

Task 2: Musicology Assignment

Due Date: Monday B 6 April 2020 Period 3

Date Distributed: Week 6 Term 1

Task Weighting: 10%

Outcomes

5.7 demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music from different stylistic, social, cultural and historical contexts

5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art-form

5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task gives students the opportunity to explore an Australian musician of their own choosing. Students will apply their knowledge of musical concepts to analyse a song and notate its structure, while also demonstrating skills in independent research related to musical styles. Through researching and analysing, students will demonstrate listening skills, while organising their ideas in a structured manner.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

Completing this task will develop students' research, listening and analytical skills. It consolidates learning that has taken place in class, especially in the area of aural awareness. Students will extend their thinking through developing an appreciation of musical styles used by an Australian musician.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

This task consists of **TWO** parts:

Part 1 – Researching an Australian musician or group

Part 2 – Aural Analysis

PROCESS	
Step One	Choose your composer, musician or group. The composer, musician or group can represent any style or time period, but the musician or group must have performed or composed extensively in Australia and be identified as Australian.
Step Two	Choose a song or piece of music you would like to analyse that represents the composer, performer or group. Make an mp3 recording of the song. (Note: because this is an assessment, copyright provisions do not restrict what you can select).
Step Three	Use the internet (or other sources) and your recording to provide answers to the questions in Step 4. Some aspects of the assignment will be discussed in class, with models and templates provided to guide you.
Step Four The Assignment	<p>Answer the following questions:</p> <p>PART 1 - Research</p> <ol style="list-style-type: none">1) Provide the name of an Australian composer, musician or group who interests you.2) Provide a brief history of the musical career of the composer, performer or group and describe the musical style (or genre) of the musician or group, noting any changes, over time, of their style (15 lines).3) Evaluate the significance of the performer or group to that style (10 lines).4) Provide a bibliography for your work, using appropriate referencing of websites, e.g. “Concierto de Aranjuez” by Joaquin Rodrigo at https://www.youtube.com/watch?v=x4QrJc3VQDo, accessed on 25 February 2020. <p>PART 2 – Aural Analysis</p> <ol style="list-style-type: none">5) Choose one piece of music or song representing the work of the composer/ musician/group (from Part 1) that interests you, provide the name of the piece or song and name all the performing media (i.e. instruments and voices) used in the piece of music or song.6) Using appropriate terminology (e.g. Introduction, Verse, Bridge, Chorus, Instrumental and Coda [Outro], or another method), analyse and the structure of the piece or song, mentioning voices or instruments used in each section.7) Identify at least five dynamic and expressive ideas you hear in the piece or song and indicate which performer uses them and where they occur in the piece or song.

Details for Submission

Submit by hard copy (recording on a USB) on 6 April, or upload electronically using a platform negotiated with the teacher, either attaching a sound file with your work, or embedding an mp3 file in a PDF containing your answers.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

The Marking Criteria provides you with explicit guidelines on how to achieve your best.

YEAR 9 MUSICOLOGY ASSIGNMENT (35 marks, rescaled)

Part 1- THE RESEARCH PROCESS

Criteria	1	2	3	4	5
The research process is clearly demonstrated through the completion of a relevant answer (Question 2)	Limited attempt to provide a relevant answer	Some aspects of the question complete, showing a basic understanding of style	Most aspects of the question are complete, showing some understanding of style	All aspects of the question are complete showing an understanding of style	All aspects of the question are complete and show a detailed understanding of style
	1	2	3	4	5
The significance of the composer, performer or group to their style is evaluated (Question 3)	The significance of the composer, performer or group is described in limited terms without reference to their success within the style	The significance of the composer, performer or group is described at a basic level, with little reference to their success within the style	The significance of the composer, performer or group is described, with some reference to their success within the style	The significance of the composer, performer or group is evaluated, showing an understanding of their success within the style	The significance of the composer, performer or group is convincingly evaluated, showing a detailed understanding of their success within the style

Criteria	1	2	3
Provision of a bibliography with appropriate referencing (Question 4)	A bibliography referring to at least one sources is supplied	A bibliography referring to at least two sources is supplied	A bibliography appropriately referencing several sources is supplied

Part 2 – AURAL ANALYSIS

Criteria	1	2	3	4
Addresses the listening question – performing media (Question 5)	Limited attempt to identify performing media	Some performing media identified	Most performing media identified	All performing media identified
	2	4	6	8
Addresses the listening question – structure (Question 6)	Limited attempt to analyse and notate structure	Basic attempt to analyse and notate structure	Structure analysed and notated in some detail	Structure analysed and notated with thorough attention to detail

Criteria	1	2	3	4	5
Addresses the listening question – dynamics and expressive ideas (Question 8)	Incomplete identification and/or analysis of dynamic and expressive ideas	Limited identification and incomplete analysis of dynamic and expressive ideas	Identification and basic analysis of five dynamic and expressive ideas	Identification and some analysis of five dynamic and expressive ideas	Identification and accurate analysis of five dynamic and expressive ideas

Literacy – 5 Marks – Part 1 is the only section being assessed for literacy

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.