

Music (2023-2027)

Music composition Units 3 and 4

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VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



Music composition Units 3 and 4

- This study allows students to explore the organisation of sound in music to create expressive outcomes.
- Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.
- Across Units 3 and 4, students create, analyse, listen and respond.

Music composition

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- Unit 4 Externally-assessed Task: 50 per cent
- End-of-year aural and written examination: 20 per cent

Cross-study specifications

Pages

Areas of study involve:

- Creating
- Analysing for composition
- Responding

Compositional devices

repetition	a musical pattern or idea is established and used again
transition	the shift from one musical idea or section to another
variation	changes/modifications to established musical ideas and patterns, while retaining significant recognisable features
contrast	achieved where significant new musical material is introduced or where significant changes are made to established musical patterns

- dynamic changes
- augmentation
- filters
- canon
- countermelody
- imitation
- harmonic change
- metre and tempo changes
- repeating motifs
- changing accompaniment
- bridge
- coda
- repeating sections
- changing phrase structure

- diminution
- augmentation
- fragmentation
- choice of sample(s)
- changing mix elements such as width and frequency
- response extension
- key changes
- changing register
- repeating harmonic patterns

Music elements

These are defined on pages 17-19 of the Study Design.

The definitions are mandated, and the way these are explored will depend on the music selected for study. Suggestions of possible concepts are in dot points beside the relevant element.

tone colour	the characteristic quality of sound sources and their combinations (also known as timbre)	<ul style="list-style-type: none">• sound production methods, including the use of tone shaping audio FX instrumental and vocal techniques and devices• vocal and instrumental sound sources• various combinations and ensemble types• choice of source material including electronically generated sounds and sample selection	<ul style="list-style-type: none">• commonly used directions indicating vocal and instrumental techniques• register and range of voices/instruments• transposing instruments• orchestras and instrumental ensembles• choirs and vocal ensembles
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Unit 3 Area of Study 1 - Creating

- Students explore approaches to music composition through developing creative exercises in response to characteristics of music studied
- These exercises explore ways of treating elements of music, concepts and compositional devices including contrast, repetition and/or variation.
- Students investigate technical factors that influence the composing and processes they are using.
- They develop appropriate methods to record and preserve their music.

Unit 3 Area of Study 2 - Analysing for composition

Study of:

- Two short works, movements and/or collection(s) of minor works in different styles, including one work created by an Australian composer since 1990
- How the music is organised through aural and/or visual analysis of the treatment of music elements, concepts and compositional devices including repetition, variation and contrast.
- Characteristics of the style of the selected works.
- Unity and diversity in development of musical material and its effect on the creation of a coherent music work.

Folio design brief

- Reflecting on this study of selected works, they develop a Folio design brief for their Unit 4 work as part of their creative explorations.
- Key skills - last dot point. *describe ways that compositional devices, elements and other relevant techniques/influences can be incorporated into the development of a folio design brief.*

Unit 3 Area of Study 3 - Responding

- listening, aural analysis, and forming and presenting critical responses
- analysing the use of the elements of music, concepts and compositional devices **in a wide range of music excerpts**
- focus on repetition, variation and contrast to develop an understanding of various ways music creators use these compositional devices to express their music ideas

Unit 3 school-based assessment

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Develop creative responses to works studied and document the creative process.	20	Two creative responses (short compositions/ sketches) and associated documentation.
Outcome 2 Analyse the use of the elements of music, concepts and compositional devices in music works, explain how musical material is developed within the works, and formulate a Folio design brief.	30	Analysis of selected works in any one, or a combination of, the following formats: <ul style="list-style-type: none">• a written report• written responses to structured questions• a multimedia report AND A folio design brief.
Outcome 3 Aurally analyse music from a range of styles and make critical responses to music.	20	Written responses to structured questions.
Total marks	80	

Unit 4

- Creating - compose a short work, or group of short works, using the design brief formulated in Unit 3, Outcome 2
- Analysing for composition - students document the creative processes they use in creating their original work for Outcome 1.
- These two outcomes are assessed in the Externally –assessed task (EAT)

Outcome 3 is school-assessed

Outcomes	Marks allocated	Assessment tasks
Outcome 3 Aurally analyse music and make critical responses to music.	20	Written responses to structured questions.
Total marks	20	

- identify and annotate the use of compositional devices of repetition, variation, contrast **and transition** in short music excerpts

Externally-assessed Task

- Outcomes 1 and 2 are assessed here
- Students submit a folio that contains an original work, or group of short works, audio recordings and documentation as described in the examination specifications published annually by the VCAA.
- This may include digital software files and/or notated score(s), as described in the examination specifications published annually by VCAA.

End of year written and aural examination

- All the key knowledge and key skills that underpin Outcome 3 in Units 3 and 4 are examinable.
- This exam now only assesses Outcome 3, and is one hour in length (plus reading time)

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