VCE Music Composition

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| **VCE MUSIC COMPOSITION**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| **Unit 3**  **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.** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| Uses some relevant words to describe treatment of music elements and compositional devices. | Describes how some elements and compositional devices are used. | Discusses treatment of many relevant elements and compositional devices. | Discusses treatment of elements and compositional devices, and how works are representative of music style accurately and thoroughly. | Discusses treatment of elements and compositional devices in comprehensive and relevant detail, and how the works are representative of music style. |
| Uses some relevant words to describe how musical material is used in a work. | Uses limited music terminology and music examples to describe how musical material is used to develop a work. | Uses appropriate music terminology and music examples to describe mostly accurately how musical material is developed to create a coherent work. | Demonstrates an understanding of ways musical material is developed to create a coherent work, using appropriate music terminology and strong music examples to support accurate analysis, description and discussion | Demonstrates a clearunderstanding of ways musical material is developed to create a coherent work, using appropriate music terminology and a wide range of strong music examples to support informed analysis, description and discussion |
| Presents a design brief for a creative concept to be realised in Unit 4, with limited information about musical intentions. | Presents a design brief outlining a plan for a creative concept to be realised in Unit 4, with some information about the musical intentions. | Presents a design brief outlining a creative concept planned to be realised in Unit 4, including some information about intended style, form and instrumentation, evidence of some research into some ways that compositional devices, and elements might be incorporated, and unity and diversity achieved | Presents a design brief outlining a creative concept planned to be realised in Unit 4, including information about intended style, form and instrumentation, evidence of research into some ways that compositional devices, elements and other techniques or influences might be incorporated, and unity and diversity achieved. | Presents a complete design brief outlining  a creative concept planned to be realised in Unit 4,  including detailed information about intended style, form and  instrumentation, evidence of research into suitable techniques, and ways that compositional devices, elements and other techniques or influences might be incorporated, and unity and diversity achieved. |

KEY to marking scale based on the outcome contributing 30 + 10 marks = 40 marks

Task 1: Analysis of selected works (written report, or written responses to structured questions, or multi-media report or a combination of these).

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| Very Low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very High 25–30 |

Task 2: Formulation of folio design brief.

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| Very Low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very High 9–10 |

Note on the Design Brief… This brief is assessed in Unit 3, and while it is included in the Folder for the EAT it is not re-marked. It acts only as a starting point for assessors to see how the work has taken shape.

*The Unit 3 Folio Design Brief allows students to develop creative concept and outline research/planning for the creation of the Unit 4 Composition Folio. Using brief description and dot points the Brief outlines the creative intention* ***at the outset*** *including the following:*

***1. Create Concept*** *– Students devise a creative concept that they plan to realise in Unit 4. This could include information about intended style and instrumentation, overall form etc.*

***2. Research*** *– Students investigate composing/arranging techniques and music styles relevant to their creative interests that could act as stimuli for their creative work. Students could provide URL links as evidence etc.*

***3. Plan for creating*** *– explain how they intend to work towards creation of the Unit 4 Folio.*

*The Brief can also address*

* *ways that compositional devices, elements and other relevant techniques/influences intend to be incorporated*
* *ways that unity and diversity may be achieved.*