**Stage 1 Music Experience**

**Assessment Type 1: Creative Works**

**Arrangement Task**

**Purpose**

To study Minimalist works of Steve Reich and arrange a section of a song demonstrating use of the musical technique of phasing / rhythmic displacement whilst creatively using the musical elements of **rhythm**, **pitch** and **dynamics**. Students clearly identify their musical and creative intentions through a musical score and the clear use of an arrangement plan.

**Description of assessment**

Students familiarise themselves with phasing / rhythmic shift / rhythmic displacement through the study of Steve Reich compositions.

The aspects to take into account are:

* Creative manipulation of a section of melody and lyrics from a chosen modern day song
* Creative use of the Elements of Music – **Rhythm**, **Melody** through use of pitch and expression through use of **Dynamics**
* A clear plan that resembles the arranger’s musical and creative intentions and is shown within a musical score

**Assessment conditions**

Submission of a musical score and an audio file that is:

* representative of an understanding of the musical technique of phasing / rhythmic displacement
* shows creative use of the musical elements **Rhythm**, **Pitch** and **Dynamics**
* the duration of the arrangement should be 1-3 minutes

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| ***Learning Requirements*** | ***Assessment Design Criteria*** |
| 1. Develop and apply knowledge and understanding of musical elements 2. Explore and apply musical skills and techniques in developing, refining, and presenting creative works 3. Develop musical literacy skills 4. Analyse, discuss and interpret musical works and styles 5. Communicate musical ideas 6. Reflect on own learning in music | Understanding Music  The specific features are as follows:  UM1 Development of knowledge and understanding of musical elements  UM2 Communication of musical ideas  Creating Music  The specific features are as follows:  CM1 Application of knowledge and understanding of musical elements  CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works  CM3 Interpretation of musical works  Responding to Music  The specific features are as follows:  RM1 Development of musical literacy skills  RM2 Analysis and discussion of musical works and styles  RM3 Reflection on own learning in music |

**Performance Standards for Stage 1 Music – Experience**

|  | Understanding Music | Creating Music | Responding to Music |
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| A | Focused and sustained development of knowledge and understanding of musical elements.  Creative and coherent communication of musical ideas. | Perceptive and creative application of knowledge and understanding of musical elements.  Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.  Accurate interpretation of  musical works. | Focused and sustained development of musical literacy skills.  Perceptive analysis and discussion of musical works and styles.  Insightful reflection on own learning in music. |
| B | Mostly sustained development of knowledge and understanding of musical elements.  Generally creative and coherent communication of musical ideas. | Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.  Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.  Mostly accurate interpretation of musical works. | Mostly sustained development of musical literacy skills.  Some perceptive analysis and discussion of musical works and styles.  Some insight in reflection on own learning in music. |
| C | Generally competent development of knowledge and understanding of musical elements.  Generally coherent communication of musical ideas, with some creativity. | Some creativity in application of knowledge and understanding of musical elements.  Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.  Generally accurate interpretation  of musical works. | Competent development of musical literacy skills.  Some analysis in discussion of musical works and styles.  Considered reflection on own learning in music. |
| D | Some basic development of knowledge and understanding of some musical elements.  Some communication of basic musical ideas. | Some application of basic knowledge of musical elements.  Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.  Occasional accuracy in  interpretation of musical works. | Development of some basic musical literacy skills.  Some basic description of one or more musical works and/or styles.  Some description of own learning in music. |
| E | Attempted development of knowledge and understanding of some musical elements.  Attempted communication of a basic musical idea. | Attempted application of some basic musical elements.  Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.  Limited accuracy in interpretation  of musical works | Attempted development of very basic musical literacy skills.  Attempted description of a musical work.  Attempted description of own learning in music. |

The specific SACE capabilities that underpin this assessment task include:

* **Literacy ✓**
* **Numeracy ✓**
* **Information and communications technology ✓**
* **Critical and creative thinking ✓**
* **Personal and social ✓**
* Ethical understanding
* **Intercultural understanding ✓**