

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

**Year 11/12**

**Student Name:** \_\_\_\_\_

**Unit:** Play it Again Sam

**Date Given:** 2<sup>nd</sup> February 2009 | **Draft Due By** :18 February | **Due Date:** 4<sup>th</sup> March 2009

**Term:** 1

**Task:**

In this unit we will study the components of music and the techniques used to ensure a song has lasting appeal, “singability” and musical integrity. You are to use your knowledge of these techniques to construct your own musical work with these characteristics.

You may choose to work in any genre or for any instrumentation but should feature a main melodic line with accompanying instruments (as appropriate to your genre).

You may choose to use lyrics in your composition. Lyrics will be provided for year 11 only.

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**CONDITIONS:**

Your composition must be submitted in a format that can be easily “heard” for marking and assessment. This could be one or more of the following:

- An audio recording (mp3 or WAV file) submitted via USB or CD
- A Sibelius file (version 4 or earlier) submitted via USB or network drop box
- A hardcopy (printed from Sibelius or other music notation software)
- A handwritten document showing a clearly notated melody, chord progression and accompanying parts as appropriate.

Minimum length

Year 11 – 16 bars or 30 sec

Year 12 – 32 bars or 60 sec

## ASPECTS OF YOUR COMPOSITION TO CONSIDER

- Write within the technical capabilities of the instruments or voices
- Deal with idiomatic conventions relevant to the genre and/or style while working towards an individual style of composition Communicate the mood and character of the music
- Ensure that the piece maintains stylistic integrity
- Demonstrate cohesion through a balance of contrast and unity, and repetition and variety

OVERALL STANDARD:

### Composition Criteria - Senior Music

Criteria	Standard A	Standard B	Standard C	Standard	Student E
Composing	Skilfully manipulates musical elements and compositional devices to create cohesive music that is within a context, relates to genre, and effectively and convincingly expresses style.	Manipulates musical elements and compositional devices to create mostly cohesive music that is within a context, relates to genre, and effectively expresses style.	Combines musical elements and compositional devices to create partially cohesive music that is within a context and shows evidence of genre and style.	Uses musical elements within a context and may demonstrate some aspects of genre and/or style.	Uses some musical elements within a context.

## **You're My Thrill**

I've been 'neath the moon before  
Held by the charms  
Of other arms  
I heard love's tune before  
And it used to bore me  
'Till you stood before me

You're my thrill  
You do something to me  
You send chills right through me  
When I look at you  
'Cause you're my thrill

You're my thrill  
How my pulse increases  
I just go to pieces  
When I look at you  
'Cause you're my thrill

Nothing seems to matter  
Here's my heart on a silver platter  
Where's my will  
Why this strange desire  
That keeps mounting higher and higher  
When I look at you  
I can't keep still  
You're my thrill

### **Anthem :**

The birds they sang at the break of day  
Start again I heard them say  
Don't dwell on what has passed away  
or what is yet to be.  
Ah the wars they will be fought again  
The holy dove She will be caught again  
bought and sold and bought again  
the dove is never free.

Ring the bells that still can ring  
Forget your perfect offering  
There is a crack in everything  
That's how the light gets in.

We asked for signs the signs were sent:  
the birth betrayed the marriage spent  
Yeah the widowhood of every government --  
signs for all to see.  
I can't run no more with that lawless crowd  
while the killers in high places say their prayers out loud.  
But they've summoned, they've summoned up a thundercloud  
and they're going to hear from me.

You can add up the parts but you won't have the sum  
You can strike up the march, there is no drum  
Every heart, every heart to love will come  
but like a refugee.