

**ASPLEY STATE HIGH SCHOOL
SENIOR MUSIC
ANALYSIS TASK**

Year 11/12

Student Name: _____

Unit: A Jump to the Left

Date Given: 28/07/09

Due Date: 19/08/09

Term: 3

Music and Dance are inextricably linked. They have shared evolutionary pathways and have contributed significantly to each other's development. Many forms of dance have led to the creation of specific genres of musical work and form a significant part of the repertoire of many instruments.

◆ **Task:**

You are to select a style of music with clear origins in and links to dance. A list is provided below to select from or an alternative can be negotiated with your teacher.

Provide a brief cultural and historical background to the style citing its leading exponents (composers) and significant factors influencing the musical characteristics. In this section you should identify a minimum of three specific works from this genre for further study.

Use these examples to illustrate a musical description of the style referring to aspects of rhythm, melody, harmony, structure, texture, timbre and dynamics as appropriate. All judgements and generalisations should be clearly articulated and supported by your examples.

A complete bibliography of references as well as all musical examples (score or recording) should be submitted along with your written work.

CONDITIONS:

- Word Length: 1000 words (Year 12); 800 words (Year 11)
- Draft to be submitted no later than one week prior to due date (12/08/09)
- All musical examples referred to in text must be included with final draft in score format or as an audio recording (mp3/wav/midi).
- A complete bibliography of references MUST accompany the final draft

Suggested Dance Styles

| | | | | |
|----------------|------------------|-------------------|-------------------|-------------------|
| Minuet | Waltz | Polka | Sarabande | Polonaise |
| Mazurka | Tango | Samba | Rhumba | Pasa Doble |
| Gavotte | Jive | Rockabilly | Swing | Flamenco |
| Gigue | Disco | HipHop | Bossa Nova | Merengue |
| Foxtrot | Quickstep | Volta | Galliard | Charleston |

Analysing Repertoire Criteria - Senior Music

Standard A

The Student:

Perceptively evaluates music by thoroughly deconstructing repertoire, and determining the manipulation of, and relationships between, identified musical elements and compositional devices, communicating detailed and substantiated judgements about how these relate to context and genre and the expressed style.

Standard B

The Student:

Effectively evaluates music by deconstructing repertoire, and determining the manipulation of, and relationships between identified musical elements and compositional devices, communicating substantiated judgments about how these relate to context and genre and the expressed style.

Standard C

The Student:

Evaluates music by deconstructing repertoire, and determining some of the uses of identified musical elements and compositional devices, communicating partially substantiated judgments about how these relate to context, and genre and the expressed style.

Standard D

The Student:

Recognises some uses of identified musical elements and/or compositional devices and states opinions which may relate to context, genre and the expressed style.

Standard E

The Student:

States opinions that may relate to musical elements and/or compositional devices.