

The accreditation period for VCE Music Style and Composition has been extended and expires 31 December 2022.

VCE Music Style and Composition

2017–2022

Externally assessed task

Assessment tasks and weightings

All students will be assessed on the extent to which they demonstrate their ability to address the following criteria.

	Assessment tasks	Weighting (%)
Unit 3	Creative exercises Create two short exercises in response to studied music using the elements of music and at least one of the compositional devices of repetition, variation and/or contrast.	20
	Documentation Document the relationship(s) between the creative exercises and studied music using appropriate music terminology and language.	10
	Total	30
Unit 4	Original music work Manipulate the elements of music and use appropriate compositional devices, including repetition, variation and contrast, to develop music ideas and material.	40
	Documentation Document and describe the creative process by: <ul style="list-style-type: none"> • including an outline of the intention and, as appropriate, references to stimulus material • including an explanation of the development and refinement of the compositional process from conception through to final realisation, including decisions made at different stages in the creative process • using appropriate music terminology and language. 	20
	Total	60
Overall notation Notate and/or represent the musical responses in an appropriate format.		
Total		10
Total		100

Expected qualities for the mark range – Unit 3

Creative exercises

Mark range	Expected qualities
18–20	Complex treatment of the elements of music Creative and functional use of compositional devices, including at least one of repetition, variation and/or contrast A clear and explicit connection to the studied music is evident
14–17	Effective treatment of the elements of music Thorough use of compositional devices, including at least one of repetition, variation and/or contrast, to develop music ideas A clear connection to the studied music is evident
10–13	Competent treatment of the elements of music Adequate use of compositional devices, including at least one of repetition, variation and/or contrast, to develop music ideas A connection to the studied music is evident
5–9	Limited treatment of some elements of music Some use of compositional devices, including at least one of repetition, variation and/or contrast, to develop music ideas A tenuous connection to the studied music is evident
1–4	Very limited treatment of some elements of music Limited use of compositional devices, including repetition, variation and/or contrast, to develop music ideas Connection to the studied music is not evident

Documentation

Mark range	Expected qualities
9–10	Insightful documentation and description of the relationship between the studied music and creative exercises Sophisticated use of highly appropriate and accurate music terminology and language
7–8	Thorough documentation and description of the relationship between the studied music and creative exercises Accurate use of appropriate music terminology and language
5–6	Clear documentation and description of the relationship between the studied music and the creative exercises Appropriate use of music terminology and language
3–4	Limited documentation and description of the relationship between the studied music and the creative exercises Some inaccuracies in the use of music terminology and language
1–2	Very limited documentation and description of the relationship between the studied music and the creative exercises Inappropriate/incorrect use of music terminology and language

Expected qualities for the mark range – Unit 4

Original music work

Mark range	Expected qualities
34–40	High-level manipulation of the elements of music to achieve creative intent Imaginative development of music ideas and material achieved through sophisticated and controlled use of stylistically appropriate compositional devices, including repetition, variation and contrast
27–33	Effective manipulation of the elements of music to achieve creative intent Imaginative development of music ideas and material achieved through controlled use of stylistically appropriate compositional devices, including repetition, variation and contrast
18–26	Competent manipulation of the elements of music to achieve creative intent Development of music ideas and material achieved through use of generally stylistically appropriate compositional devices, including repetition, variation and contrast
9–17	Limited manipulation of the elements of music to achieve creative intent Limited development of music ideas and material and/or use of compositional devices, including repetition, variation and contrast
1–8	Very limited manipulation of the elements of music to achieve creative intent Very limited development of music ideas and material, and very limited use of compositional devices, including repetition, variation and contrast

Documentation

Mark range	Expected qualities
17–20	Insightful and detailed documentation and description of the creative process from initial intention and, as appropriate, use of stimulus material through development and refinement to final realisation Sophisticated explanation of decisions made at different stages in the creative process is provided using sophisticated music terminology and language
13–16	Thorough documentation and description of the creative process from initial intention and, as appropriate, use of stimulus material through development and refinement to final realisation Thorough explanation of decisions made at different stages in the creative process using informed music terminology and language
9–12	Clear documentation and description of the creative process from initial intention and, as appropriate, use of stimulus material through development and refinement to final realisation Clear explanation of decisions made at different stages in the creative process using adequate music terminology and language
5–8	Limited documentation and description of the creative process from initial intention and/or use of stimulus material through development and refinement to final realisation Limited explanation of decisions made at different stages in the creative process Use of music terminology and language lacks accuracy
1–4	Very limited documentation and description of the creative process from initial intention and/or use of stimulus material through development and refinement to final realisation Very limited explanation of decisions made at different stages in the creative process Use of music terminology and language is inappropriate and/or inaccurate

Expected qualities for the mark range – Overall notation

Mark range	Expected qualities
9–10	Detailed and refined notation/representation of the musical responses in a format appropriate to the style(s)
7–8	Thorough notation/representation of the musical responses in a format appropriate to the style(s)
5–6	Clear notation/representation of the musical responses in a format appropriate to the style(s)
3–4	Notation/representation of the musical responses in a format appropriate to the style(s)
1–2	Limited notation/representation of the musical responses

Note: Musical responses apply to the creative exercises, Unit 3, and the original music work, Unit 4.

Advice

- It is important to note that, at each level, the marking criteria contain multiple ideas and this is taken into account when allocating marks.
- It is preferable that the Unit 3 exercises be quite distinct from each other. This can be achieved by basing each on a different piece of music that has been studied, for example for Outcome 1 or Outcome 2.