Creative Arts
ASSESSMENT TASK NOTIFICATION
YEAR 10 MUSIC
2021

Task Number: 3

Topic/s: Australian Songwriting

Weighting: 30%

Due Date: Term 4, Week 5, Wednesday 3rd November

Time: 11am (after period 2 lesson)

Venue: N/A Electronic Submission

Outcomes to be Assessed:

5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5 notates own compositions applying forms of notation appropriate to the music selected for study
5.6 uses different forms of technology in the composition process
5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10 demonstrates an understanding of the influence and impact of technology on music

Task:

Composition in the form of a song with supporting notation

Electronic Submission of Task:

YES

Format of Electronic Submission: (for Yes or Combination)

SCORE: PDF
RECORDING: MP3
Specific instructions can be found on the back of this cover sheet

Please Note:
1. The College policy regarding malpractice, including cheating and plagiarism, late submission and absenteeism will apply. Please refer to moodle.pmaclism.catholic.edu.au (Assessment Tasks – Rules and Procedures). Stage 6 students should also refer to their *2021 Assessment Handbooks*.
2. Email is NOT an accepted form of assessment task submission.
3. If you are going to be away for any reason, including school based activities, you must fill in a "Planned Absence Notification" form and submit to the Assistant Principal Curriculum or the Leader of Curriculum. This form can be found at https://moodle.pmaclism.catholic.edu.au/mod/page/view.php?id=17637&forceview=1.

Electronic Submission Specifications:

STEP 1: Save PDF/MP3 file from noteflight/soundtrap/images/hookpad

- Open files for notation and recording
- Save or Export file as PDF/MP3
- Save file to your device

STEP 2: Upload PDF/MP3 files to STILE

- Open STILE - log in if asked
- Select YEAR 10 MUSIC 2021
- Select ASSESSMENT INFORMATION
- Select Task #3 Notification, Submission & Feedback
- Click on corresponding UPLOAD ZONES to upload file(s) into STILE

Reminder(s):

1. You are to complete this electronic submission by 11am on the due date. If you are absent, please upload this task from home.

COMPOSITION

Outcomes: 5.4, 5.5, 5.6, 5.9, 5.10

- Students will compose a song.
- The song will be recorded using soundtrap, or if students choose to use alternative software this will be accepted. Live recordings will also be accepted.
- The song should be notated in the form of a lead sheet (traditional notation). Alternatively, non traditional methods may be used such as graphic notation. Students should note the marking criteria when notating their song.
- This work is to be submitted electronically as a **PDF score** (of your lead sheet or other notation) and an **MP3 recording.**
- The song will show practical application and manipulation of the concepts of music; pitch, duration, texture, tone colour, structure and dynamics (and expressive techniques).
- Students can choose to compose in their own style, but are strongly encouraged to choose from one of the styles as outlined below: *Indie Folk, Hip-Hop or Electro-pop.*
- A colour coded scaffold system for assessment is also outlined below providing a differentiated approach to assessment.
- Students can use this information to select a path of work that is the best challenge for them.

OPTION ONE - *Songwriting (Indie/Folk Style)*

Requirements:
- Compose, record and notate (in the form of a **lead sheet** or other, see marking criteria below) a **vocal melody** with **ukulele chordal accompaniment** in an **Indie Folk Style** (in the style of Vance Joy, Missy Higgins, Angus and Julia Stone)
- Adhere to the following structure: **INTRO, V1, CH, V2, CH, BRIDGE, CH, CH, OUTRO**
- The content of your song **MUST** reflect the following theme…..**HOPE**.

Green Level Resources: *(Lyrics) - these can be used as a starting point and altered if necessary*

VERSE 1
Learn from every lesson
Face the lonely fear
Imagine that the tightrope was here
There's angels in the silence
The taste of your own tears
Is cold

CHORUS
Everybody needs a little hope, hope, hope
(Hope, hope, hope)

VERSE 2
Bathe in every blessing
Burn your brightest flame
Love's the only bible we claim
Hide from every judgement
Trust what can't be seen
And dream

BRIDGE
The stars are us (hope, hope)
Light up, light up (hope, hope)
Oh, the stars, they are us (hope, hope)
Just look up (hope)
Look up (hope)

OUTRO
Everybody needs a little hope, hope, hope
Everybody needs a little hope, hope, hope

Yellow Level Resources: *(Chords + Lyrics above)*
vi - IV - I
Red Level Resources: *(Chords + Lyrics above)*

OPTION TWO - *Songwriting (Hip-Hop)*

Requirements:
- Compose, record and notate (in the form of a **lead sheet** (in the form of a **lead sheet** or other, see marking criteria below) a **vocal melody** with **piano chordal accompaniment and drum beat loop** in a **Hip-Hop** style (in the style of the Hilltop Hoods or Baker Boy)
- The verses are to be rapped with the rhythm of the lyrics, and the rhythm should be accurately notated using noteflight.
- A melody composed to be sung during the chorus and notated accordingly.
- Adhere to the following structure: **INTRO, VERSE, CHORUS, CHORUS**
- The content of your song **MUST** reflect the following theme.....**IMMIGRATION**.

Green Level Resources: *(Lyrics)* *- these can be used as a starting point and altered if necessary*

VERSE
I don't need a passport
To walk on this earth
Anywhere I go cause I was made of this earth
Im born of this earth
I breath of this earth
And even with the pain I believe in this earth, So
I wake Up every mornin' and I'm steppin' on the floor
I wake up every mornin' and I'm steppin' out the door
I got faith in the sky
Faith in the one
Faith in the people rockin underneath the sun
Cause every bit of land is a holy land and
Every drop of water is a holy water and
Every single child is a son or a daughter of the one Earth mama and the one Earth papa, So
Don't tell a man that he can't come here cause he got brown eyes and a wavy kind of hair, And
Don't tell a woman that she can't go there because she prays a little different to a God up there
You say you're a Christian
Cause God made you
You say youre a Muslim
Cause God made you
You say you're a Hindu and the next man a Jew
Then we all kill each other
Cause God told us to NAH!

CHORUS
Hello, hello!
Bonjour, bonjour!
Hola, hola!
Konnichiwa, konnichiwa wa!

Yellow Level Resources: *(Chords + Lyrics above)*

vi - IV - I

Red Level Resources: *(Chords + Lyrics above)*

OPTION THREE - *Songwriting (Electro-Pop)*

Requirements:
- Compose, record (using Soundtrap) and notate (in the form of a **lead sheet** or other, see marking criteria below) a **vocal melody** with **synth chord accompaniment and drum beat** *(loop or program yourself)* in an **Electro-Pop** style (in the style of Sia).
- Adhere to the following structure: **INTRO, CHORUS, VERSE 1, VERSE 2, PRE-CHORUS, CHORUS, BRIDGE, CHORUS**
- The content of your song **MUST** reflect the following liturgical theme…..**THE GOOD SAMARITAN**.

Green Level Resources: *(Lyrics)* - *these can be used as a starting point and altered if necessary*

CHORUS
Beaten, weary, left along the way
Dry from thirst 'til word I could not say,
Then you came walking by, and looked into my eyes,
And saw my need and stopped to rescue me.

VERSE 1
Others came and others went on by,
Refused to help or just too tired to try
Alone at last I sat, my head fell slowly back
And words from deep within me reached the sky.

VERSE 2
"I'm hungry, please feed me.
I'm naked, please clothe me,
I'm so alone, won't someone come to me?"
The sound of my words died,
Oh, well at least I tried and trying seemed the only thing to do.

PRE-CHORUS
But no sooner had I stopped and you were there,
And then I knew that God had heard my prayer,
I should have realized, and not have been surprise

CHORUS
Beaten, weary, left along the way
Dry from thirst 'til word I could not say,
Then you came walking by, and looked into my eyes,
And saw my need and stopped to rescue me.

BRIDGE
I should have realized, and not have been surprised
His eye is on the sparrow so why not me.

CHORUS
Beaten, weary, left along the way
Dry from thirst 'til word I could not say,
Then you came walking by, and looked into my eyes,
And saw my need and stopped to rescue me.

Yellow Level Resources: *(Chords + Lyrics above)*

I - V - vi - IV

Red Level Resources: *(Chords + Lyrics above)*

Composition
Marking Guidelines /20

Mark range: 1-3	Mark range: 4-9	Mark range: 10-13	Mark range: 14-17	Mark range: 18-20
Composition compiled with LOOPS with NO notation.	*Melody ONLY composed and recorded by Student. NO notation provided by the student. Lyrics & Chords provided.*	*Melody ONLY composed and recorded by Student. Graphic notation outlines the melody for verse and chorus by student. Lyrics & Chords provided.*	*Melody and chords composed and recorded by the student. The melody for verse 1 and chorus has been notated by student, with other supporting graphic notation. Lyrics provided.*	*Melody, lyrics, and chords ALL composed, recorded and notated by student.*
Limited use and understanding of compositional devices	Basic use and understanding of compositional devices	Satisfactory use and understanding of compositional devices and notation	Good use and understanding of compositional devices and notation	Excellent use and understanding of compositional devices and notation
Limited use and understanding of the concepts of music	Basic use and understanding of the concepts of music	Satisfactory use and understanding of the concepts of music	Good use and understanding of the concepts of music	Excellent use and understanding of the concepts of music
Limited demonstration of stylistic understanding	Basic demonstration of stylistic understanding	Satisfactory demonstration of stylistic understanding	Good demonstration of stylistic understanding	Excellent demonstration of stylistic understanding
		Satisfactory use of notation software in the composition process	Good use of notation software in the composition process	Excellent use of notation software in the composition process

Total: /20