptive and in-depth deconstruction and analysis of musical works and/or styles. |
| B | Coherent reflection on musical influences on own original creations, with some insights.  Synthesis of findings, and generally creative and coherent expression of musical ideas. | Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.  Generally proficient application of musical skills and techniques in developing, refining, and presenting creative works.  Mostly accurate interpretation of musical works.  Creative manipulation of musical elements. | Mostly sustained application of a range of musical literacy skills, including aural perception and notation.  Some perceptiveness and depth in deconstruction and analysis of musical works and/or styles. |
| C | Generally coherent reflection on musical influences on own original creations.  Synthesis of some findings, and generally coherent expression of musical ideas, with some creativity. | Some creativity in application of knowledge and understanding of musical elements.  Competent application of musical skills and techniques in developing, refining, and presenting creative works.  Generally accurate interpretation of musical works.  Some creative manipulation of musical elements. | Generally competent application of a range of musical literacy skills, including aural perception and notation.  Generally competent deconstruction, with some analysis, of musical works and/or styles. |
| D | Some description of a musical influence on own original creations.  Some communication of findings and basic musical ideas. | Some application of basic knowledge and understanding of musical elements.  Some application of basic musical skills and techniques in developing and presenting creative works, with attempted refinement.  Some basic interpretation of a musical work.  Basic manipulation of some musical elements. | Some application of a narrow range of musical literacy skills, which may include aural perception and/or notation skills.  Partial deconstruction and description of one or more musical works and/or styles. |
| E | Emerging recognition of a musical influence in attempting own original creation.  Attempted communication of one or more findings, and of a basic musical idea. | Some basic recognition and attempted application of a narrow range of some musical elements.  Attempted application of some basic musical skills and techniques to develop or present a creative work.  Attempted interpretation of a basic musical work.  Attempted manipulation of a narrow range of musical elements. | Attempted application of very basic musical literacy skills.  Attempted description of a musical work and/ or style. |

The specific SACE capabilities that underpin THIS assessment task include:

* Literacy **✓**
* Numeracy **✓**
* Information and communications technology **✓**
* Critical and creative thinking **✓**
* Personal and social **✓**
* Ethical understanding **✓**
* Intercultural understanding