

# Music Composition

## Units 3-4

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

### UNIT 3

In this unit students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts.

Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be a work created by an Australian composer since 1990.

Students explore the creative process through composing brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study. They also devise a folio brief in preparation for an extended composition, or collection of short pieces, to be created in Unit 4.

### LEARNING ACTIVITIES

Creating, analysing for composition, responding.

### KEY SKILLS REQUIRED

Create music based on the music characteristics of studied work(s); use elements and concepts of music based on the music characteristics of studied work(s); use compositional devices including repetition, variation and/or contrast to develop music ideas in the creative responses.

### ASSESSED TASKS

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score. This will include a range of tasks: two creative responses (compositions), analysis of selected works, written response to structured questions.

### UNIT 4

In this unit students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses. Students apply this knowledge to formulate and present critical responses to music excerpts.

They document their own creative processes while creating an original work, or group of works, and present an analysis of the final outcome in terms of unity, diversity and coherence.

### LEARNING ACTIVITIES

Creating, analysing for composition, responding.

### KEY SKILLS REQUIRED

Processes used to compose music works from starting point(s) to final realisation; the treatment of the music elements and concepts to fulfil creative intentions in a music work; ways compositional devices, including repetition, variation, contrast and transition, can be used to develop music ideas.

### ASSESSED TASKS

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score. Aurally analyse music and make critical responses to music.

### VCAA ASSESSMENT

The Externally Assessed Task will contribute 50 per cent to the study score, and the end-of-year aural and written examination will contribute 20 per cent to the study score.

The Externally-assessed Task assesses Outcome 1 and Outcome 2 of Unit 4. For this assessment, students will submit a folio that contains an original work, or group of short works, audio recordings and documentation as described in the examination specifications published annually by the VCAA.