



Newcastle High School
Notification of Assessment

General Details	
Task Name	<i>Rhythm in Music - Creating and Performing a Polyrhythmic Percussion Piece</i>
Stage	4
Year	8
Term	2
Task Number	2
Syllabus Outcomes	<p>4.1: Performs in a range of musical styles demonstrating an understanding of musical concepts.</p> <p>4.2: Composes music using the concepts of music.</p> <p>4.4: Demonstrates an understanding of musical concepts through aural identification, musicology and performance.</p> <p>4.5: Demonstrates an understanding of the musical concepts through the contexts of music</p>
Task Description	<p>In this task, you will work in a group with other students to compose, rehearse, notate, and perform a short percussion piece that will be 1–2 minutes. It should demonstrate rhythmic layering and include at least one polyrhythm. You can use body percussion, classroom percussion instruments, or other objects in order to create sounds. Your group will notate the composition using either traditional or graphic notation. Following your performance, you will be asked to briefly explain your individual rhythmic part and how your group used layering and polyrhythm in the composed piece.</p>
Task Instructions	<p>Work in a group of 3 to 5 students to do the following:</p> <ol style="list-style-type: none">1. Compose a short rhythmic piece. The group piece will be 1–2 minutes in duration. It must have at least 3 layers of rhythm:<ol style="list-style-type: none">1. A steady pulse (this can be crotchet values)2. A contrasting rhythm (longer or shorter note rhythmic values and/or syncopation)3. A polyrhythm (such as 2:3 or 3:4 cross rhythm).2. Rehearse and perform your piece in class Your group will perform the piece using percussion instruments or body percussion.3. Notate your rhythms Work in your group to notate your piece using either traditional or graphic notation.4. Explain your rhythmic/composition choices Explain your composition choices in a brief verbal self-evaluation after your performance. Questions you may be asked are:<ol style="list-style-type: none">1. What was your role in the composition or performance?2. What rhythm did you play, and how did it fit with the others?3. Where did your group use layering or polyrhythm?4. How did your part contribute to the overall sound or structure of the piece?

Marking Criteria

Criteria	What is being assessed
Composition (/5 marks)	Creativity and structure of the rhythmic composition which includes clear layering and at least one polyrhythm.
Notation (/5 marks)	Accuracy and clarity of rhythmic notation (traditional or graphic), notating the composed piece.
Performance (/5 marks)	Accuracy, timing, performance coordination, and musical expression during live performance.
Musical Understanding (/5 marks)	Verbal explanation of rhythmic role and polyrhythmic structure, demonstrating understanding of musical concepts.

Feedback

For this assessment, you will receive feedback during class as you work on your composition and rehearse it with the others in your group. Following the performance, you will be given verbal feedback on what worked well and what you could improve. You will also be given the completed with scores and brief written comment on your work.

Marking Rubric (see next page)

Marking Rubric

Criteria	5 (Grade A)	4 (Grade B)	3 (Grade C)	2 (Grade D)	1 (Grade E)
Composition					
<i>Related Outcome: MUS4.2</i>	Rhythms have been layered with clarity, and show creativity. Clear polyrhythm structure is included, and piece is musically sophisticated.	Effective rhythmic layering with a clear polyrhythm. Well-structured and musically coherent.	Rhythms are correctly layered; basic polyrhythm included. Structure is clear.	Limited rhythmic layering or unclear polyrhythm. Structure may be inconsistent or repetitive.	Little or no evidence of planned structure or layering. Polyrhythm not attempted/ misunderstood.
Notation					
<i>Related Outcome: MUS4.4</i>	Notation is detailed, accurate, and clearly represents rhythmic layers and structure.	Mostly accurate notation with minor errors; layers and structure are clearly visible.	Basic rhythmic ideas notated.	Notation is incomplete or unclear; may only represent one part or contain multiple errors.	No meaningful attempt at notation, or it is not related to the performed piece.
Performance					
<i>Related Outcome: MUS4.1</i>	Confident, accurate, and expressive performance. Ensemble cohesion and timing are excellent.	Strong performance with good accuracy and minor timing slips. Ensemble mostly cohesive.	Adequate performance. Ensemble stays together with few errors.	Hesitant performance with noticeable timing issues. Some breakdown in ensemble cohesion.	Incomplete or highly inaccurate performance. No evidence of rehearsal.
Understanding					
<i>Related Outcome: MUS4.5, MUS4.4</i>	Clear, thoughtful explanation of rhythmic role and polyrhythm. Uses musical language confidently.	Explains rhythmic role and layering accurately. Uses some appropriate terminology.	Describes basic role in performance and makes some reference to polyrhythm.	Limited explanation with unclear reference to musical elements.	Unable to explain role or musical ideas; lacks understanding of task.