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|  | Music 3 | | Line 3 | Jennie |
| Assignment 10 Creative Task | | | |
| Composition - inspired by water | | | |
| **Date due: Monday 9th May** | | **Submit:** On Canvas – context statement and recording | | |
| **Length:** 2 minutes | | **Time allocated:** One Week | | |
| **Form:** Composition with context statement and recording. | | **Weighting:** Major | | |
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| **This is what you need to do:** Working in a group of around three, compose a work inspired by water. | | | | |
| **This is your learning goal:** To develop your creative skills and to employ correct theory knowledge and skills in composition. | | | | |
| **You will get major summative ratings on these criteria:** | | | | |
| **Criterion 2– create and present original music.** | | | | |
| **Criterion 3 – apply time management, planning and negotiation skills to music tasks.** | | | | |

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| **Rubric. You need to show me these skills and understanding:** |

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| **Criterion 2: create and present original music** | | |
| **Rating A** | **Rating B** | **Rating C** |
| creates original, coherent and sophisticated music | creates original, coherent music | creates original music that is generally coherent |
| uses appropriate music style in composing, arranging and improvising to create desired intent | uses appropriate music style in composing, arranging and improvising | uses music style with effect in composing, arranging and improvising, under direction |
| creates music that uses a range of appropriate expressive techniques and compositional techniques to enhance music | creates music that uses a range of expressive techniques and compositional techniques | creates music that is expressive and uses a limited range of compositional techniques |

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| **Criterion 3: apply time management, planning and negotiation skills to music tasks** | | |
| **Rating A** | **Rating B** | **Rating C** |
| identifies time, resources and equipment needed to complete task, and develops and employs a systematic, coherent plan | identifies time, resources and equipment needed to complete task, and develops and employs a coherent plan | identifies time, resources and equipment needed to complete task, and develops and employs a plan |
| clearly articulates and negotiates measurable, achievable and realistic complex goals | proposes and negotiates measurable, achievable and realistic goals | negotiates achievable and realistic goals |
| reflects – orally and in writing – on progress towards meeting goals and timelines, critically evaluates progress and plans effective future actions | reflects – orally and in writing – on progress towards meeting goals and timelines, analyses progress and plans future actions | reflects – orally and in writing – on progress towards meeting goals and timelines, and articulates some ways in which goals may be met in the future |
| meets timelines and addresses all required task characteristics\* with a high degree of accuracy. | meets timelines and addresses all required task characteristics\*. | meets timelines and addresses most aspects of required task characteristics\*. |

\* Task characteristics may include, but are not limited to: format of response; mode of response; and presentation requirements.

**Assessment Feedback and Results:**

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| Context Statement passed in on time |  |
| Composition recorded on time |  |
| Consideration given to: |  |
| * Melody |  |
| * Rhythm |  |
| * Phrasing |  |
| * Structure |  |
| * Timbre |  |
| * Tempo |  |
| * Dynamics |  |
| * Articulation |  |
| * Compositional Devices |  |
| * Mood and expression |  |
| * Style |  |
| * Tonality |  |
| * Harmony |  |

Comments:

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| Criterion 2 |  |
| Criterion 3 |  |

**Working in a group of three, compose a work inspired by water.**

This movement will be inspired by moving water. This might include:

* Rain, drips, hailstones
* River, rapids, burbling brook, pond, ripples
* Sea, waves, swell

1. Use your ideas to experiment with sound and come up with some patterns. These will be short motifs which may be purely rhythmic or may use pitch as well. Play these on instruments you have available.
2. Take the patterns/motifs you made up and try:

2.1 – play them on different instruments so that you are exploring timbre.

2.2 – play them at different ranges – higher, lower.

2.3 – play them at different volumes. Try adding a crescendo or a decrescendo, or both.

2.4 – play your patterns at different tempos. Try adding an accelerando or a rallentando.

2.5 – play your pattern over and see how many times you can play it before it loses interest.

2.6 – experiment with altering the rhythm, then the pitches and the articulation.

2.7 – experiment playing your patterns over the top of a pedal tone.

2.8 – experiment playing the patterns together, overlapping, transposing, or alternating with each other.

3. Now it’s time to consider the overall form of your movement. Perhaps binary form (AB) or ternary form (ABA). Think also of the energy shape; where will the climax be. You could have an energy shape like:

(energetic to calm)

For Binary Form one of these

(calm to energetic)

energetic

calm calm

For Ternary Form one of these:

energetic energetic

calm

Now you are ready to compose your movement based on moving water. To start with draw up a timeline and make your plan on that timeline. With all your experimentations refer to and annotate your timeline. You can use whatever symbols you think represent what you are playing, but then provide a key to explain your symbols. Alternatively, you can use conventional notation, or a mixture of both. You do not need to submit this graphic score, rather use it to keep your performance on track.

**Remember what you have learnt about music character in music – how you can use various elements of music to create character. Think about rhythm, melody, texture, articulation, dynamics, other expressive devices, harmony.**

**General information:**

You do **not** need to write out a score for this task, however, you can do this for your own use to help you perform your composition. Just because you aren’t submitting a score, don’t forget to play with your intended expressive devices – you are only being assessed via your performance so your recording needs to fully support your compositional ideas.

**Your composition will be recorded in class on Monday 9th May.**

**You need to submit a group context statement on Canvas by 1.30pm on Monday 9th May.** Every member of the group needs to submit this same context statement.

Your context statement needs to include the following information in dot point form:

* What form/s of water inspired your composition?
* Were you inspired by any other elements – other pieces of music, songs, composers, ideas…?
* How did you go about working out how to express your ideas in music?
* What ideas did you find worked and what ideas did you find didn’t work? Why do think they did/did not work?
* What elements of music did you manipulate to create the character you were after? How did you do this? What techniques did you use?
* How did you organise your group to complete the task?
* Do you think your composition is effective?