**Stage 1 Music Experience**

**Assessment 1: Creative Works**

**Composition Task**

**Purpose**

Students acquire skills and knowledge in manipulating sounds through the use of computer assisted FX and / or extended instrument techniques that can be applied to loops, found sounds and/or acoustic and electronic musical instruments.

(The definition of “extended instrument technique” for the purpose of this task is, an unconventional technique applied to a musical instrument or voice)

**Description of assessment**

Students compose a programmatic soundscape that is a minimum of 1 and a maximum of 3 minutes in duration.

The aspects to take into account are:

* Structure of the soundscape with a plan of intended sequence of events / sounds / FX
* Manipulation of loops or recorded found sounds with the aid of computer assisted FX and / or extended instrument techniques (if using acoustic and/or electronic musical instruments for this task, these instruments and players should be easily accessible and able to be readily recorded within a school setting)

**Assessment conditions**

Students submit an original composition of a programmatic soundscape that depicts a chosen scenario. They demonstrate their ability to manipulate sounds using FX through the use of music software program/s. (Examples of freeware could include, but not be limited to; Mixx, Rosegarden, Audacity, ZynAddSubFX, Giada, Ubuntu Studio)

Students may use pre-recorded loops or found sounds / environmental sounds and / or extended musical techniques.

A score or timeline of events /print screen, description of the soundscape (oral, multimodal or written) and audio file should be included in the final submission. The duration of the composition should be between 1 and 2 minutes.

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

**Performance Standards for Stage 1 Music – Experience**

|  | Understanding Music | Creating Music | Responding to Music |
| --- | --- | --- | --- |
| A | Focused and sustained  development of knowledge and understanding of musical elements.  Creative and coherent communication of musical ideas. | Perceptive and creative application of knowledge and understanding of musical elements.  Insightful exploration and proficient application of musical  skills and techniques in developing, refining, and presenting creative works.    Accurate interpretation of  musical works. | Focused and sustained  development of musical literacy skills.  Perceptive analysis and discussion of musical works and styles.  Insightful reflection on own learning in music. |
| B | Mostly sustained development of knowledge and understanding of musical elements.  Generally creative and coherent communication of musical ideas. | Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.  Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.  Mostly accurate interpretation of musical works. | Mostly sustained  development of  musical literacy skills.  Some perceptive analysis and discussion of musical works and styles.  Some insight in reflection on own learning in music. |
| C | Generally competent  development of knowledge and understanding of  musical elements.  Generally coherent communication of musical ideas, with some creativity. | Some creativity in application of  knowledge and understanding of  musical elements.  Considered exploration and  generally competent application  of musical skills and techniques  in developing, refining, and  presenting creative works.  Generally accurate interpretation  of musical works. | Competent development of musical literacy skills.  Some analysis in discussion of musical works and styles.  Considered reflection on own learning in music. |
| D | Some basic development of knowledge and understanding of some musical elements.  Some communication of basic musical ideas. | Some application of basic knowledge of musical elements.  Some exploration and basic  application of some musical skills  and/or techniques in developing  or presenting creative works,  with attempted refinement.  Occasional accuracy in  interpretation of musical works. | Development of some  basic musical literacy  skills.  Some basic description  of one or more musical  works and/or styles.  Some description of own learning in music. |
| E | Attempted development of  knowledge and understanding of some musical elements.  Attempted communication of a basic musical idea. | Attempted application of some  basic musical elements.  Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.  Limited accuracy in interpretation  of musical works | Attempted development of very  basic musical literacy skills.  Attempted description of a musical work.  Attempted description of own learning in music. |