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 version 2

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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 | January 2018 Version 2  To support internal assessment from 2018 |
| 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

Standard title: Compose three original songs that express imaginative thinking

Credits: 8

Resource title: Songwriting Competition

**Resource reference:** Making Music 3.11A v2

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 three songs in compliance with the Lion Foundation Songwriting competition’s brief. The songs will be marked holistically with value given to both lyrics and music and their relationship. Students will effectively and convincingly express imaginative thinking in their compositions.

Alternatively, students may choose to compose only one song 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 80 hrs of teacher-directed and self-directed time. NB: If the student composes one original song, then approximately 20-30 hours of teacher-directed and self-directed time is suggested.

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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Credits: 8

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Student instructions

Introduction

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

You will be assessed on how effectively and convincingly you have communicated your imaginative thinking in your original songs. To do this you will need to think about your musical intention for the song. The length and complexity of your songs 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 three original songs – both lyrics and music. Compose three songs in compliance with the Lion Foundation Songwriting competition’s brief. The songs 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 compositions. If you work collaboratively, each student’s creative contribution to the songs 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 each song.

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

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

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

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

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 for each song.

Resource A

***Representation***

Representation for each song 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 each 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 three original songs that express imaginative thinking.  To do this, they have:   * developed, structured, represented original lyrical and musical ideas coherently and purposefully   e.g. the original songs have 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, for example, oppression.  The songs are 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 each song has been conveyed through the development of the lyrics and music to express the student’s experiences of, for example, 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 are indicative samples only.* | The student composes three original songs that effectively express imaginative thinking.  To do this, they have:   * developed, structured, represented original lyrical and musical ideas skilfully with style and character   e.g. the original songs have 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, for example, oppression to express imaginative intent and allows the songs to be reproduced by others.  The songs are 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 each song has been conveyed through the development of the lyrics and music to express the student’s experiences of, for example, 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 are indicative samples only.* | The student composes three original songs that convincingly express imaginative thinking.  To do this, they have:   * developed, structured, represented original lyrical and musical ideas with stylistic assurance and flair and communicated with impact   e.g. the original songs have 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, for example, oppression to express imaginative intent to allow the songs to be reproduced by others in detail.  The songs are 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 each song has been conveyed with flair through the development of the lyrics and music to express the student’s experiences of, for example, 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 are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.