**Year 9 Music Major – Criterion A**

**“Like a Version”**

**Analysis Task**

Your task is to complete an investigative analysis of two versions of the same song.

Your investigation may be uploaded to your e-portfolio as a word doc, pdf or PowerPoint but will ALSO be presented orally to the rest of the class.

Your investigation should address the following points

* What is the specific pop style of your song?
* What is the instrumentation?
* When was it written?
* Has it been recorded by other well-known artists?
* Who is the intended audience?
* Is the music more for dancing or listening?
* What sort of venue can you imagine this song being performed in?
* Relevant musical elements for your chosen song might include:
	+ Pitch range, harmony, melody, tonality, structure, duration, rhythm, meter, tempo, phrasing, motifs or “hooks”, dynamics, texture, timbre or tone colour
* Which of these elements can you imagine using in your own playing/composing/arranging? And how?



**Assessment Rubric**

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| Criterion A: KNOWING AND UNDERSTANDING |
| MYP Criterion A Strands 🡪 | i Demonstrate knowledge of the art form studied, including concepts, processes and the use of subject-appropriate language  | ii Demonstrate knowledge of the role of the art form in original or displaced contexts | iii Use acquired knowledge to inform their artwork |
| Related Project Tasks🡪 | **Process journal/listening entries – Important features of the chosen style****Instrumentation, structure, elements of music, aural tasks** | **Process journal/listening entries - cultural influences/historical context** |  |
| 0 | You did not reach a standard described by any of the descriptors below | You did not reach a standard described by any of the descriptors below | You did not reach a standard described by any of the descriptors below |
| 1 - 2 | You are able to demonstrate **limited** knowledge and understanding of the style of music chosen, and the harmonic, melodic, rhythmic, tone colour and dynamic elements | You show **limited** knowledge and understanding of the historical context and cultural influences of the piece chosen | You are able to communicate a **limited** understanding of issues related to performance techniques that you will include in your own playing |
| 3 - 4 | You are able to demonstrate **adequate** knowledge and understanding of the style of music chosen, and the harmonic, melodic, rhythmic, tone colour and dynamic elements | You show **adequate** knowledge and understanding of the historical context and cultural influences of the piece chosen | You are able to communicate an **adequate** understanding of issues related to performance techniques that you will include in your own playing |
| 5 - 6 | You are able to demonstrate **substantial** knowledge and understanding the style of music chosen, and the harmonic, melodic, rhythmic, tone colour and dynamic elements | You show **substantial** knowledge and understanding of the historical context and cultural influences of the piece chosen | You are able to communicate a **substantial** understanding of issues related to performance techniques that you will include in your own playing |
| 7 - 8 | You are able to demonstrate **excellent** knowledge and understanding of the style of music chosen, and the harmonic, melodic, rhythmic, tone colour and dynamic elements | You show **excellent** knowledge and understanding of the historical context and cultural influences of the piece chosen | You are able to communicate an **excellent** understanding of issues related to performance techniques that you will include in your own playing |