



<b>Task Number</b>	2	<b>Task Name</b>	Music for a Short Film
<b>Course</b>	Year 8 Music	<b>Faculty</b>	CAPA
<b>Teacher</b>	J North, B Wordsworth	<b>Head Teacher</b>	A Hook
<b>Issue date</b>	Week 6B, Tue 4th June	<b>Due date</b>	Week 8B, Thu 20th June
<b>Focus (Topic)</b>	Film Music	<b>Task Weighting</b>	25%

### **Outcomes**

4.4 - demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study

4.5 - notates own compositions, applying forms of notation appropriate to the music selected for study

4.6 - uses different forms of technology in the composition process

4.12 - demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

### **Task description**

Create a short video clip and create the music/soundscape to support the video.

Some possible ideas could be:

- A short film
- Movie trailer
- Product commercial
- A game session
- A music video

You can use the programs provided at school to create/edit the video and music, OR you may use other programs that you have at home or on your device.

**There will be some class time available to complete the video and soundtrack but you may also need to use time outside of class.**

**\*\*All videos used must have the permission of all persons featured.**

**Marking Guidelines****Name:**

<p><i>Outstanding</i> – extensive knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Demonstrates an outstanding ability to arrange and compose a musical piece that displays a strong relationship between the concepts of music and includes ideas of contrast and unity.</li> <li>• Demonstrates an outstanding knowledge of use of technology and music sequencing software in composition.</li> </ul>	<b>18 - 20</b>
<p><i>High</i> – thorough knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Demonstrates a high ability to arrange and compose a musical piece that displays a good relationship between the concepts of music and includes ideas of contrast and unity.</li> <li>• Demonstrates a high knowledge of use of technology and music sequencing software in composition.</li> </ul>	<b>15 - 17</b>
<p><i>Sound</i> – satisfactory knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Demonstrates a sound ability to arrange and compose a musical piece that displays satisfactory relationship between the concepts of music and may include ideas of contrast and unity.</li> <li>• Demonstrates a sound knowledge of use of technology and music sequencing software in composition.</li> </ul>	<b>10 - 14</b>
<p><i>Basic</i> – limited knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Demonstrates a basic ability to arrange and compose a musical piece that displays some relationship between the concepts of music.</li> <li>• Demonstrates a basic knowledge of use of technology and music sequencing software in composition.</li> </ul>	<b>5 - 9</b>
<p><i>Limited</i> – elementary knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Demonstrates a limited ability to arrange and compose a musical piece</li> <li>• Demonstrates a limited knowledge of use of technology and music sequencing software in composition.</li> </ul>	<b>0 - 4</b>
<ul style="list-style-type: none"> <li>• Late submission – no misadventure</li> <li>• Assessment not submitted</li> </ul>	
<p><b>Student feedback:</b></p>	<b>TOTAL /20</b>