



## Composition Task

### Year 7 Music

### Assessment Task 1 2023

<b>TOPIC:</b> African Drumming	<b>Total Marks:</b> Grade A – E
<b>SUBMISSION REQUIREMENTS:</b>  Term 1 Week 6  Submit your booklet in class during the specific periods below or upload onto CANVAS by Friday 3 <sup>rd</sup> of March at 11:59pm. All performances will be at the allocated times below:  7G- Wednesday 1 <sup>st</sup> March - Period 2 7B- Wednesday 1 <sup>st</sup> March - Period 1 7W- Tuesday 28 <sup>th</sup> February - Period 2 7M- Friday 3 <sup>rd</sup> March - Period 5 7N- Friday 3 <sup>rd</sup> March - Period 3 7C- Tuesday 28 <sup>th</sup> February - Period 3 7Y- Tuesday 28 <sup>th</sup> February - Period 4	<b>Weighting:</b> N/A
<b>OUTCOMES TO BE ASSESSED:</b>  4.4 <b>Demonstrates</b> an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging, and composing.  4.5 <b>Notates</b> compositions using traditional and/or non-traditional notation  4.6 <b>Experiments</b> with different forms of technology* in the composition process	
<b>DIRECTIONAL VERBS:</b> <b>Demonstrates:</b> to prove or make clear <b>Notates:</b> writes music using traditional notation <b>Experiments:</b> explores a variety of rhythmic ideas on traditional instruments	



### TASK DESCRIPTION:

- In groups of 3 or 4, you will create an African drumming piece.
- The song needs to feature the following sections:
  - Call
  - Response
  - Unison Section
- Notate your composition using traditional system of notating music.
- You will perform your composition in front of the class to record the music.

Students will complete the booklet (Stages 1, 2, 3, and Final Stage) attached to this assessment task. Students can either submit their booklet in class or upload photo evidence to CANVAS by the due date.

You must ensure that the performance matches your submitted notation.

*Extension: Students should consider adding dynamics to their structure for the piece.*

### ASSESSMENT CRITERIA:

**Students will be assessed on their ability to:**

- **Demonstrate** an understanding of the concepts of music on the African Drums
- Use the provided rhythms to create the call and response
- Incorporate a variety of rhythms to create the unison section
- **Notate** the composition

\* Technology refers to any instruments used during the composition process.

ASSESSMENT MARKING CRITERIA	
Composition Outcomes 4.4, 4.5, 4.6	Grade
<ul style="list-style-type: none"> <li>● Demonstrated an outstanding knowledge and use of the concepts of music on the African Drums.</li> <li>● The group expertly used all rhythms offered correctly to create the call and response.</li> <li>● The group used a variety of rhythmic ideas in the unison section in a sophisticated manner.</li> <li>● Accurately notates all rhythmic patterns.</li> </ul>	A
<ul style="list-style-type: none"> <li>● Demonstrated a strong knowledge and use of the concepts of music on the African Drums.</li> <li>● The group incorporated most of the rhythms offered to create the call and response.</li> <li>● The group used a variety of rhythmic ideas in the unison section.</li> <li>● Most rhythmic patterns notated correctly.</li> </ul>	B
<ul style="list-style-type: none"> <li>● Demonstrated a competent knowledge and use of the concepts of music on the African Drums</li> <li>● The group used some of the rhythms offered to create the call and response.</li> <li>● The group made an attempt to explore rhythmic ideas in the unison section, although were simplistic and/or repetitive</li> <li>● Inconsistencies in notating rhythmic patterns.</li> </ul>	C
<ul style="list-style-type: none"> <li>● Demonstrated a basic knowledge and use of the concepts of music on the African Drums.</li> <li>● The group used little of the rhythms offered to create the call and response.</li> <li>● The group used basic rhythmic ideas in the unison section.</li> <li>● May have frequent errors in notating rhythmic patterns.</li> </ul>	D
<ul style="list-style-type: none"> <li>● Demonstrated a limited knowledge and use of the concepts of music on the African Drums.</li> <li>● The group used very little or none of the rhythms offered to create the call and response.</li> <li>● The group used limited rhythmic ideas in the unison section.</li> <li>● Little or no notation of rhythmic patterns.</li> </ul>	E
Comments:	



# Performance/Composition Assessment Task

## Stage #1: Creating the Call

The call is performed by one person in the group.

Workflow (this means the list of things you have to do today)

- Arrange the 4 rhythmic cells below in any order.
- Decide where you are going to use TONE and BASS sounds.
- Write these cells out in their new order with B used to identify the Bass Sound.



Plum Plum



Rockmelon Mango



Water the Mango



Waterfall Mango

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What is this called? .....

Identify who is the person presenting this Call? .....

Write down the “fruit names” of your Call underneath the notation.

## Stage #2: Creating the Response

The "Response" is performed by "everyone" in the group, **except the Caller.**

**Workflow** (this means the list of things you have to do today)

Create a new combination using these cells.

One Cell must be used TWICE.

You must have 8 cells.

Decide where you are going to use TONE sound and BASS sounds.

Write these cells in their new order with B used to identify the Bass Sound.



Watermelon Plum



Plum Mango



Mash the Mango



Mango Sa


What is this called? .....

Identify who are the members of your group performing the response?

.....

Write down the fruit words underneath.

## Stage #3: Creating the Unison Pattern

The "**Unison Pattern**" is performed by everyone in the group.

- Create a unison pattern using any rhythms of your choice.
- Decide where you are going to use TONE sound and BASS sounds.
- Write these cells with B used to identify the Bass Sound.


What is this called? .....

Write down the fruit words underneath the music.

## **FINAL STAGE - Prepare your performance.**

It is time to prepare your performance presentation. You are going to need your drum and a couple of music stands. Make sure you prepare your performance notes. You don't have to do this from memory but you can if you wish.

Remember, the aim of your performance is to be able to present an African Drumming piece that stays in time the whole way through.

You can talk to each other during the performance to help out (like using cue words or perhaps you might like to recite the fruit names to help keep you all in time.) We want your performance to be as engaging as possible. So entertain us!