



NAMES:

DATE:

KEY LEARNING AREA: Year 7 Performing Arts: Music Technology (Remix)

Learning Intentions: <i>I can create a remix using a provided vocal stem that demonstrates an understanding of tonality, complementary phrases and audio editing.</i>					
Achievement Level	1	2	3	4	5
Criteria	Emerging	Developing	Demonstrating	Advancing	Extending
	Working below the level expected at this time of the year	Working towards the level expected at this time of the year	Working at the level expected at this time of year	Working above the level expected at this time of the year	Working well above the level
Musicality	This project shows little attention to the home key and has no clear sense of tonality.	The ideas in it are original, but the material itself consists predominantly of pre-recorded loops.	This is somewhat original but relies heavily on pre-recorded loops and effects. There is some originally recorded material, but not enough to make the song truly original.	This is an original piece of music. It uses a variety of musical elements and originally recorded material. You use interesting sound combinations.	This is a highly original piece of music. It uses a variety of musical elements and lots of originally created recorded material. Unique and interesting sound combinations.
Use of technology	A limited understanding shown in: automation, editing, quantising for rhythmic stability and the use of effects to enhance the production.	A growing understanding shown in: automation, editing, quantising for rhythmic stability and the use of effects to enhance the production.	Some understanding shown in: automation, editing, quantising for rhythmic stability and the use of effects to enhance the production.	A clear understanding shown in: automation, editing, quantising for rhythmic stability and the use of effects to enhance the production.	A sophisticated understanding shown in: automation, mixing, quantising for rhythmic stability and the use of effects to enhance the production.
Organisation and Structure	Very little organisation is present. The piece jumps from one idea to another without any sense of timing or flow and does not use complementary phrases	Project shows attempts at organization and at least two distinct musical sections. The number of bars and beats in sections may seem unpredictable or random at times	Project is organized into at least three different sections of music and shows attention to creating musical sections that are balanced in the use of complementary phrases	Well organized project with at least 4 sections of music in a variety of repetitions. The musical sections have a well-balanced use of complementary phrases and fills.	Well organised project with at least six sections of music in a variety of repetitions. Each section contains complementary phrases and a variety of fills are used to maintain interest.
Time Management	The student was occasionally focussed and experienced difficulty in using time effectively.	The student was sometimes focussed and used a proportion of class time effectively.	The student was usually focussed and used most class time effectively.	The student was consistently focussed and used class time effectively.	The student was consistently focussed and used time effectively and efficiently.

Effort					
1 Unsatisfactory	2 Inconsistent	3 Satisfactory	4 Good	5 Very Good	6 Outstanding