FURTHER EDUCATION & TRAINING PHASE (FET)

MUSIC

SBA EXEMPLAR BOOKLET

GRADES 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

FOREWORD

The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

Contents

Music Literacy (Harmony)	4
Music Literacy (Jazz Harmony)	8
Grade 10 Assessment	10
Grade 11 Assessment	16
Grade 12 Assessment	18
New Knowledge	21

PREFACE

Guidelines For Teaching Methodology

A good assessment task is designed to help learners demonstrate and achieve the specific content, concepts and skills required. These should allow learners to demonstrate this achievement at different levels of ability.

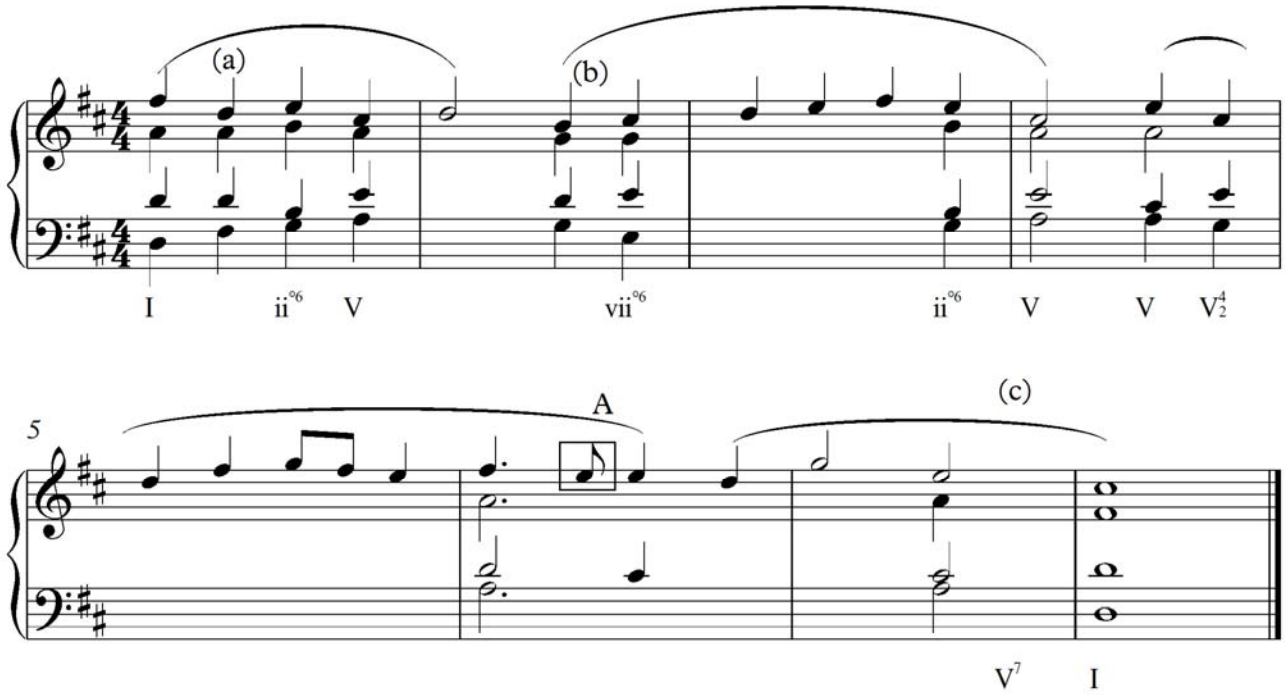
Planning an assessment task should take the following into account:

- How long it will take **your** learners to complete the PAT?
- How much time per week must be allocated to achieve a successful outcome?
- When are both sections of the PAT to be assessed? **DATE**

TASK 1

Music Literacy (Harmony)

Study the music excerpt below and then follow the instructions.

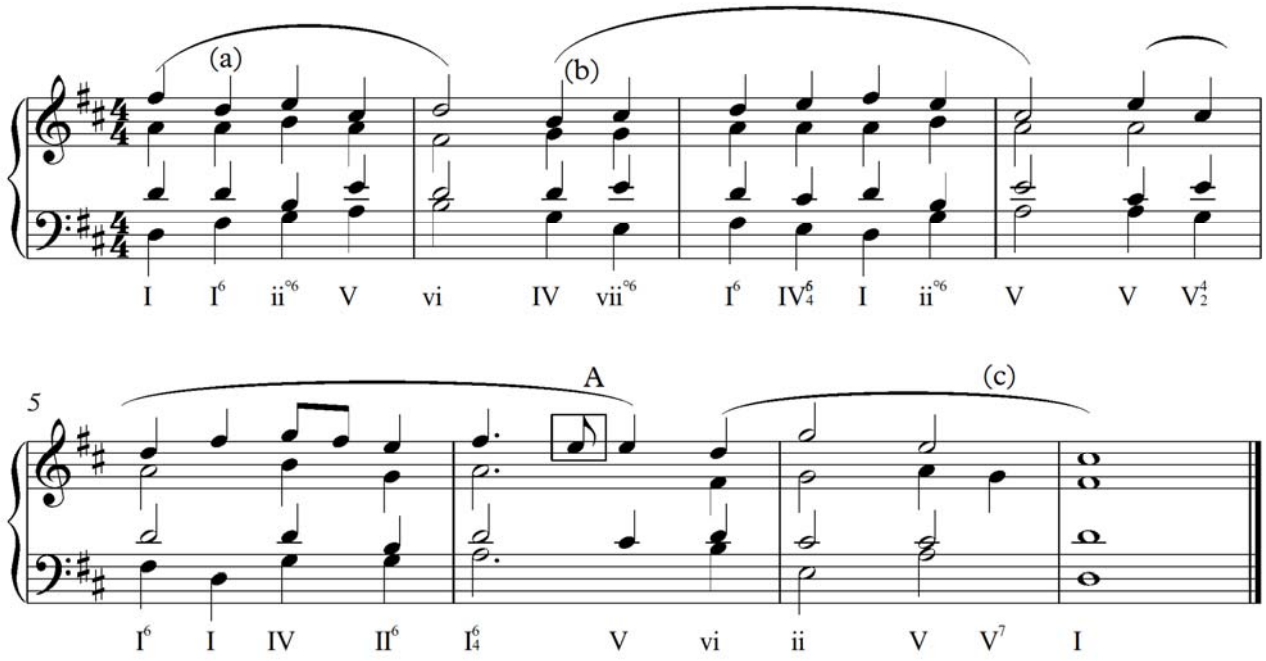


1. Figure the chords at (a) and (b) with Roman numerals in the spaces below, for example C:V, C:IV6. (Any correct standard figuring will be accepted. (2)
2. Add a note at (c) that makes the figured chord (1)
3 Complete the four-part harmonisation by writing suitable chords where applicable. (8)
4. Encircle a note that forms an anticipation on the score. Indicate it clearly with an **A**. (1)

[12]

SBA EXAMPLER TASK 2 MEMORANDUM- Music Literacy (Harmony)

Study the music excerpt below and then follow the instructions.



3. Figure the chords at (a) and (b) with Roman numerals in the spaces below, for example C:V, C:IV6. (Any correct standard figuring will be accepted.)

Answer:

(a) D:ii6

(b) D: viio6 (2)

2. Add a note at (c) that makes the figured chord (1)

4 Complete the four-part harmonisation by writing suitable chords where applicable. (8)

5. Encircle a note that forms an anticipation on the score. Indicate it clearly with an **A**. (1)

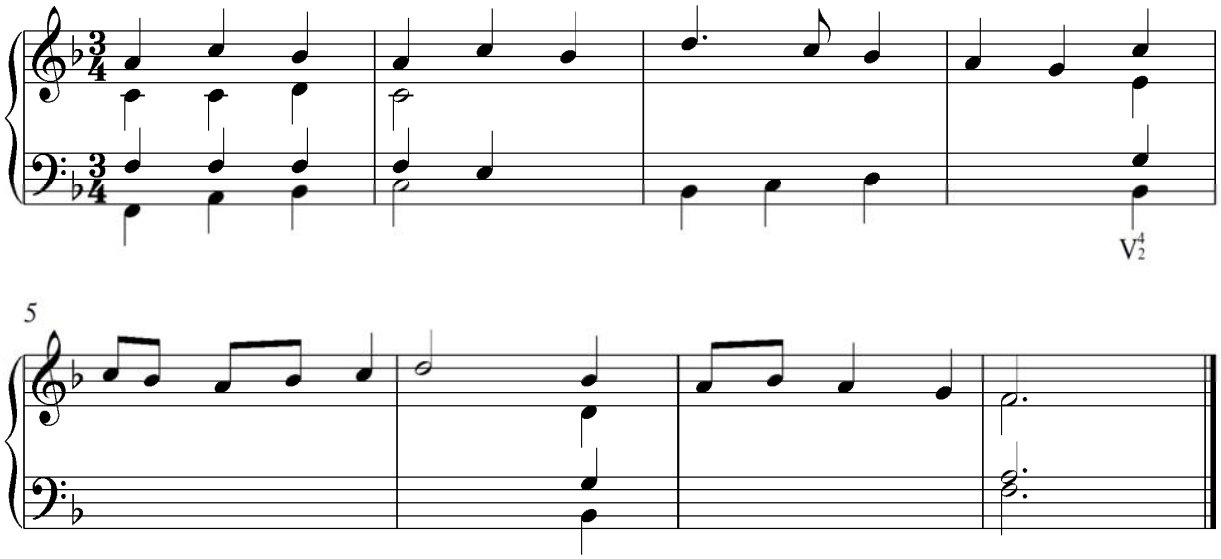
[12]

MARKING GRID

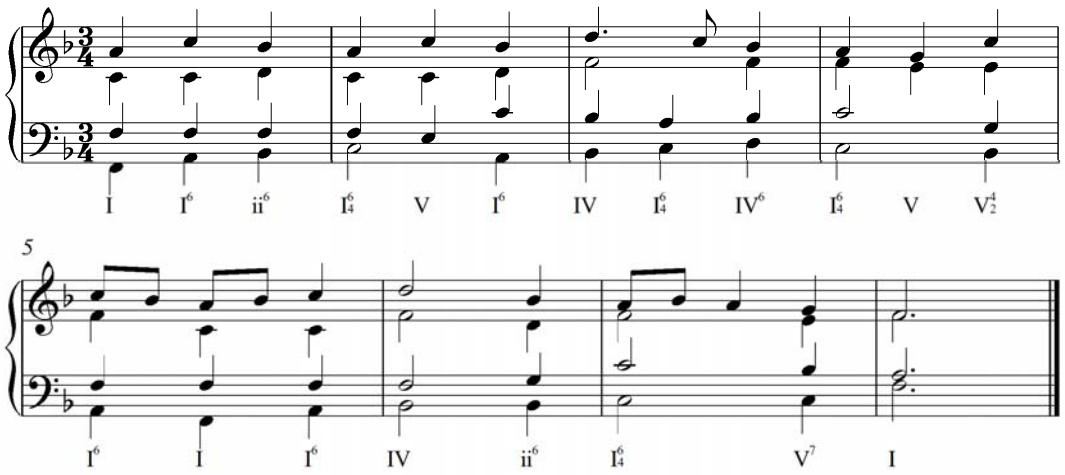
DESCRIPTION	MARK ALLOCATION	CANDIDATES MARK
1.mark each	3	
2. 1 mark per chord = 10 ÷2 = 5 V7 chord	5 1	
3. A	1	
Musicality	2	
TOTAL	**12**	

SBA EXAMPLERTASK 2 - Music Literacy (Harmony)

Complete the following four-part harmonisation by adding suitable chords in the given style.



Possible answer:

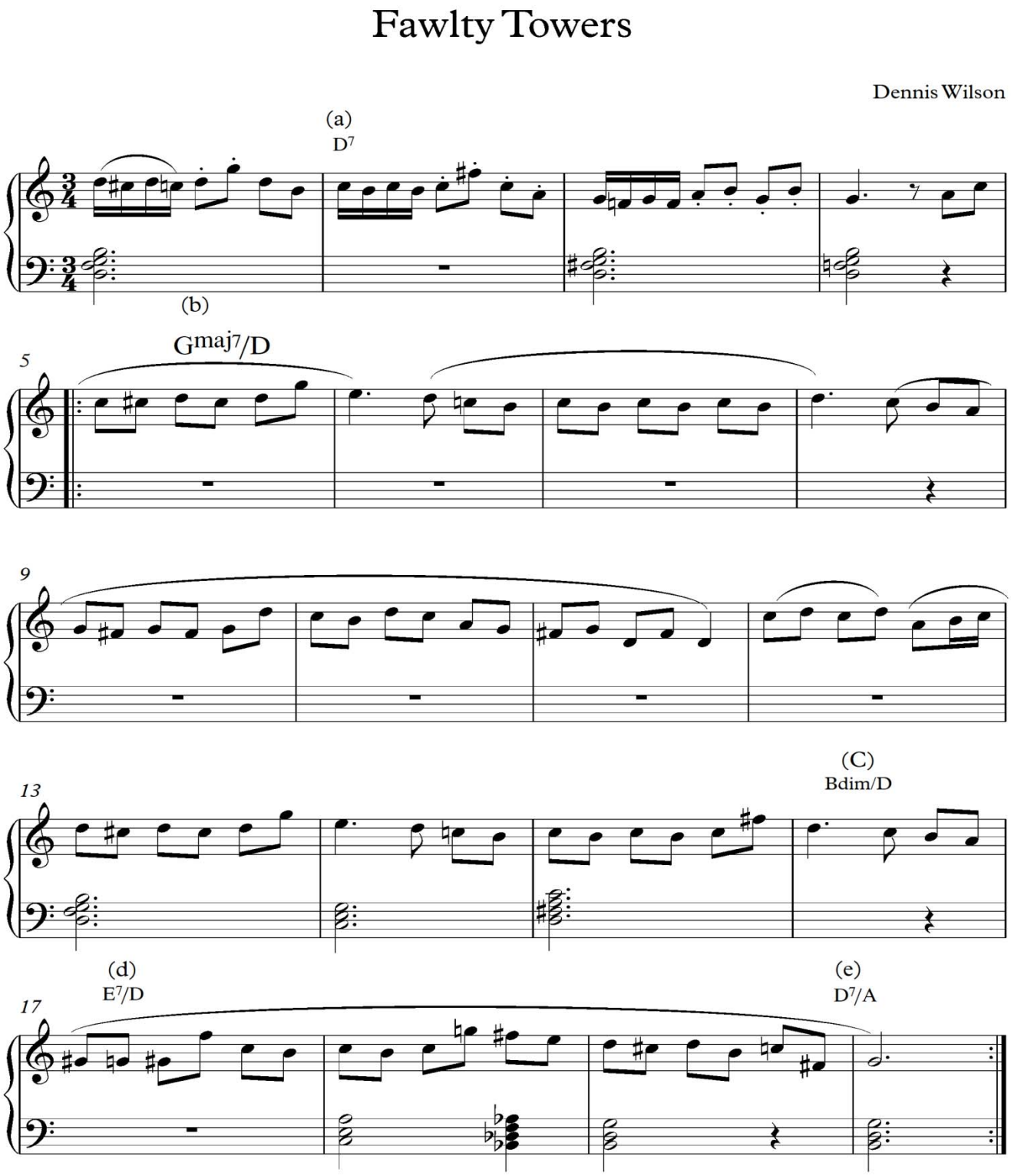


DESCRIPTION	MARK ALLOCATION	CANDIDATES MARK
1.Correctness (12 chords)	4 marks (- ½ mark per mistake)	
2. Choice of chords (12 chords)	6 marks (- ½ mark per mistake)	
3. General impression	2 marks	
TOTAL	**12**	

SBA EXAMPLER TASK 2 –

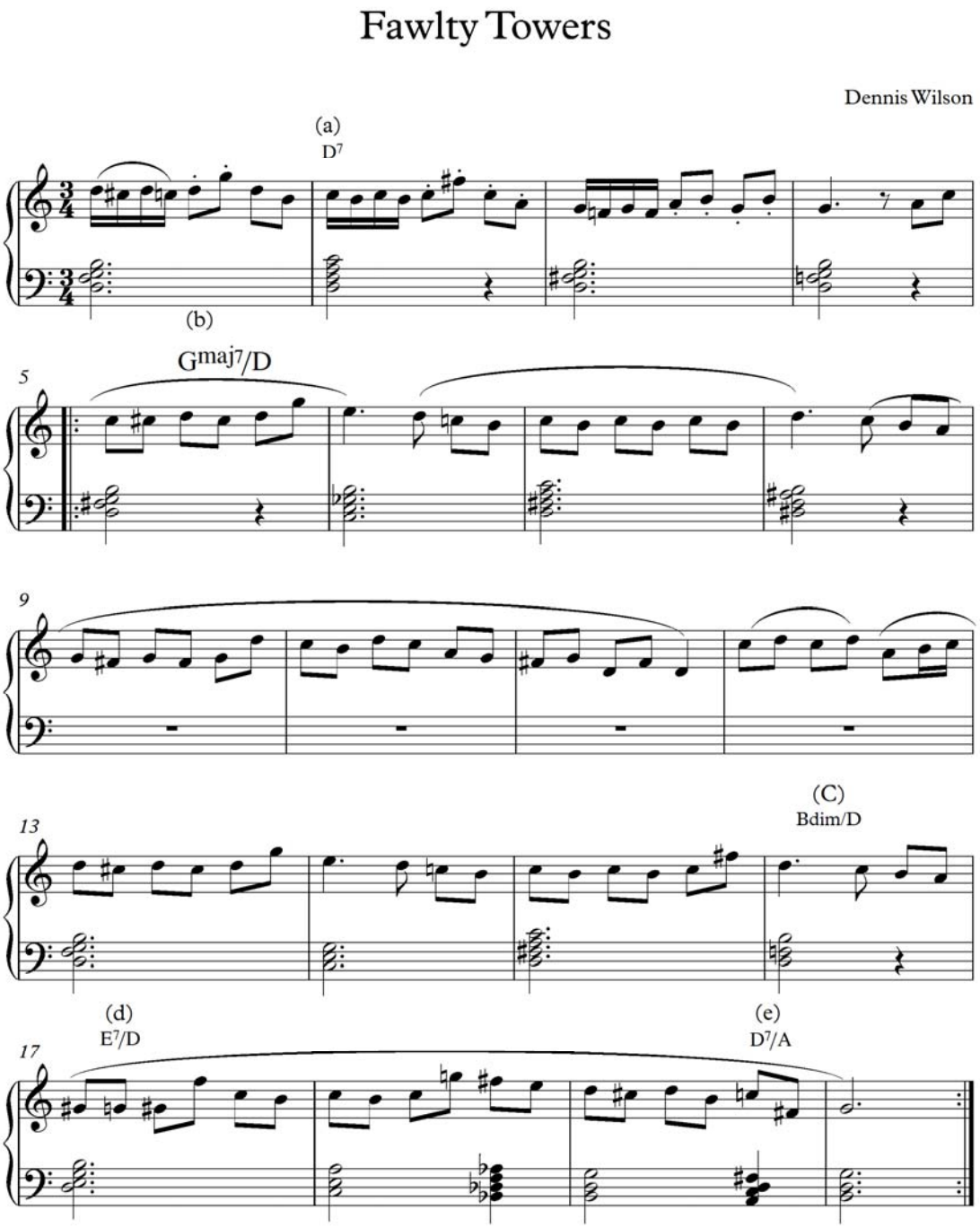
Music Literacy (JAZZ Harmony)

Study the extract below from *Fawlty Towers* by Dennis Wilson and follow the instructions.



1. Complete the score with chords indicated at (a) to (e).
2. Complete the score by adding SEVEN suitable chords of your choice.

Possible answer:



Grade 10 Music - Portfolio Task 2

Music Literacy Assessment

Schools Name: _____

Candidate's Name: _____

MARKS:

General Music Theory	20	_____
Preparatory Harmony	30	_____
Total	50	_____
%		_____

Teacher's Signature: _____

Moderator's Signature: _____

Date: _____

Comments:

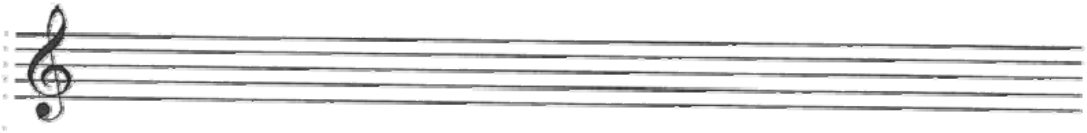
_____

_____

_____

Candidate's Signature: _____

1.4 Halve the note values of the treble clef part of bars 5 and 6 and re-write them on the stave below. Insert a new time signature. (4)



1.5 Name the interval between the two notes of the bass clef part in bar 1. (1) _____

1.6 Name the interval between the two notes of the bass clef part in Bar 8. (1) _____

1.7 Name the type of triad formed by the tree notes in bar 4. (1) _____

1.8 Write down two rhythmic motifs that occur in the treble clef part of this extract. (2)

_____

1.9 Explain the G natural in the bass clef part of bar 2. (2) _____

_____

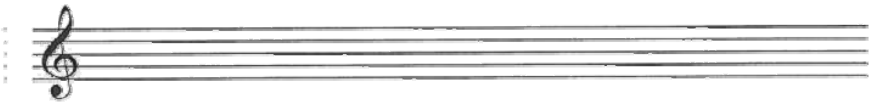
1.10 Write the Dorian mode beginning with the given pitch. Use semi-breves. (3)

Total: 20

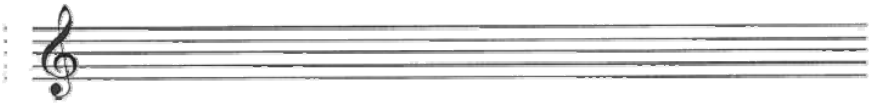
Question 4

Write the following scales using semi-breves. In each case use a key signature and indicate the semi-tones. (8)

4.1 F melodic minor descending



4.2 B harmonic minor ascending



Grand Total: 50 marks

Grade 10 Music - Portfolio Task 2

Music Literacy Assessment

Schools Name: _____

Candidate's Name: _____

MARKS:

General Music Theory	20	_____
Preparatory Harmony	30	_____
Total	50	_____
%		_____

Teacher's Signature: _____

Moderator's Signature: _____

Date: _____

Comments:

_____

_____

_____

Candidate's Signature: _____

1.4 Halve the note values of the treble clef part of bars 5 and 6 and re-write them on the stave below. Insert a new time signature. (4)

1.5 Name the interval between the two notes of the bass clef part in bar 1. (1) _____

1.6 Name the interval between the two notes of the bass clef part in Bar 8. (1) _____

1.7 Name the type of triad formed by the tree notes in bar 4. (1) _____

1.8 Write down two rhythmic motifs that occur in the treble clef part of this extract. (2)

_____

1.9 Explain the G natural in the bass clef part of bar 2. (2) _____

_____

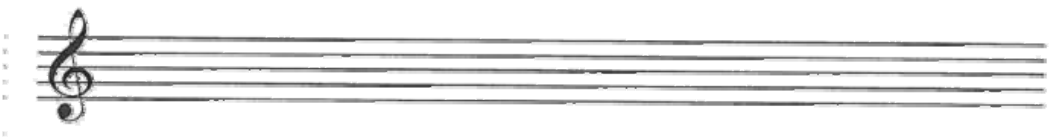
1.10 Write the Dorian mode beginning with the given pitch. Use semi-breves. (3)

Total: 20

Question 4

Write the following scales using semi-breves. In each case use a key signature and indicate the semi-tones. (8)

4.1 F melodic minor descending



4.2 B harmonic minor ascending

Grand Total: 50 marks

Grand Total: 50 marks

Grade 11 Music - Portfolio Task 2

Music Literacy Assessment

Schools Name: _____

Candidate's Name: _____

MARKS:

Harmonic Analysis	20	_____
Harmonisation	30	_____
Total	50	_____
%		_____

Teacher's Signature: _____

Moderator's Signature: _____

Date: _____

Comments:

_____

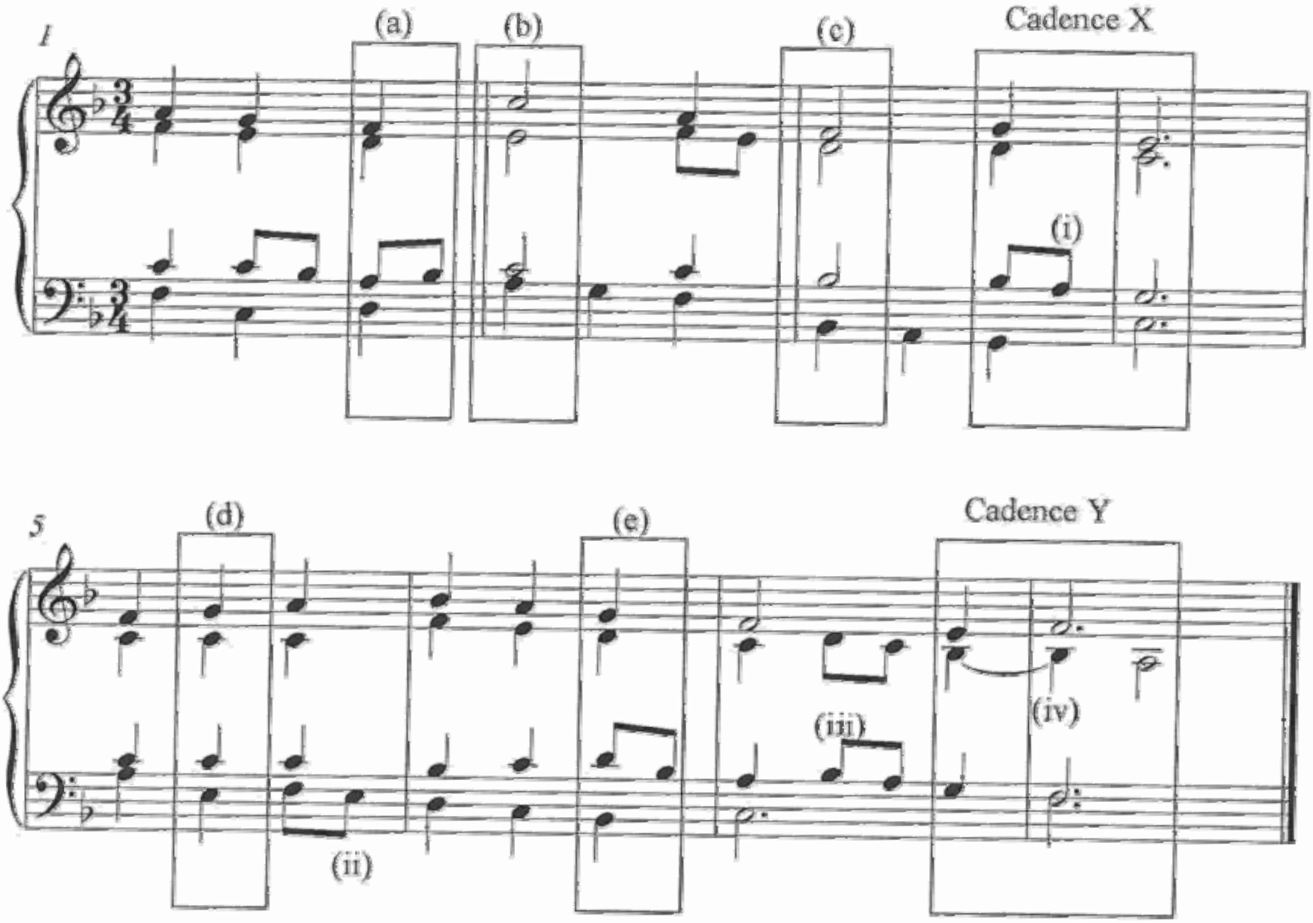
_____

_____

Candidate's Signature: _____

Harmonic Analysis (20)

Study the *Chorale* below and answer the questions that follow.



1. Figure the chords marked (a)-(e) on the score. (10)

2. Figure and name the Cadence X and Y.(6):

(X) _____

(Y) _____

3. Name the types of non-chordal notes at (i)-(iv).(4)

(i) _____ (ii) _____

(iii) _____ (iv) _____

Grade 12 Music - Portfolio Task 2

Music Literacy Assessment

Schools Name: _____

Candidate's Name: _____

MARKS:

Harmonic Analysis	20	_____
Harmonisation	30	_____
Total	50	_____
%		_____

Teacher's Signature: _____

Moderator's Signature: _____

Date: _____

Comments:

_____

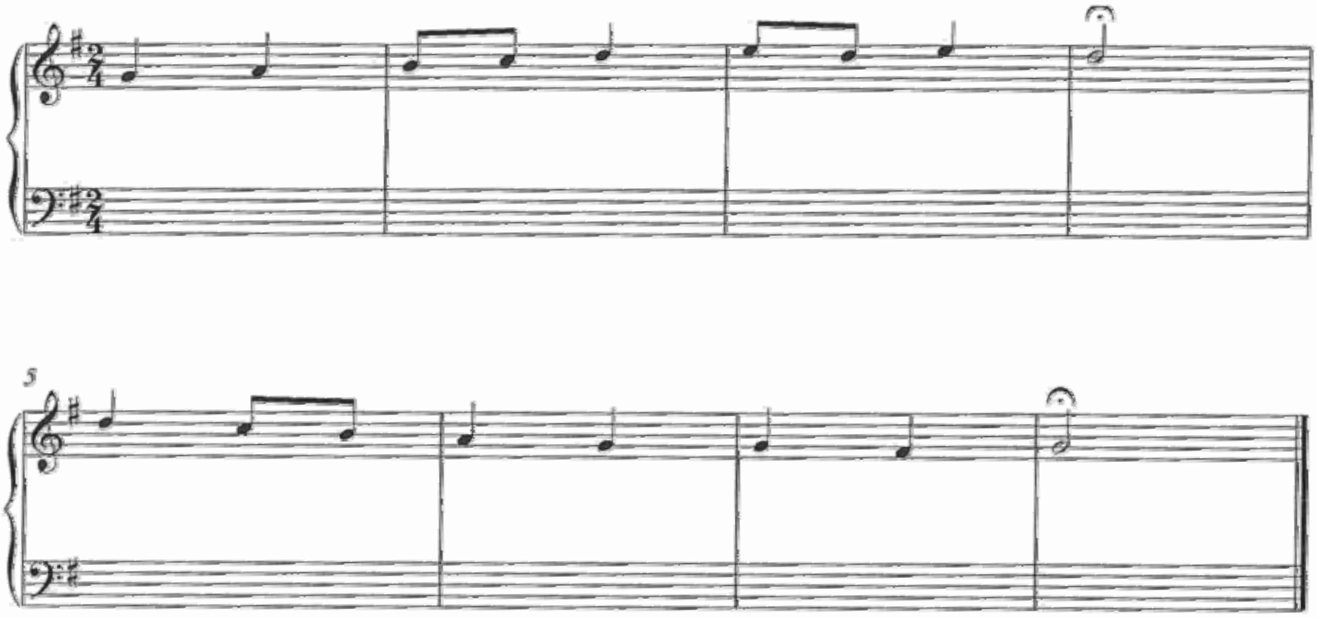
_____

_____

Candidate's Signature: _____

Harmonisation (30)

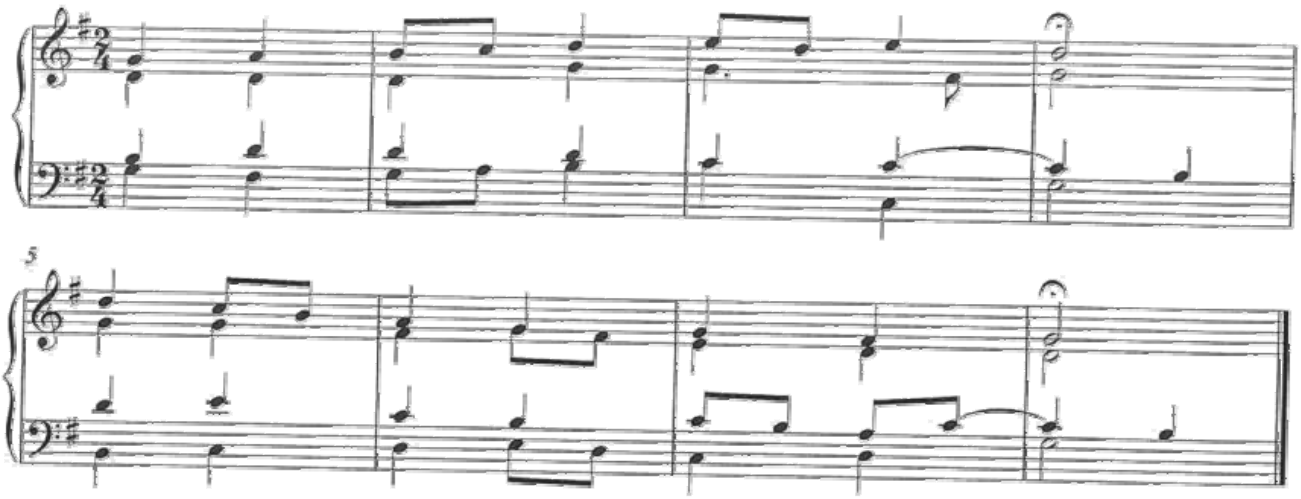
Harmonise the following chorale by adding an alto, tenor and bass voice to the given soprano melody. Add appropriate non-chordal notes.



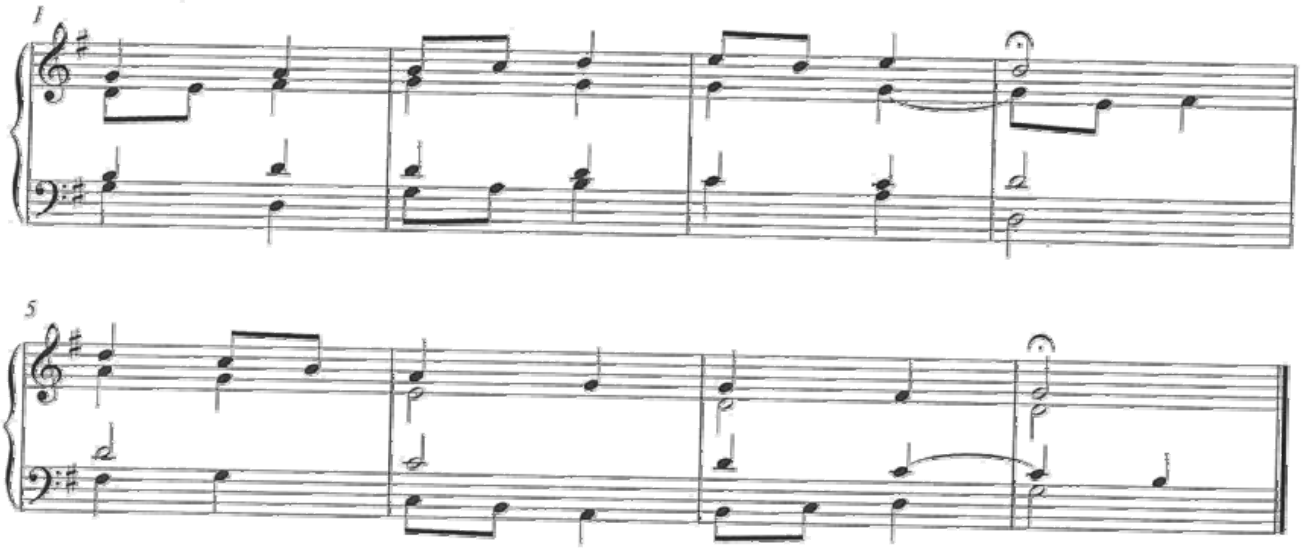
Description	Max .mark	Cand. mark
Progression	12	
Correctness	14	
General impression	4	
Total	30	

MEMO

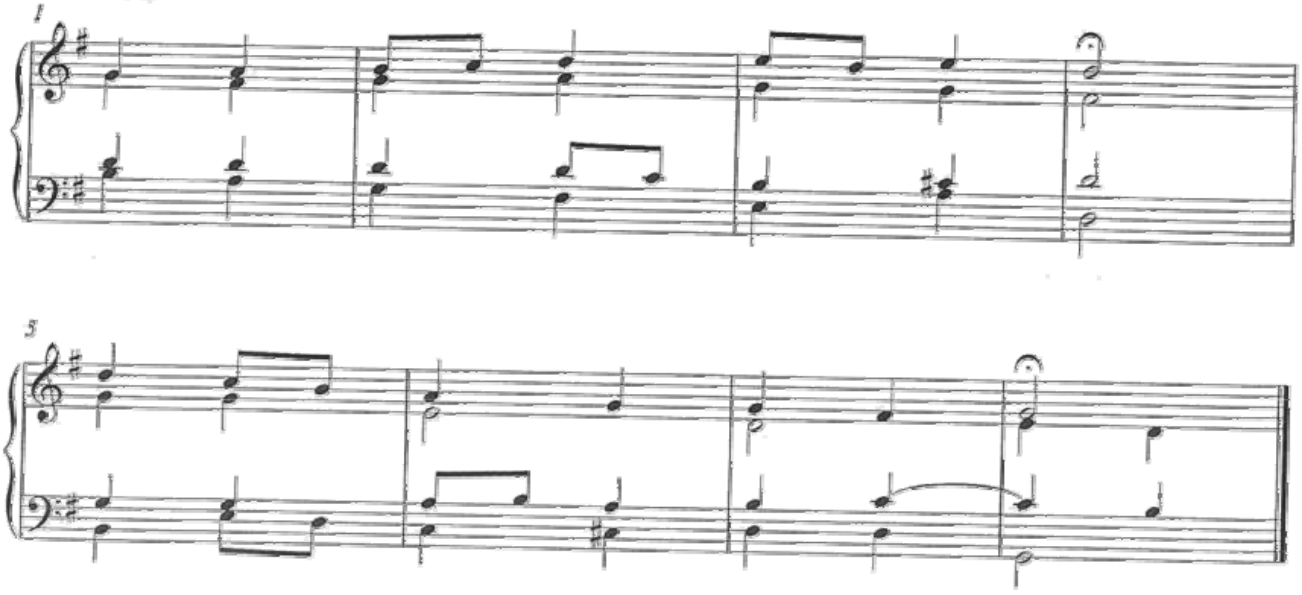
Model Answer 1



Model Answer 2



Model Answer 3



NEW KNOWLEDGE – COMPLIMENTS CLASS OF 2016

Mozart, by using his hands, was able to play a keyboard

Mendelssohn became seasick, but could still appreciate the scenery

Hierdie werk was baie persoonlik vir Mendelssohn, want hy het tot gewaag om op 'n Sondag klavier te speel, wat onwettig was in daardie tyd.

You find them singing different parts, but in a good way.

Development is when you develop something. E.g. RDP – that is a Development House we have been given by the Government

Papageno – the birth catcher

SAMRO is like the ultimate "muscle-for-hire for musicians.

SAMRO stands for:

- SA Music oral
- SA Music Rondo opera
- SA Membrane Rose Organisation
- SA Monophonic Reanophonic Odiophones
- SA Music Revenue Occupation

Minnet and Trio – 2 people make movement together.

Mendelssohn created a Hebrides when he saw the king while he was having a trip on the sea.

Melody – for male organ, because it's the male / Melody was written for a mail voice / baroc piano.

Mendelssohn was a man that created many a thing in music. He is the owner of Fingal's Cave.

Pastoral symphony was composed by Beethoven, the son of Mozart.

Hebrides talk about how woman got married in a proper manner. The rain is falling in a quiet place where people are about to get married.

Mendelssohn was the man living in the cave long time. They need something in this cave.

Hebrides started in December 1830 when he was in a cave with his sister.

Mendelssohn started writing something that happened during his trip. He started this process during the Baroque era and by Classical and Romantic era he was still alive.

Der Holle Rache – the only classical music most people in the world have heard, is a "bow down bitches'" aria sung by the main female antagonist.

Aria: Osies and Iosis.

Mozart attended the Mannheim School for Boys.

Type of interval – Rondy Goodrum.

Ritardand – pica la pico.

Grade 12 Music - Portfolio Task 2

Music Literacy Assessment

Schools Name: _____

Candidate's Name: _____

MARKS:

Harmonic Analysis	**20**	_____
Harmonisation	**30**	_____
Total	**50**	_____
%		_____

Teacher's Signature: _____

Moderator's Signature: _____

Date: _____

Comments:

_____

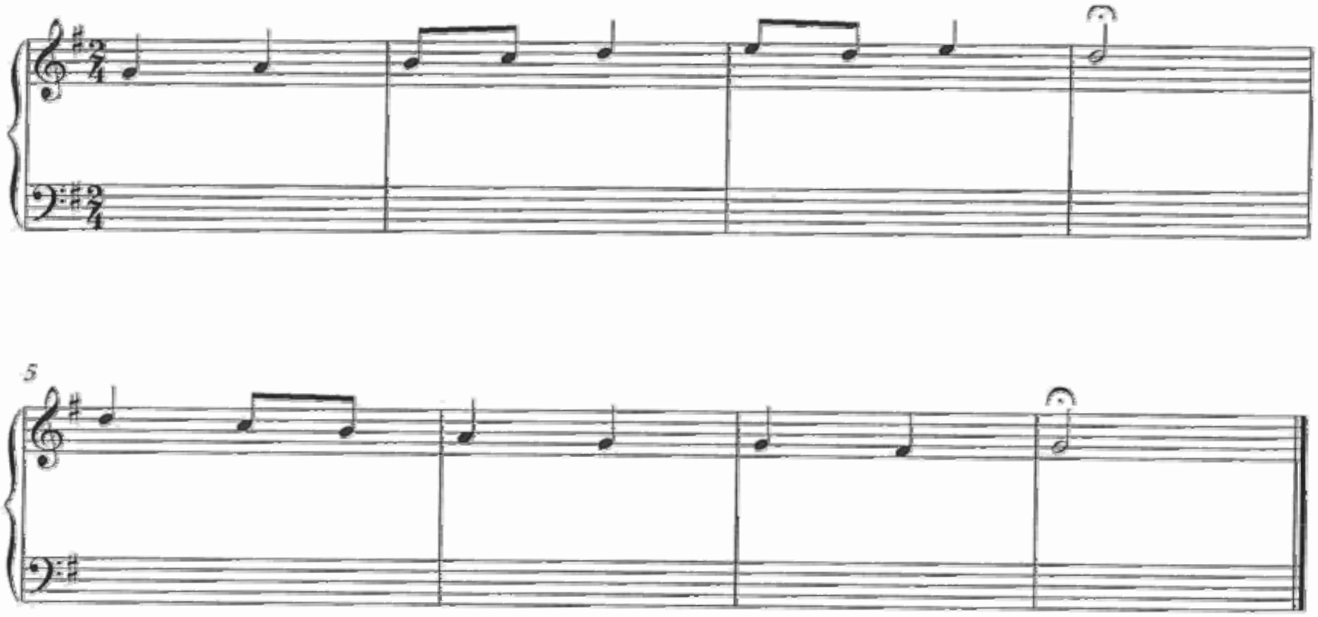
_____

_____

Candidate's Signature: _____

Harmonisation (30)

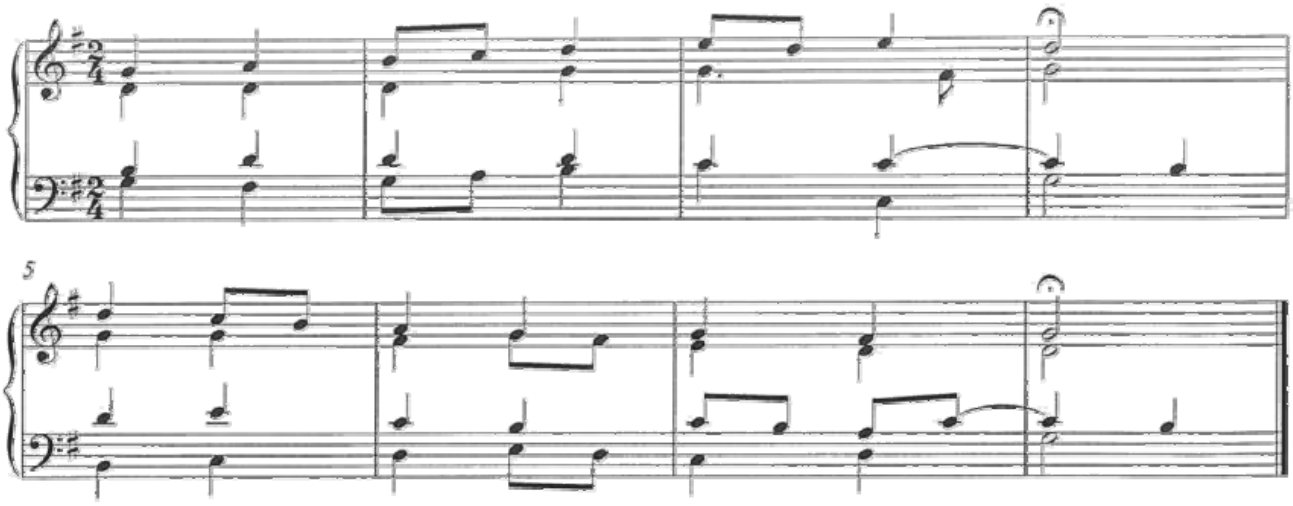
Harmonise the following chorale by adding an alto, tenor and bass voice to the given soprano melody. Add appropriate non-chordal notes.



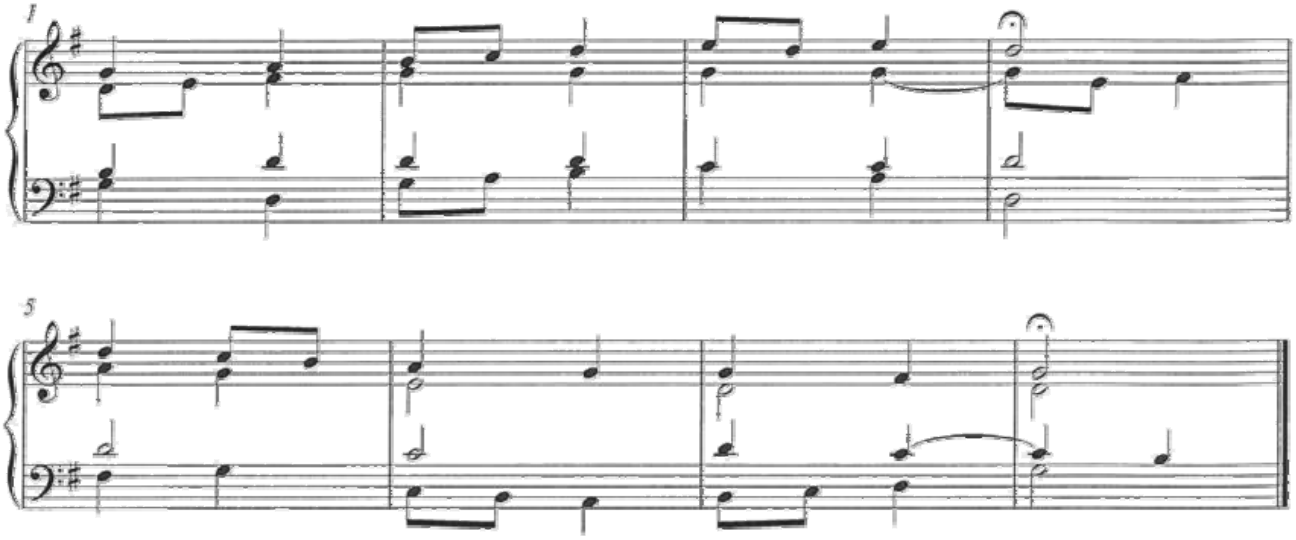
Description	Max .mark	Cand. mark
Progression	12	
Correctness	14	
General impression	4	
Total	30	

MEMO

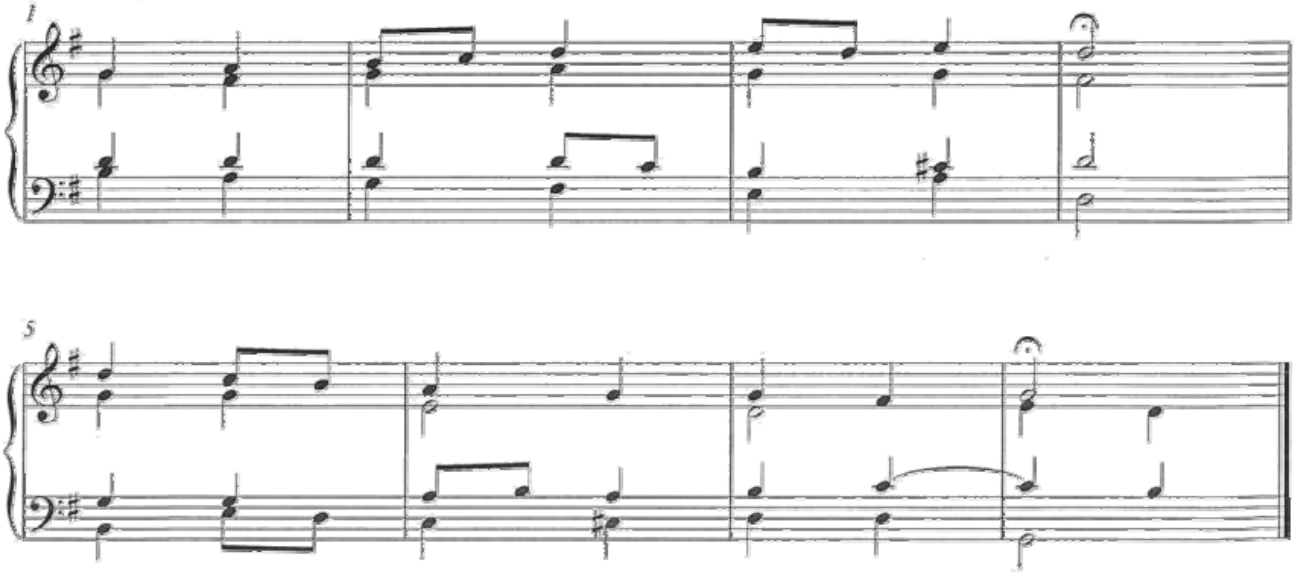
Model Answer 1



Model Answer 2



Model Answer 3



Grand Total: 50 marks

Grade 11 Music - Portfolio Task 2

Music Literacy Assessment

Schools Name: _____

Candidate's Name: _____

MARKS:

Harmonic Analysis	**20**	_____
Harmonisation	**30**	_____
Total	**50**	_____
%		_____

Teacher's Signature: _____

Moderator's Signature: _____

Date: _____

Comments:

_____

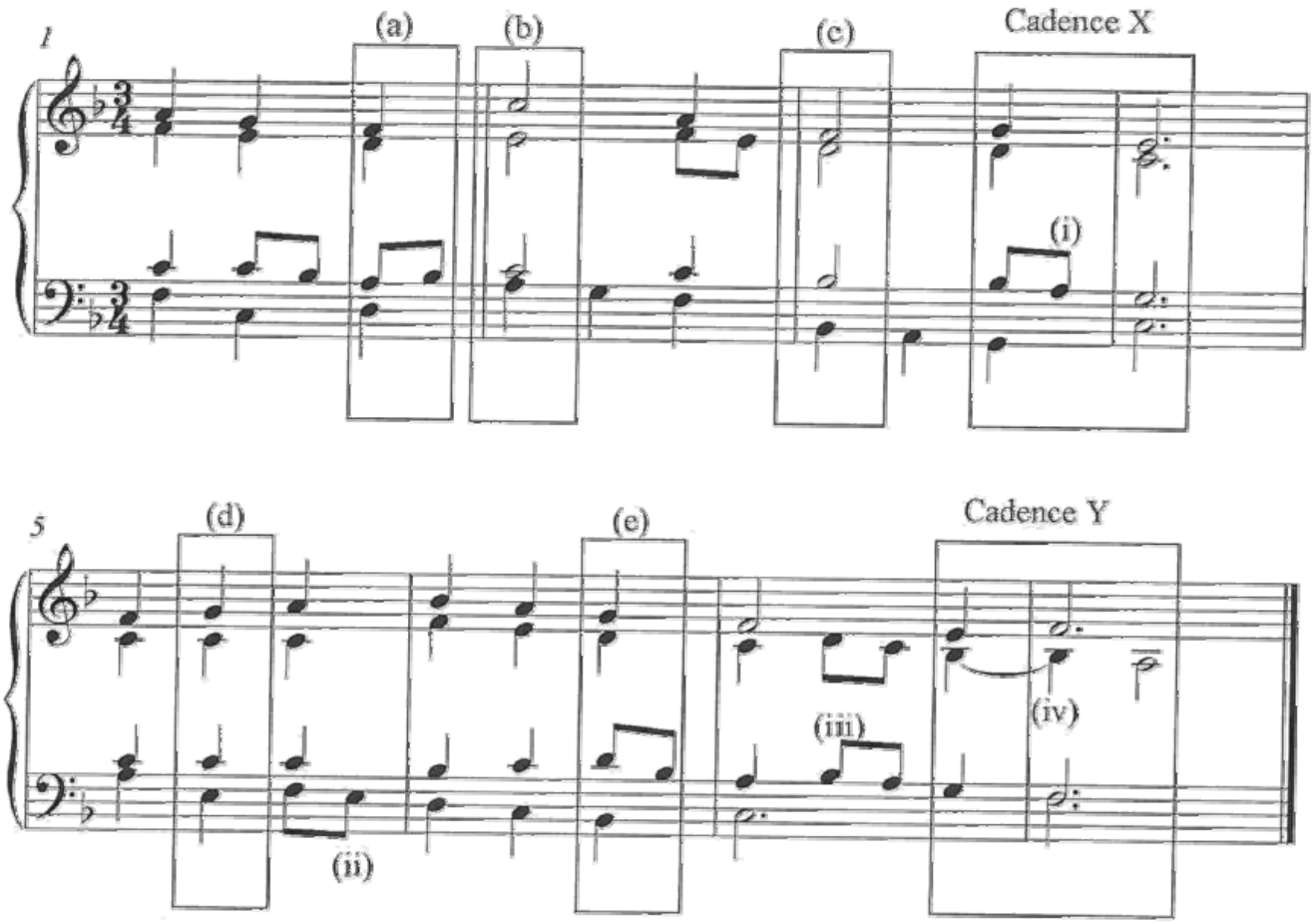
_____

_____

Candidate's Signature: _____

Harmonic Analysis (20)

Study the *Chorale* below and answer the questions that follow.



1. Figure the chords marked (a)-(e) on the score. (10)

2. Figure and name the Cadence X and Y.(6):

(X) _____

(Y) _____

3. Name the types of non-chordal notes at (i)-(iv).(4)

(i)_____ (ii) _____

(iii) _____ (iv) _____

Grade 12 Music - Portfolio Task 2

Music Literacy Assessment

Schools Name: _____

Candidate's Name: _____

MARKS:

Harmonic Analysis	20	_____
Harmonisation	30	_____
Total	50	_____
%		_____

Teacher's Signature: _____

Moderator's Signature: _____

Date: _____

Comments:

_____

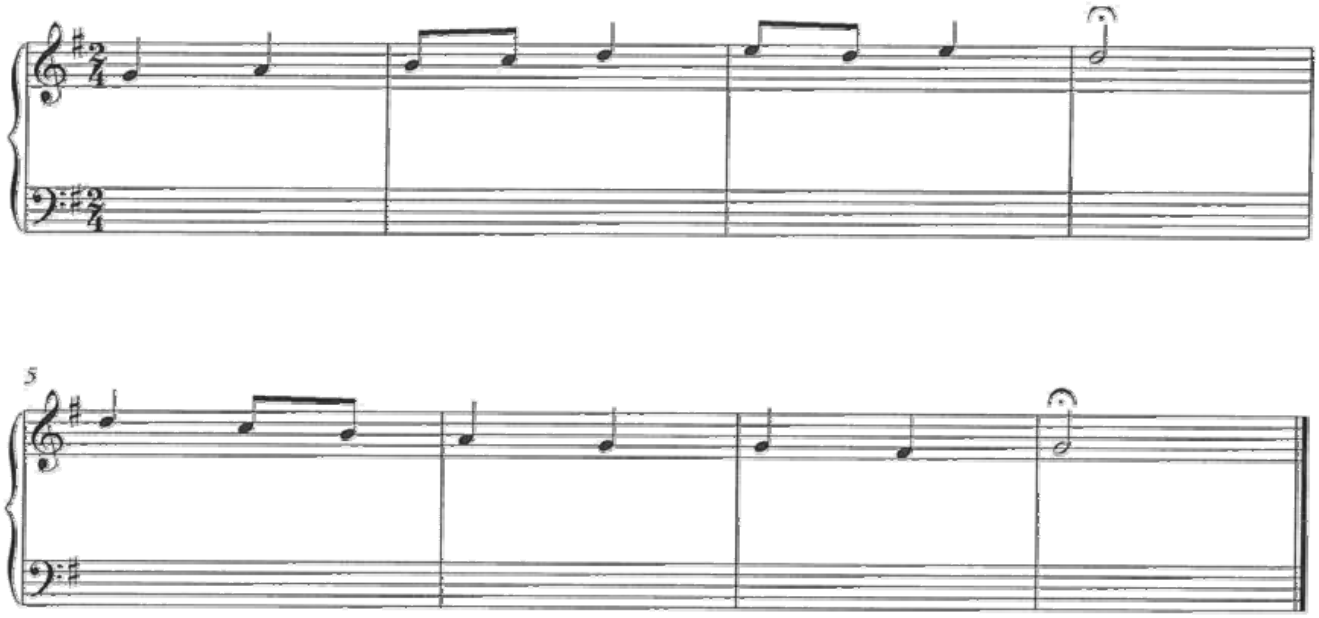
_____

_____

Candidate's Signature: _____

Harmonisation (30)

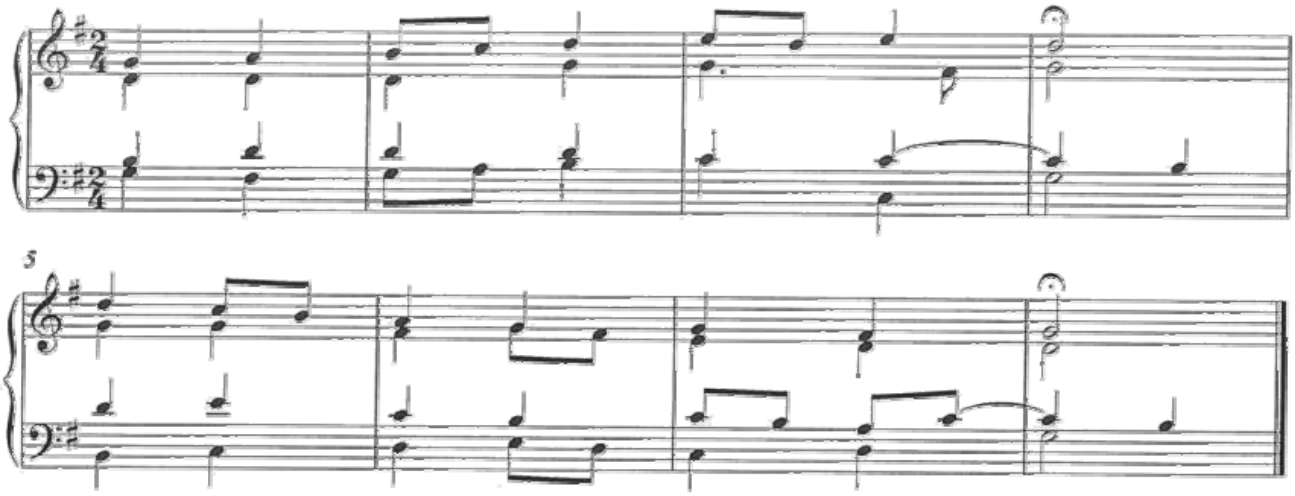
Harmonise the following chorale by adding an alto, tenor and bass voice to the given soprano melody. Add appropriate non-chordal notes.



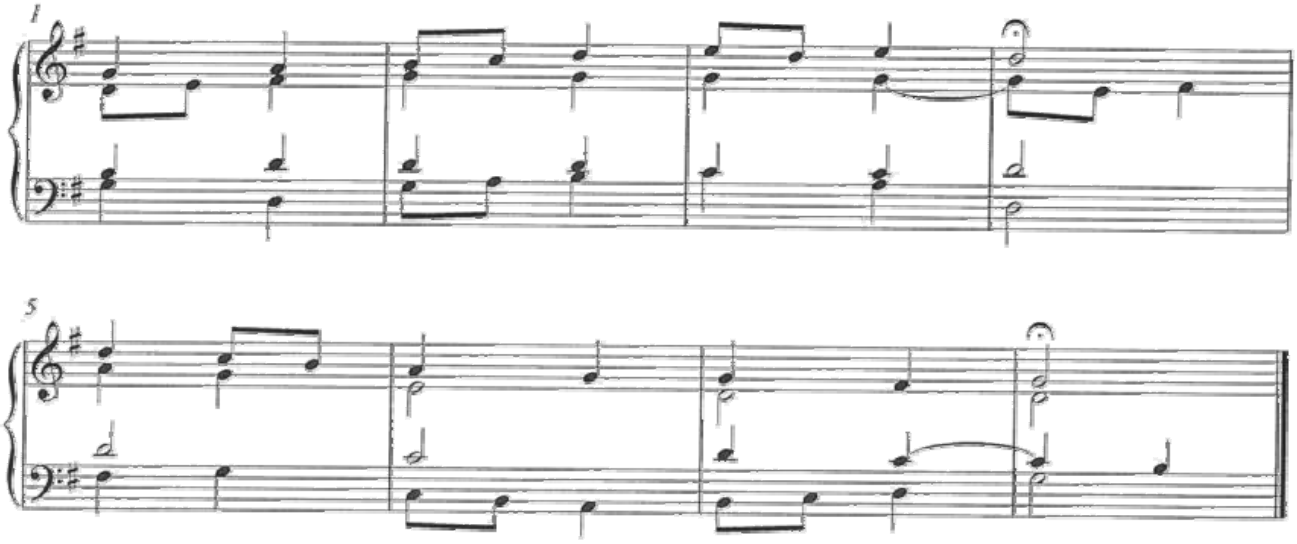
Description	Max .mark	Cand. mark
Progression	12	
Correctness	14	
General impression	4	
Total	30	

MEMO

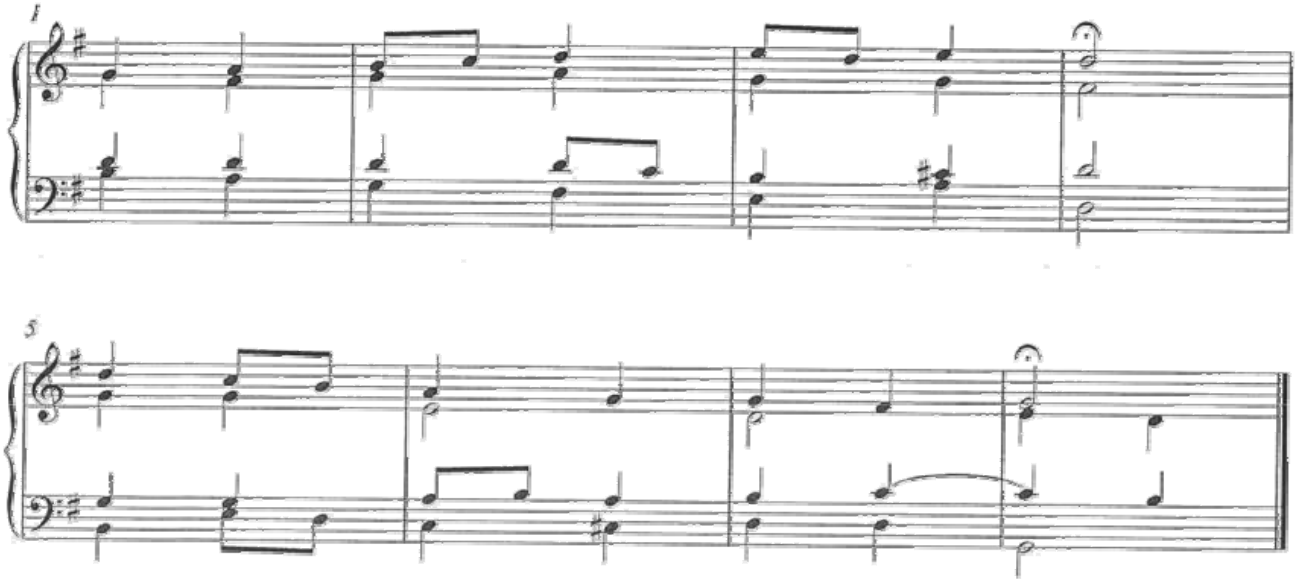
Model Answer 1



Model Answer 2



Model Answer 3



222 Struben Street, Pretoria, 0001
Private Bag X895, Pretoria, 0001, South Africa
Tel: 012 357 3000 • Fax: 012 323 0601

Private Bag X9035, Cape Town, 8000, South Africa
Tel: 021 486 7000 • Fax: 021 461 8110
Call Centre: 0800 202 933

ISBN 978-1-4315-3112-7

Department of Basic Education

www.education.gov.za

www.twitter.com/dbe_sa

www.facebook.com/BasicEd