

Learning Area:	Music
Extension Certificate Title:	MUSIC COUNT US IN: National Song Writing Competition
Task Details:	<p>(Please include your name and year level on the document you submit to your teacher. No group work is accepted.)</p> <p>Help us write the song that stops the nation!!</p> <p>Music: Count Us In (MCUI) is Australia’s biggest school initiative; celebrating music and music education across the country. 2022, will be MCUI’s 16th year. The program comes together on our national Celebration Day when hundreds of thousands of students from all over Australia come together online to sing the same song, on the same day, at the same time. Winners of the MCUI National Song Writing Competition will help us write the MCUI Program Song.</p> <p>About the MCUI Program Song: The program song will be learned and performed by students of all ages and abilities. We are looking for song entries written by students that are catchy, optimistic and upbeat. Your song should be positive and not too tricky. It can be in any style or genre but remember to consider what will be popular amongst young people all over the country. Submission that demonstrates your ability to write for young people.</p> <p>Lyrics: What would you like to hear more than half a million young people sing about? We would love to receive entries about diversity, resilience, inclusion, community, singing, music and making music together, but we would also like to hear about what is important to you. Think about issues that are important to you and other young people when you are writing.</p> <p>Guidelines:</p> <ul style="list-style-type: none"> • You must work on your own • Your song (or song idea/excerpt) should be 2mins – 4mins in length • Write in a key that is approachable for beginner singers (i.e. C, F, G or D major etc.) • Keep the time signature straightforward (i.e. 4/4, 6/8 or 3/4 etc.) • Write within a range that suits young voices (i.e. Middle C – D an octave above) <ul style="list-style-type: none"> • Submit an MP3 and lyrics to your Music teacher <p>Additional Information can be found at:</p> <p>Contact us with any questions – rachel@musicaustralia.org.au Website: https://musiccountusin.com/s/</p>
Victorian Curriculum Content Descriptors:	<p>Evaluate a range of performances and compositions to inform and refine their own music making (VCAMUR045)</p> <p>Analyse a range of music from contemporary and past times, including the music of Aboriginal and Torres Strait Islander peoples to explore differing viewpoints, enrich their music making, and develop understanding of music practice in local, national and international contexts (VCAMUR046)</p>

Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions ([VCAMUM042](#))

Plan, develop, and notate compositions with an understanding of style and convention ([VCAMUM043](#))

Resources Required:

Instrument, recording equipment and manuscript.

Assessment Criteria Rubric

(Please note this is an 80% pass rate. If you would like to resubmit you have 7 days to do so)

	Explore and Express Ideas	Music Practices	Present and Perform	Respond and Interpret
4	The competition brief was clearly understood as the student wrote a song that met all key requirements. The lyrics were thoughtful, meaningful, positive and delivered a clear message.	All of the compositional requirements of the task were attended to and the student formally notated the melody and harmony of their piece including the time signature and correct key.	The MP3 recording was of an excellent standard. The student performed all parts of the piece with a strong sense of musicianship.	The student listened to and evaluated the effectiveness of 4 or more previous competition winning songs and documented their analysis in a 400-word response of learnings.
3	The competition brief was soundly understood as the student wrote a song that met most of the key requirements. The lyrics were thoughtful, meaningful, positive and delivered a clear message.	Some of the compositional requirements of the task were attended to and the student formally notated aspects of the melody and harmony of their piece.	The MP3 recording was of a very good standard standard. The student performed all parts of the piece with a strong sense of musicianship.	The student listened to and evaluated the effectiveness of 3 previous competition winning songs and documented their analysis in a 300-word response of learnings.
2	The competition brief was suitably understood as the student wrote a song that met some of the key requirements. The lyrics were thoughtful, meaningful, positive and delivered a clear message.	The compositional requirements of the task were attended to although not formally notated. The student used chords to indicate the key and progression of the piece.	The MP3 recording was of a good standard. The student performed one or more parts of the piece with sense of musicianship.	The student listened to and evaluated the effectiveness of 2 previous competition winning songs and documented their analysis in a 200-word response of learnings.
1	The competition brief was reasonably understood although key requirements of the brief were lacking in the song. The lyrics delivered an important message but needed further development.	The student did not notate the melodic or harmonic elements of their piece but could articulate these feature to their teacher.	The MP3 recording was of a reasonable standard. The student performed one or more parts of the piece, but the performance lacked a sense of musicianship.	The student listened to and evaluated the effectiveness of 1 previous competition winning song and documented their analysis in a 100-word response of learnings.
0	An understanding of the competition brief was not demonstrated in the message and lyrical content of the song. The brief needs further consideration and exploration.	No composition knowledge of melody or harmony was presented to the teacher.	The MP3 recording was either not submitted or a poor quality that did not do justice to the piece.	An analytical written response of learnings was not provided.

Once this task has been submitted, your subject teacher will do an initial assessment and moderate with a Learning & Teaching Leader to ensure a fair and equitable result. The subject teacher will communicate your result to you and if you receive an 80% or above you will be awarded your Extension Certificate. If you do not reach the 80% pass rate you will have 7 days to resubmit to achieve the 80% pass rate.