



Government of **Western Australia**
School Curriculum and Standards Authority



MUSIC

GENERAL COURSE

Externally set task

Sample 2016

Note: This Externally set task sample is based on the following content from Unit 3 of the General Year 12 syllabus.

The Externally set task is worth 15% of the overall assessment and is based on the generic Aural and theory and Composing and arranging content. Listening examples will be played simultaneously to all candidates from a common source.

Questions could include:

- Aural: recognition of scales, intervals, tonality and/or modulations, pitch, melodic and rhythmic dictations, chord progressions, rhythmic and/or pitch discrepancies, aural and visual analysis
- Theory: identification and writing of scales, intervals, triads, chords, visual analysis of score extracts, identification of rhythmic, melodic and harmonic elements, tempo, metre, form and structure, tonality, modulation, dynamics, articulation and expressive devices, compositional devices, instrumentation and instrumental techniques and effects, transposition, chord analysis and harmonisation
- Composing and arranging: melody writing, harmonisation, transposition, composing in a form/structure
- Investigation and analysis: examination of the main characteristics and features of the context/culture/style or era/period selected for study, stylistic/contextual characteristics and performance conventions, use of context appropriate notation and terminology

In future years, this information will be provided late in Term 3 of the year prior to the conduct of the Externally set task. This will enable teachers to tailor their teaching and learning program to ensure that the content is delivered prior to the students undertaking the task in Term 2 of Year 12.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

2. Chord progression (8 marks)

Complete the following chord progression, providing the Roman numerals for the missing chords. The tonic chord will be played prior to the progression being heard.

_____ ii _____

3. Dictation (14 marks)

Complete the following 8 bar dictation, providing the missing pitches and/or rhythm. The melody will be played 6 times in the following way:

- the entire dictation played once
- the first four bars played twice
- the second four bars played twice
- the entire dictation played once

Theory and composition**(20 marks)**

4. Melody writing

(14 marks)

Select **one (1)** of the following **three (3)** options to complete an 8 bar melody for the instrument of your choice that is **stylistically appropriate** for the selected context studied in Unit 3. You must address each of the criteria outlined below.

Option (a): Continuation of a melodic motif

Name the instrument for which the melody is written. _____

- (a) Indicate an appropriate tempo. (1 mark)
- (b) Ensure that the melody is within the instrument's range and technical capabilities. (2 marks)
- (c) Use stylistically appropriate dynamics and bowings/articulation indications. (3 marks)
- (d) Maintain consistent stylistic and motivic continuity (melodic and rhythmic). (2 marks)
- (e) Incorporate effective melodic contour and a clear climax. (3 marks)
- (f) Include a melodic sequence and mark it clearly on the score. (2 marks)
- (g) Present a neat and accurate score. (1 mark)



Blank musical staves for writing the continuation of the melody.

OR

Option (b): Continuation of a melodic motif**(14 marks)**

Name the instrument for which the melody is written. _____

- (a) Indicate an appropriate tempo. (1 mark)
- (b) Ensure the melody is written within the instrument's range and technical capabilities. (2 marks)
- (c) Use stylistically appropriate dynamics and bowings/articulation indications. (3 marks)
- (d) Maintain consistent stylistic and motivic continuity (melodic and rhythmic). (2 marks)
- (e) Incorporate effective melodic contour and a clear climax. (3 marks)
- (f) Ensure the melody fits the given chord structure. (2 marks)
- (g) Present a neat and accurate score. (1 mark)

C	Am	C	F
C		G	
C	Am	F	Dm
G7		C	

