Sample assessment task

Year level	7
Learning area	The Arts
Subject	Music
Title of task	Contemporary composition using *Garageband* (or alternative Music software program)

Task details

Description of task	Students will create an original Contemporary composition using *Garageband* (or alternative Music software program). The composition should be written in a style that they have studied during the year. One of the tracks needs to be their own original recording which could be the instrument they play or as simple as an additional percussion part. They will then need to quantise this track to fit with the other tracks. In addition to completing the composition according to given criteria, they will be expected to provide an evaluation of their final composition, explaining the choices they have made and the compositional process; outline the inspiration or background behind the composition; and provides an evaluation of the final product and compositional process. The final composition will be submitted via Dropbox. They will also provide a CD mix-down of their composition, exporting from the selected software program to MP3 format so that it can be burnt to CD. The compositions will then be compiled on a class CD.
Type of assessment	Composing and arranging
Purpose of assessment	Could both inform progression of learning in a unit, and could also be used as a summative task at the end of a unit. Students creatively apply an understanding of form, instrumentation, timbre, rhythmic patterns, dynamics and expressive device, recording techniques and technology in their compositions.
Assessment strategy	Create an original composition in a Contemporary style using *Garageband* (or alternative software program).
Evidence to be collected	Written report, anecdotal notes summarising process and CD mix down. Students to submit final compositions via Dropbox.
Suggested time	The whole process is expected to take about 180 minutes or three class sessions to complete, with extra time at home, if required.

Content description

Content from the Western Australian Curriculum	**Aural and Theory** Aural recognition of specific elements of music in short excerpts **Composing and arranging** Use of structured composition tasks to compose and arrange music, improvising and experimenting with specific music elements to explore and develop music ideas Use of invented and conventional notation, specific music terminology and available technologies to record and communicate music ideas **Response, interpretation and evaluation** Use of given frameworks and reflective strategies to evaluate music performances and discussion of different points of view Communication of thoughts and feelings about music using given criteria to form and express personal opinions (The specified content listed under the **Elements of Music** for the relevant year level will be integrated throughout)

Task preparation	
Prior learning	Students have been listening to and studying Contemporary Music and have analysed songs in Rock and Pop styles. They have been exploring Music software programs to complete and compose pieces in these styles in structured class activities.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	Students will plan their composition using the checklist provided. They will then be given two 60-minute class sessions to individually complete their compositions in class using the selected software program. The third 60-minute class session will be used to finalise their compositions, submit them via Dropbox, export the composition to MP3 format so that it can be burnt to a CD, and complete the evaluation form.
Resources	• Worksheet • Pencil and eraser • Computers with *Garageband* (or alternative software program)

Teacher instructions for administering the task

- Students will need about 180 minutes or three class sessions to complete the task and may need to spend some time at home completing the composition.
- In the first session, teachers should provide a brief review of *Garageband* (or alternative software program) and walk the students through the task requirements.
- Students should then be given 10–15 minutes to plan their compositions, selecting the style of the song and allocating suitable instruments and expressive devices.
- Students will then be given the remainder of the lesson to explore the selected Music software program and create their composition. Teachers will provide feedback on individual compositions throughout the process.
- The second session will be a working session with the computers to complete the composition. One of the five tracks will need to be a recording of their own instrumental track which will then be quantised to fit with the loops.
- In the third and final session, the students will be given time to finish their compositions, submit them via Dropbox for marking, export the composition to MP3 format so that it can be burnt to a CD, and complete the evaluation form.

Year 7 Contemporary Composition Task

As you have already seen, *Garageband* (or alternative software program) is not just a drag and drop game, but a very cleverly designed program with immense capabilities for composing, arranging, sound engineering and mixing. Using *Garageband* (or alternative software program), you are to create an original piece in a Contemporary style, based on one of the styles you have studied earlier this year (Rock or Pop). You need to be creative and original, don't attempt to recreate another song or track you know; try and come up with your own ideas! Remember to leave space, give solos to some instruments and think about layering the tracks.

Your composition must be at least two minutes' duration and include the following:

- at least five different tracks, each with a different instrument, sound effect or loop
- track 5 will need to be a recording of your own instrumental track which will then be quantised to fit with the other tracks and loops. This can be as simple as an additional percussion part
- evidence of quantising for track 5 (your own instrumental recording) to ensure precise rhythmic accuracy
- at least one instrumental solo
- a full mixing of volumes for each track
- a drum track/s – selected from the provided loops
- a clear sense of the selected style in all of the tracks.

In addition, you are to complete an evaluation of your final composition and the compositional process, explaining the choices you have made, how you have incorporated the stylistic characteristics of the selected style and the inspiration or background behind the composition. You will need to complete the planning and evaluation sheet attached and submit this with your complete composition.

Your final composition needs to be submitted via Dropbox. You will also need to provide a CD mix-down of your composition, exporting from *Garageband* (or alternative software program) to MP3 format so that it can be burnt to CD. All compositions will then be compiled on a class CD.

Year 7 Contemporary Music composition – Planning and evaluation sheet

Name: _____

Which style have you chosen for your piece to be in and why?

_____

_____

What was your inspiration for this piece?

_____

_____

Which instruments are you going to include and why?

_____

_____

Which drum track did you select?

_____

What stylistic characteristics will you include and how will you incorporate them in your piece?

_____

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_____

_____

Which instruments are going to have a solo?

_____

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_____

Draw a diagram of the structure of your piece, and map out each track/sound effect or loop as they occur, using different colours.

Self-reflection: Composition review

1. Did you find this task easy or challenging? Tick the correct box and give two reasons to support your choice.

☐ Easy ☐ Challenging

(i)_____

_____

(ii)_____

_____

2. Which aspects of your final composition were you happy with?

_____

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3. Is there anything you would change in your composition?

_____

_____

4. Choose another person's composition. Give two reasons why you liked their composition best.

(i)_____

(ii)_____

5. Did you enjoy this task overall? Provide reasons to explain why you did or did not enjoy the task.

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Sample marking key

Description	Marks
Uses at least five different tracks	
Uses at least five different tracks, each with a different instrument, sound effect or loop.	4–5
Uses five different tracks, but does not include different instruments, sound effects or loops, or uses less than five tracks, each with a different instrument, sound effect or loop.	2-3
Uses a limited number of different tracks, and does not include different instruments, sound effects or loops.	1
Subtotal	**5**

Description	Marks
Instrumental solo	
Includes at least one effective and stylistically appropriate instrumental solo.	2
Includes one instrumental solo but it is ineffective or stylistically inappropriate.	1
Subtotal	**2**

Description	Marks
Uses full mixing of volumes for each track	
Effectively uses full mixing of volumes for each track.	4
Uses full mixing of volumes for most tracks, or uses full mixing of volumes for each track, but the volume mixing for some tracks is ineffective.	3-2
Uses full mixing of volumes for only some tracks, or the volume mixing for most tracks is ineffective.	1
Subtotal	**4**

Description	Marks
Drum track	
Selects a stylistically appropriate drum track.	2
Selects a drum track but it is not appropriate for the selected style.	1
Subtotal	**2**

Description	Marks
Evidence of quantising	
Demonstrates effective use of quantising for the recorded track (track 5).	2
Demonstrates inconsistent and sometimes ineffective use of quantising for the recorded track (track 5).	1
Subtotal	**2**

Description	Marks
Clear sense of the selected style	
Includes a consistently clear sense of style in all tracks.	4--5
Includes some sense of style in most tracks, or the style is inconsistent and sometimes ineffective.	2-3
Does not include a sense of style in most tracks, or the style is ineffective and/or inappropriate.	1
Subtotal	**5**
Description	**Marks**
Creativity and originality	
Demonstrates creativity and effectively generates original ideas.	4--5
Generates some simple original ideas, although generally relies on formulaic concepts.	2-3
Generates limited original or creative ideas, relying on formulaic, preconceived concepts or models.	1
Subtotal	**5**
Description	**Marks**
CD/MP3 and submission	
Submits the composition through Dropbox and provides a CD mix-down for the CD.	2
Does not submit the composition through Dropbox **or** does not provide a CD mix-down for the CD.	1
Subtotal	**2**
Description	**Marks**
Planning and evaluation sheet	
Submits a detailed and comprehensive planning and evaluation sheet.	3
Submits a mostly complete planning and evaluation sheet, with brief, simple responses.	2
Submits a mostly incomplete planning and evaluation sheet.	1
Subtotal	**3**
Total	**30**

Comments

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