write



Internal Assessment Resource

Music Level 3

This resource supports assessment against Achievement Standard 91849

**Standard title:** Compose three original songs that express imaginative thinking

**Credits:** 8

**Resource title:** Songwriting Competition

**Resource reference:** Making Music 3.11A

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | December 2016  To support internal assessment from 2017 |
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| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement standard: 91849

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to compose one song in compliance with the Lion Foundation Songwriting competition’s brief. The song will be marked holistically with value given to both lyrics and music and their relationship.

Alternatively, students may choose to compose more than one piece for this task, as long as they are aware that three songs in total are needed to meet the requirements of the standard.

This task can be completed either individually or collaboratively.

Conditions

This assessment task will take as much time as necessary for the student to produce their best work. It is suggested you allow approximately 20 – 30 hrs of teacher-directed and self-directed time. NB: If the task was asking the student to compose three original songs, the 8 credits allocated to this standard indicates that approximately 80 hours needs to be allocated for the learning and assessment.

Resource requirements

* Computer notation or Digital Audio Workstation (DAW)
* Musical instruments/Recording equipment
* Manuscript paper/TAB
* Creative works for source material.
* Lyric Journal.

Additional information

Regularly review all students’ draft copies. These can be used for conferencing throughout the assessment process and help with ensuring authenticity.

The length and quality of the songs should be sufficient to enable students to demonstrate a range of advanced technical and musical skills and reflect the credit weighting of this standard.

Student logs are particularly useful in reviewing and quantifying collaborative work.

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| Achievement | Achievement with Merit | Achievement 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 |

Student instructions

Introduction

This activity requires you to compose one song in compliance with the Lion Foundation Songwriting competition’s brief. The song will be marked holistically with value given to both lyrics and music and their relationship.

You will be assessed on how convincingly you have communicated your imaginative thinking in your original song. To do this you will need to think about your musical intention for the song. The length and complexity of your song should reflect the credit weighting for this standard.

Teacher note: You may wish to adjust the timeframe to meet the needs of your students.

Task

You are to create one original song – both lyrics and music. Compose one song in compliance with the Lion Foundation Songwriting competition’s brief. The song will be marked holistically with value given to both lyrics and music and their relationship.

You may choose to work individually or collaboratively for your composition. If you work collaboratively, each student’s creative contribution to the song will be assessed individually.

Lyrics of an offensive nature are not appropriate. If you have any doubt – consult your teacher.

Write a brief statement of your musical intention for the song.

Discuss with your teacher how you will represent your song in a form that is appropriate to the style or genre of the work (see Resource A).

Negotiate with your teacher the way you will record your contribution to the song (see Resource A).

Once you have completed your song, record it. Convert the recording to an audio file (such as MP3).

Hand in your representation of the song, draft copies, the brief statement of your musical intention for the composition, and the audio file.

NB: This assessment task will take as much time as necessary for you to produce your best work. It is suggested you allow approximately 20 – 30 hrs of teacher-directed and self-directed time.

Remember that **you will need to compose two further songs to meet the requirements of the standard.** These could come from other tasks devised by your teacher or through discussions with your teacher, based on your personal interests.

Resource A

***Representation***

Representation will include:

* a recording
* lyric and chord sheet

and may include any of the following:

* a detailed lead sheet
* tab with rhythmic indications
* detailed graphic notation
* screen shots or video capture
* video
* standard music notation.

***Group work***

If working collaboratively, you are responsible for verifying your contribution to the collaborative process of the composition. You may wish to do this by keeping a log or by making an audio-visual recording of your group working. In your log, include details about:

* how your musical intention alters during the composition process
* the decisions you make about developing and structuring your musical ideas.

The log will not be assessed, but will show your teacher the contribution you made to the composition.

Assessment schedule: Making Music 91849 Songwriting Competition

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student composes an original song that expresses imaginative thinking.  To do this, they have:   * developed, structured, represented original lyrical and musical ideas coherently and purposefully   eg the original song has met the brief of the Lion Foundation 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 eg 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  *The examples above relate to only part of what is required, and are just indicative.* | The student composes an original song that effectively expresses imaginative thinking.  To do this, they have:   * developed, structured, represented original lyrical and musical ideas skilfully with style and character   eg the original song has met the brief of the Lion Foundation 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 eg 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.   * 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, previously rehearsed with the songwriter.  *The examples above relate to only part of what is required, and are just indicative.* | The student composes an original song that convincingly expresses imaginative thinking.  To do this, they have:   * developed, structured, represented original lyrical and musical ideas with stylistic assurance and flair and communicated with impact   eg the original song has met the brief of the Lion Foundation 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 eg 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.  *The examples above relate to only part of what is required, and are just indicative.* |

**NB:** This assessment resource does not provide sufficient evidence to award a grade for the achievement standard. The final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard **for three original songs**.