

Due date:

Friday, Week 1 Term 1



**SWINBURNE**  
SENIOR SECONDARY COLLEGE

# Music Style and Composition

## HOLIDAY HOMEWORK

### Year 12, 2022



<p>Teacher/Subject Coordinator Contact:</p>	<p><b>Teacher:</b> Conan Greenway <b>Contact:</b> <a href="mailto:Conan.Greenway@sssc.vic.edu.au">Conan.Greenway@sssc.vic.edu.au</a></p>
<p>Overview</p>	<h2>What is Style and Composition?</h2> <p>Style and Composition explores musical works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places, and stylistic traditions. We focus on expanding our knowledge of the ways composers/creators manipulate elements of music and use compositional devices to create style and elicit responses. We then apply this knowledge to assist in the development of skills used to compose/create our own critical responses to studied excerpts.</p> <p>Specific pieces will be studied throughout Units 3 and 4.</p>

Work required in preparation for start of 2022:

## Holiday Homework

Over the break, you are to continue listening to music you love, and decide on one main example for each of the following categories:

- Single musical work
- Artist
- Musical Album (any release, either 'officially', or online)

However, you cannot have a crossover between the categories! *For example, you may pick "Hallelujah - Jeff Buckley" for **single musical work**, but would then not be able to use him for **artist** or his album "Grace" for the musical **album** category.*

There may be some tough decisions to make!

## Criteria

For each category, supply the following information as relevant. You may include additional information not listed here.

1. Background information on the development of the work/s
  - a. Including collaborators if relevant
2. Influences
  - a. May include musical, political, cultural, etc
3. Characteristics of relevant styles/genres
4. Recording and compositional processes
  - a. Including use of technology as relevant
5. An analysis of compositional and musical elements used
  - a. This may include decisions made by the performer of the work/s as relevant
  - b. Use correct music terminology and language appropriate to the styles/genres
6. **Composition:** Compose a short piece that demonstrates influence from **one of your examples**. You can perform this live in class or complete a recording. Any quality recording is fine, as long as the composition is discernible. Aim for 30 seconds of music.

## Submission Format

How you submit the information is up to you! Any of the following is fine:

- Slides (Powerpoint)
- Report (with or without subheadings)
- Subheadings and dot points

Regardless of the chosen format, you should include links to audio and video files as relevant, as well as references (bibliography) to your information sources.

- This may include and documentaries and/or interviews you have watched!

<b>Resources:</b>	<b><i>Your Ears!!!</i></b>
<b>Key Links:</b>	<ul style="list-style-type: none"> <li>● <a href="#">VCAA Music Page</a> <ul style="list-style-type: none"> <li>○ Includes Study Design, past exams, reports, etc</li> </ul> </li> </ul>
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## Style and Composition Outline (same for both Unit 3 and 4)

Area of Study 1 Responses to music	Area of Study 2 Organisation and context	Area of Study 3 Creative responses
<b>*SAC/s – 60 marks per unit</b>	<b>*SAC/s – 60 marks per unit</b>	<b>**EAT</b>
<ul style="list-style-type: none"> <li>● The characteristics of elements of music and compositional devices used to create unity and diversity</li> <li>● Ways in which manipulation of elements of music and compositional devices contributes to creating style and character and elicits subjective responses</li> <li>● Ways of forming and presenting critical responses</li> <li>● Music terminology and language appropriate to describing characteristics of music.</li> </ul>	<ul style="list-style-type: none"> <li>● The treatment of the elements of music in each of the selected works               <ul style="list-style-type: none"> <li>● The use of global, medium and micro level compositional devices including repetition, variation and contrast, in each of the selected works</li> </ul> </li> <li>● Creative processes used by composers to develop music ideas in their works</li> <li>● Characteristics of the music style of each of the selected works</li> <li>● Contextual issues associated with each of the selected works</li> <li>● Music terminology and language ● Ways that appropriate terminology, language and music examples can be used to support analysis and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● Ways the elements of music may be treated in making a creative response</li> <li>● Ways compositional devices including repetition, variation and/or contrast can be used to develop music ideas               <ul style="list-style-type: none"> <li>● The music characteristics of studied works that have inspired and/or influenced creative responses</li> </ul> </li> <li>● The technical and/or practical factors that influence creative responses</li> <li>● Systems of recording and preserving music, as appropriate to the work/s</li> <li>● Music terminology and language.</li> </ul>
<p><i>*School-assessed Coursework for Unit 3 will contribute 15 per cent to the study score</i>  <i>*School-assessed Coursework for Unit 4 will contribute 15 per cent to the study score</i>  <i>**The level of achievement for Units 3 and 4 is also assessed by an Externally-assessed Task, which will contribute 30 per cent.</i></p>		