

MUSIC MPO3011Y1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91849 (VERSION 2) MUSIC 3.11

Compose three original songs that express imaginative thinking

Level 3, Internal assessment

8 credits

STUDENT INSTRUCTIONS

Overview

In this activity you will be:

- composing three original songs that express imaginative thinking.

Conditions

- You must create three original songs.
- Evidence for each song comprises:
 - a quality audio/video recording
 - lyric and chord sheet
 - a brief statement of your musical intent for each song.
 - draft(s) must be submitted as evidence.
- The assessment can be submitted at any time during the year, before the end of October, if you want the results on your Record of Achievement in January.
- This is an individual assessment activity. Your teacher must authenticate work in progress.
- Submit all drafts to MPO3011A Drafts dropbox and each of your final songs to MPO3011Y1 Final assessment dropbox.
- Plagiarism detection software may be used to check this is your own work.

Cross-curricular assessment opportunity

If you are studying NCEA English, it may be possible to use the lyrics you create as evidence towards English writing standards. Please discuss this with your English teacher.

You may need:

- a computer
- resources: music notation software
- musical instruments
- workshops with other song writers
- access to other musicians for work-shopping purposes
- manuscript paper
- advanced recording techniques
- appropriate working spaces.

Supervisor requirements

- Supervision is not required for this assessment.
- Upload your assessment to the MPO3011Y1 Final assessment dropbox when you have completed it.

ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 91849 (VERSION 2) MUSIC 3.11

Compose three original songs that express imaginative thinking

Achieved	Achieved with Merit	Achieved with Excellence
Compose three original songs that express imaginative thinking.	Compose three original songs that effectively express imaginative thinking.	Compose three original songs that convincingly express imaginative thinking.

Explanatory notes

Imaginative thinking involves developing, structuring, and refining lyrical and musical concepts which may draw on visual or sonic imagery, ideas and personal experiences, and cultural inspiration. It also involves the quality of the blending of the lyrics with the melody and harmony lines, in relation to the songwriter's intention.

ASSESSMENT SCHEDULE

Evidence/judgements for Achievement	Evidence/judgements for achievement with Merit	Evidence/judgements for achievement with Excellence
<p>The student has composed three original songs that express imaginative thinking.</p> <p>To do this, they have:</p> <ul style="list-style-type: none"> submitted a statement of musical intent. composed three original songs that fit the purpose of the intention. developed, structured, represented original lyrical and musical ideas coherently and purposefully e.g. the original song has met the brief of the Play it Strange Peace song writing competition. The lyrics and musical ideas draw from the student's reflection on their personal experiences of oppression. The song is structured coherently to reflect contemporary song writing conventions e.g. intro, verse, bridge, pre-chorus, chorus. Some application of the use of musical elements and features is evident. The purpose of the song has been conveyed through the development of the lyrics and music to express the student's experiences of loss of personal freedom. presented the work in visual and audio formats appropriate to performance practice (contemporary song): e.g. chord/lyric sheet and clear recording of the student singing and playing guitar. 	<p>The student has composed three original songs that effectively express imaginative thinking.</p> <p>To do this, they have:</p> <ul style="list-style-type: none"> submitted a statement of musical intent. composed three original songs that fit the purpose of the intention. developed, structured, represented original lyrical and musical ideas skilfully with style and character e.g. the original song has met the brief of the Play it Strange Peace song writing competition. The lyrics and musical ideas draw from the student's reflection on their personal experiences of oppression to express imaginative intent and allows the song to be reproduced by others. The song is structured coherently to reflect contemporary song writing conventions e.g. intro, verse, bridge, pre-chorus, chorus. Skilful application of musical elements and features is evident. The purpose of the song has been conveyed through the development of the lyrics and music to express the student's experiences of loss of personal freedom. resented the work in visual and audio formats appropriate to performance practice (contemporary song): e.g. chord/lyric sheet and clear recording of the student singing and playing guitar with the addition of bass, previously rehearsed with the songwriter. 	<p>The student has composed three original songs that convincingly express imaginative thinking.</p> <p>To do this, they have:</p> <ul style="list-style-type: none"> submitted a statement of musical intent. composed three original songs that fit the purpose of the intention. developed, structured, represented original lyrical and musical ideas with stylistic assurance and flair and communicated with impact e.g. the original song has met the brief of the Play it Strange Peace song writing competition. The lyrics and musical ideas draw from the student's reflection on their personal experiences of oppression to express imaginative intent to allow the song to be reproduced by others in detail. The song is structured convincingly to reflect contemporary song writing conventions e.g. intro, verse, bridge, pre-chorus, chorus. Involves thoughtful application of elements and features. The purpose of the song has been conveyed with flair through the development of the lyrics and music to express the student's experiences of loss of personal freedom. presented the work in visual and audio formats appropriate to performance practice (contemporary song): e.g. chord/lyric sheet and clear recording of the student singing and playing guitar with the addition of bass and piano, previously rehearsed with the songwriter.

ASSESSMENT ACTIVITY

MUSIC

INSTRUCTIONS

- Read all the information in this internal Assessment Activity before you start.
- If you do not achieve the standard on your first attempt you will have one further opportunity for resubmission, as long as there is enough time before the end of the year to do this.
- Your supervisor should observe you at times and be able to verify the work is your own.
- The assessment recording must be of sufficient quality to enable listeners to identify individual musical/lyrical parts.
- Keep in regular contact with your Te Kura teacher.

INTRODUCTION

You are to create three original songs. You could use yourself, your heritage or the environment you live in as inspiration.

For example, you could write songs that reflect something about yourself or your feelings. Or you could take the music from your cultural background and heritage as inspiration. Or you could look at the environment you live in and write songs that are inspired by this. You may use a combination of these ideas.

You will need to write a brief statement of your intention for each song. Any of the songs could be written for entry in the various *Play it Strange* song competitions <http://playitstrange.org.nz/> . Talk to your teacher about the possibilities.

You will be assessed on how convincingly you have expressed imaginative thinking in your three original songs. The length and complexity of your songs should reflect the credit rating for this standard (i.e. 8 credits). Refer to the Assessment schedule in this resource for more details and examples on how you can achieve this.

PRE-TASK: DON MCGLASHAN AND DOMINION ROAD

Listen to what New Zealand songwriter Don McGlashan says about songwriting and in particular about composing his song, Dominion Road.

www.nzonscreen.com/title/making-music-don-mcglashan-2005

You can hear the original version of the song here:

www.youtube.com/watch?v=PfdvAVkg1X0

Think about what Don says about songwriting and reflect on your own songwriting practice.

1. LYRIC/SONG IDEAS NOTES APP/NOTEBOOK

It is a good idea to capture song ideas including:

- lyrics
- possible topics/meanings to convey
- notes on how you are progressing with your songs.

This (or parts of it) can be presented in your final assessment submission to help ensure authenticity.

Once you have decided on what you might do for each of your three songs, you should talk with your Te Kura teacher to ensure that you are undertaking an appropriate amount of work.

2. WHAT IS YOUR INTENTION?

You will need to provide information on your inspiration for each of your songs.

Write down as many ideas as you can about what you want to write about in your songs.



You can submit this to your Te Kura teacher using the **MPO3011A Drafts dropbox**. Your teacher will comment on your work. Alternatively you can submit this along with your final song.

3. START WORK ON YOUR FIRST SONG

Submit drafts of your song to your Te Kura teacher using the **MPO3011A Drafts dropbox**. Your teacher will comment on your work. It is important your teacher sees drafts to help verify the work is your own.

4. AUDIO AND VISUAL REPRESENTATION

Make sure you are presenting clearly structured lyrics and musical representation according to appropriate performance practices for your songs' style/genre. Your recording of each of your songs (audio or video) must be clear and of sufficient quality to convey all the intent of each song. You will need to provide:

- an audio or a video recording
- lyric and chord sheet.

This evidence of each of your songs must be clear enough to allow the song to be reproduced by others.