**Stage 1 Music Advanced**

**Assessment Type 1: Creative Works**

**Task 2: Arrangement**

**Purpose**

To explore and apply your musical understanding, skills and techniques to develop, refine, and present your creative work in an arrangement.

**Assessment description**

This assessment provides an opportunity for you to demonstrate your knowledge and understanding of arranging techniques. Create an arrangement of a melody (English Country Garden) for two or more parts.

Your arrangement should:

* be for a chamber group (string or jazz ensemble, piano duet, vocal ensemble, brass or wind ensemble, recorder consort, rock band, etc.)
* use the chord progressions, structure, and harmonic rhythm of the original as a guide, creating a variation of melody, rhythm, dynamics, texture and other musical elements and compositional techniques\* as appropriate. If desired though, you can change some of the chords from the original version
* be in ABA ternary form – which is the original form of the theme. Remember elements\* should be used to connect or relate the sections to each other
* comprise the same structure and number of bars as the original
* have a strong sense of tonality by using notes of the tonic triad, particularly, at the beginning and the end
* include appropriate use of cadence points
* should be in a key of your choice
* include transposed parts if using transposing instruments
* include tempo indications, dynamics and expression marks appropriate to the instrumentation
* be a coherent and clearly structured arrangement that contains balanced phrases within a harmonic arrangement based on the original theme
* include markings appropriate to the instrumentation, such as bowing marks, breath marks, etc.

You may present your creative work as an audio recording, use software to notate your composition, or write it by hand on staff paper.

\*Such elements and compositional techniques may include dynamics, articulation marks, rhythm (augmentation, diminution, meter change, simple/compound change), melody (augmentation, diminution, retrograde, intervallic inversion, sequence), harmony, texture and tone colour.

**Assessment conditions**

Your arrangement should be between 1 and 3 minutes. You should submit a copy of the original melody with your arrangement. This can be in the form of notation or an audio recording.

The specific features being assessed are:

Understanding Music

UM1 Development of knowledge and understanding of musical elements

UM2 Communication of musical ideas.

Creating Music

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

|  | Understanding Music | Creating Music | Responding to Music |
| --- | --- | --- | --- |
| 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. | Attempted development of very basic musical literacy skills.  Attempted description of a musical work.  Attempted description of own learning in music. |