**Unit 02 Creating music (T/507/5006) (cont’d)**

**Internal assessment tasks (cont’d)**

**Task 2 – Putting on the style**

**Learning outcome 2: Create a piece in the style identified in learning outcome 1**

Your blog has been very popular, so the magazine has asked you to extend it by creating a piece of music in the style that you described, and producing a tutorial to show other people how you wrote the piece.

In your piece of music you need to demonstrate the musical elements you described. In your tutorial you should show how you completed the process of writing your piece of music using a DAW.

Your piece of music must use at least 4 tracks and should be between 2-3 minutes in length. You must use at least 1 audio track and at least 1 MIDI/software instrument track.

You should create your piece of music using original material and musical ideas which reflect your chosen style. You should consider:

* structure
* melody
* rhythm
* harmony
* instrumentation.

Your tutorial must show the musical and technical decisions you made in creating your piece of music.

**Types of evidence:**

You must provide:

your final piece in a suitable stereo audio format to be uploaded to your blog

a tutorial showing the process you used to create your piece of music. Your tutorial could be either :

- a written report with screenshots

- a video tutorial with commentary.

**Unit 02 Creating music (T/507/5006) (cont’d)**

**Learning outcome 2: Create a piece in the style identified in learning outcome 1 (cont’d)**

**Grading descriptors Example**

**Pass:** Completes task following a given brief with some degree of accuracy, carrying out limited experimentation with materials and techniques.

Process will show the application of musical elements in meeting the brief.

Learners work should be recognisably stylistic in parts.

The learner should demonstrate some experimentation with musical ideas (for example, experimenting with structure) and techniques (for example, experimenting with editing of sounds).

The learner may not demonstrate a clear planning in regard to outcome.

**Merit:** Completes task mostly accurately following a given brief, carrying out considered experimentation with materials and techniques.

Process will show the effective application of musical elements in meeting the brief.

Learners work should be generally stylistic throughout, but some areas may be unconvincing.

The learner should demonstrate experimentation with musical ideas and techniques with reference to some planning.

**Distinction:** Completes task accurately meeting all the requirements of the given brief, showing purposeful experimentation with materials and techniques through which practice is developed.

Process will show the consistent effective application of musical elements in meeting the brief.

Learners work should be stylistic throughout and consistently well executed.

The learner will have experimented with musical ideas and techniques, referencing clear planning and evaluation.

**Unit 02 Creating music (T/507/5006) (cont’d)**

**Internal assessment tasks (cont’d)**

**Task 3 – Music review**

**Learning outcome 3: Review the musical piece**

Your piece of music has had lots of hits on the blog and the music magazine has asked you to think about writing another one.

In order to provide inspiration you have decided to review your piece of music from LO2 and see what made it work so well.

In your review you must consider:

your strengths and weaknesses in the process of creating your piece of music

- use of key musical elements

- use of DAW technology

how successful your piece of music was in meeting the brief

ways to improve your piece of music and music creating process.

**Types of evidence:**

You must provide:

your review.

Your review could be presented as:

a video recording with commentary

a written report

a video review or podcast.

**Unit 02 Creating music (T/507/5006) (cont’d)**

**Learning outcome 3: Review the musical piece (cont’d)**

**Grading descriptors Example**

**Pass:** Identifies a range of strengths and weaknesses with supporting evidence and suggests basic way(s) to improve the outcome or the process.

Makes conclusions about how the completed piece meets the brief.

Learners should identify areas of strength and weakness. The learners should identify ways in which the outcome of the brief could be improved.

The learners should state conclusions about the success of their work in relation to the brief.

**Merit:** Identifies a range of strengths and weaknesses with supporting evidence and describes the impact on the overall outcome in relation to the brief. Suggests advanced way(s) to improve the outcome or the process.

Makes detailed conclusions about how the completed piece meets the brief.

Learners should identify areas of strength and weakness and describe how these affected the brief outcome overall. The learners should identify specific and technically correct ways in which the outcome of the brief could be improved.

The learners should state conclusions which include relevant and specific detail about the success of their work in relation to the brief.

**Distinction:** Describes a range of strengths and weaknesses with supporting evidence, showing evidence of recognising different levels of importance with relation to the brief. Suggests advanced way(s) to improve the outcome or the process with explanation of ideas.

Makes detailed conclusions about how the completed piece meets the brief.

Learners should describe areas of strength and weakness and comment on how these strengths and weaknesses affected their ability to complete specific areas of the brief. The learners should explain specific and technically correct ways in which the outcome of the brief could be improved.

The learners should state conclusions which include relevant and specific detail about the success of their work in relation to the brief.