



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

MUSIC

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2021

These guidelines consist of 39 pages.

TABLE OF CONTENTS

	Page
1. INTRODUCTION	3
2. TEACHER AND LEARNER GUIDELINES	3
2.1 How to administer PATs	3
2.2 Summary of requirements	4
2.3 Summary of assessment	4
3. SPECIFIC REQUIREMENTS FOR PATs	4
4. DETAILED DESCRIPTIONS OF PATs	5
4.1 PAT 1 – Options 1, 2 and 3	5
4.2 PAT 2 – Options 1 and 2	7
5. EXAMPLES OF PATs AND ASSESSMENT TOOLS	8
5.1 PAT 1 – Concert Performance	8
5.2 PAT 1 – Programme Notes	12
5.3 PAT 1 – Business Plan	16
5.4 PAT 1 – Examples for Improvisation	17
5.5 PAT 2 – Composition	33
5.6 PAT 2 – Arrangement	34
5.7 PAT 2 – Examples for Arrangement	35
6. DECLARATION OF AUTHENTICITY	37
7. SUGGESTED RESOURCES	38
8. CONCLUSION	39

1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects which contain a practical component, all include a practical assessment task (PAT). These subjects are:

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology, Technical Sciences, Technical Mathematics
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the final promotion mark. The PATs are implemented across the first two terms of the school year. This may be broken down into different phases or a series of smaller activities that make up the PAT. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. in a test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners have a PAT mark at the end of the school year. The planning and execution of the PAT differs from subject to subject.

2. TEACHER AND LEARNER GUIDELINES

2.1 How to administer the PATs

- Music has TWO practical assessment tasks (PATs) which carries a weight of 25% of the final promotion mark. Test 1 (Term 1), and Preliminary Examinations (Term 3) make up the school-based assessment (SBA) mark which also carries a weighting of 25% of the final promotion mark.
- The PATs ensure that the teacher directly and systematically observes learners' acquired competences, which include practical performance and improvisation skills, and notated creative output.
- The PATs are to be completed during the first two terms of the Grade 12 year. The planning and completion of the PATs may be done at the teacher's discretion, and in any order.
- The practical tasks of PAT 1 must be done in the form of a single concert performance while the written tasks of PAT 2 may be done as a series of smaller tasks over several weeks.
- The PATs correspond closely with the curriculum material for Music and form part of the teaching and assessment activities.
- At least 40% of PAT 2 must be done in class under supervision of the teacher, who must authenticate the work as the learner's own.
- The examples in this PAT document serve as a basic guideline only. Teachers may compile their own PATs which are more appropriate in their own specific contexts. These PATs must be of the same standard as the examples given here.
- If there is only one Music teacher at a school, all the performance-based tasks (PAT 1 and the practical examinations) must be assessed with a Music teacher from a neighbouring school, the subject advisor or an independent music specialist.
- Comprehensive and appropriate moderation practices at school, district and provincial levels must be in place for the quality assurance of the PATs.

2.2 Summary of requirements

The PATs, test, preliminary examinations and final external examinations form the final mark for Grade 12 Music.

2.3 Summary of assessment

TERM	COMPONENTS			FINAL MARK
PATs (In any order)				
1–2	PAT 1: Concert Performance OR Improvisation OR Indigenous African Music Performance	50		100
1–2	PAT 2: Composition OR Arrangement	50	100	
SBA				
1	TEST: Literacy GMK Comprehension	40 40 20	100	400 ÷ 4 = 100
3	EXAMINATION: Practical Examination P3 Paper 1 (Literacy & GMK) Paper 2 (Music Comprehension)	150 120 30	300	
FINAL EXTERNAL EXAMINATIONS				
4	Practical Examination P3 Paper 1 (Literacy & GMK) Paper 2 (Music Comprehension)	150 120 30	300	300 x 2 ÷ 3 = 200
Promotion Total				400
%				100

3. SPECIFIC REQUIREMENTS FOR PATs

PAT	DESCRIPTION	MARKS	
PAT 1	Concert Performance: <ul style="list-style-type: none"> THREE (3) performance options: Repertoire piece (one performance-ready piece) OR Improvisation (24 bars) OR Indigenous African music performance (music, dance, spoken text) Written programme notes on the performed piece Business plan 	30 10 10	50
PAT 2	Composition OR Arrangement: <ul style="list-style-type: none"> A minimum of 24 bars Handwritten or printed detailed score or lead sheet in musical notation (For the indigenous African music performance written instructions for dance and/or spoken text must accompany the notated score. The composition must be a different piece than in PAT 1.) 	50	50
TOTAL FOR PATs			100

4. DETAILED DESCRIPTIONS OF PATs

4.1 PAT 1: Concert performance

There are **THREE (3)** options below. Candidates have to choose only **ONE (1)**.

Assessment

- The concert performance, the written programme notes and the business plan must be assessed by at least **TWO (2)** Music teachers/specialists.
- Evidence of the assessment of the concert performance, the written programme notes and the business plan must be placed in each learner's file.

4.1.1 Performance option 1 – Repertoire Piece (50)

Performance (30)

Each learner must perform **ONE (1)** piece in a concert or performance class. This piece must be polished and performance-ready, and should form part of his/her final practical examination repertoire.

Programme notes (10)

Each learner must write programme notes of 120–150 words on the piece performed. The information should include reference to the composer, historical facts, the form and relevant style characteristics of the piece.

Business plan (10)

Each learner must present a written plan for the concert pertaining to budget and copyright.

- **Budget:** The budget should include the pricing structure of a recognised concert venue for the specific style of music, artists' fees, copyright fees and any extras (hiring of instruments/lighting/sound technicians, etc.).
- **Copyright:** A completed application form for the performance rights of the specific work must be included regardless of how old the composition is. In the case of a new work a completed copyright registration application must be included.

4.1.2 Performance option 2 – Improvisation (50)

Performance (30)

Each learner must perform **ONE (1)** improvisation of a minimum of 24 bars in a concert or performance class while being accompanied by a suitable instrument(s) or backtrack.

- **Timeframe:** The accompaniment material (chord progression or backtrack) for the improvisation must be provided to the learner at least two weeks prior to the actual improvisation performance in order for the learner to prepare.
- **Actual performance:** During the actual performance the learner may only have the chord progression, chord chart or lead sheet in front of him/her. The accompaniment must be played once as an introduction and then it must be repeated while the learner improvises. For percussion instruments the accompanying rhythm must be played throughout.
- **Instruments:**
 - (a) All performances must include melodic and rhythmic improvisation, except for non-melodic percussion instruments.
 - (b) Guitar, piano, keyboard and organ performances may consist of single-line improvisations, as will be the case on all wind, brass and string instruments.
 - (c) Learners performing on transposing instruments must take care to prepare their improvisation in the correct key so that it matches the accompaniment in concert pitch. Separate chord charts/lead sheets must be provided for all transposing instruments.
- **Style:** The style of the improvisation is not prescribed. The teacher may provide suitable material relevant to the style of music that the learner studies.

Programme notes (10)

Each learner must write programme notes of 120–150 words in which they explain the musical features of their improvisation. This must include form, harmony, melodic variation, rhythmic variation, ornamentation and standard compositional techniques.

Business plan (10)

Each learner must present a written plan for the concert pertaining to budget and copyright.

- **Budget:** The budget should include the pricing structure of a recognised concert venue for the specific style of music, artists' fees, copyright fees and any extras (hiring of instruments/lighting/sound technicians, etc.).
- **Copyright:** A completed application form for the performance rights of the specific work must be included regardless of how old the composition is. In the case of a new work a completed copyright registration application must be included.

4.1.3 Performance option 3 – Indigenous African Music Performance (50)**Performance (30)**

Learners must present an Indigenous African Music Performance in a performance class. This performance must include indigenous instrumental and/or vocal music, dance and/or story-telling and/or drama and must express the role of music in Indigenous African life. **The group of learners must not exceed six (6).** Each learner must be an active participant in at least the musical aspect(s) of the performance. A specific culture/tradition must be represented. The style of music must not be folkloric (*itizibili*). The performance must last a maximum of SEVEN (7) minutes. This piece must be polished and performance-ready, and should form part of his/her final practical examination repertoire.

Programme notes (10)

Each learner must write programme notes of 120–150 words on the music and dance performance. The information should include reference to the origin, specific stylistic and traditional features related to the chosen music and dance as well as the context within daily life, i.e. recreation, work, initiation and worship activities. Performance notes should also be reflexive, e.g. learners could write notes on how they planned the performance or presentation and experienced learning the piece and dance movements such as technical difficulties, organising the ensemble, dance and instrumentation.

Business plan (10)

Each learner must present a written plan for the concert pertaining to budget and copyright.

- **Budget:** The budget should include the pricing structure of a recognised concert venue for the specific style of music, artists' fees, copyright fees and any extras (e.g. hiring of instruments/lighting/sound technicians)
- **Copyright:** A completed application form for the performance rights of the specific work must be included regardless of how old the composition is. In the case of a new (musical) work/song a completed copyright registration application must be included.

OR

4.2 PAT 2: Composition or arrangement

There are **TWO (2)** options below. Candidates have to choose only **ONE (1)**.

Assessment

- The composition or arrangement must be assessed by at least **TWO (2)** Music teachers/specialists.
- Evidence of the assessment of the composition or arrangement and the work itself (in the form of a score, lead sheet or recording) must be placed in each learner's file for moderation purposes.

4.2.1 Composition option 1 (50) OR Arrangement option 2 (50)

Each learner must compose or arrange a piece of music according to the following criteria.

Scope

The minimum required length is 24 bars.

The following time signatures are accepted: 3/4, 4/4, 6/8, 9/8, 12/8.

Instrumentation

Choose between the following instrumentation options:

- Keyboard instrument
- Keyboard instrument and solo instrument
- A song with accompaniment
- Jazz combo
- Mixed choir (SATB, TTBB, SSA, TTB)
- Any combination of at least **THREE/FOUR (3/4)** instruments
- Classical/African percussion for at least **THREE (3)** instruments
- Instrumental or vocal music, dance and story-telling for IAM expressing the role and function of music in African life, e.g. recreation, work, initiation and worship songs.

Style

The composition/arrangement must have a tonal harmonic basis and a clear melodic line in a homophonic or polyphonic texture. Compositions/Arrangements for percussion instruments must be organised around rhythmic principles that pertain to the instrument(s).

Score

- The use of appropriate notation software is encouraged.
- Each learner must submit a detailed score or lead sheet neatly handwritten or printed. This score must include performance directions such as tempo, dynamic, articulation and character indications.
- For a jazz combo the score may be replaced by a live recording together with a detailed performance chart (lead sheet with notated melodies, specific chords, rhythms as well as chord symbols).
- The mixed choir score may be written in tonic solfa.

5. EXAMPLES OF PATs AND ASSESSMENT TOOLS

5.1 PAT 1: Concert performance

PAT 1 (OPTION 1): CONCERT PERFORMANCE – Single Piece		
TOTAL MARK PAT 1:		
Performance ____/30 + Programme Notes ____/10 + Business plan ____/10 = ____/50		
Record of Assessment: PERFORMANCE		Total: ____/30
Learner's name	Date	
Composer and title	Instrument	
INSTRUCTIONS		
Perform ONE (1) piece in a concert or performance class. This piece must be polished and performance-ready. The piece should form part of the final practical examination programme.		
PERFORMANCE CRITERIA	MAXIMUM MARK	LEARNER'S MARK
Fluency and accuracy	20	
Musicality; stylistic understanding; interpretation	20	
General: * Tone production/Touch * Intonation * Technical competence * Appropriate tempo * Stage presence	20	
Subtotal	60	
Performance Total (60 ÷ 2 = 30)	30	
Comments		
Teacher 1: Name and signature		
Teacher 2: Name and signature		

ASSESSMENT TOOL FOR PERFORMANCE (OPTION 1)

FLUENCY; ACCURACY	STYLISTIC SENSE; MUSICAL UNDERSTANDING/ INTERPRETATION	GENERAL
20 (18–20) EXCELLENT Accurate, fluent and precise playing	20 (18–20) EXCELLENT Clear understanding of the required style; excellent projection and communication of the meaning of the music	20 (18–20) EXCELLENT Excellent tone production, touch, intonation, technical competence and suitable tempo, stage presence
(14–17) GOOD Mainly accurate and fluent playing	(14–17) GOOD Good sense of performance in the required style; good understanding and communication of the meaning of the music	(14–17) GOOD Good tone production, touch, intonation, technical competence, tempo, stage presence
(10–13) AVERAGE Essentially accurate with adequate fluency	(10–13) AVERAGE A fair sense of the required style; partially successful in communicating the meaning of the music	(10–13) AVERAGE Fair tone production, touch, intonation, technical competence, tempo, stage presence
(6–9) ACCEPTABLE Tentative tempo, pulse often not clear, frequent hesitations, limited level of accuracy	(6–9) ACCEPTABLE Performance shaky and lacking a sense of style; little musical understanding	(6–9) ACCEPTABLE Some idea of tone production, touch, intonation, technical competence, tempo, stage presence
(0–5) UNACCEPTABLE Very poor continuity with frequent stumbles, restarts and/or stoppages, very little accuracy, many errors	(0–5) UNACCEPTABLE Style just vaguely discernible; lacking musical sense	(0–5) UNACCEPTABLE Lacking tone production, touch, intonation, technical competence, tempo, stage presence

PAT 1 (OPTION 2): CONCERT PERFORMANCE – Improvisation

TOTAL MARK PAT 1:

Performance ____/30 + Programme Notes ____/10 + Business Plan ____/10 = ____/50

Record of Assessment: IMPROVISATION PERFORMANCE

Total: ____/30

Learner's name	Date
Improvisation option	Instrument

INSTRUCTIONS

- You may select any of **Options 1–6** and do a minimum of 24 bars of improvisation.
- You will receive a chord chart/lead sheet two weeks prior to the date of the actual improvisation performance for you to prepare the improvisation.
- No score other than the chord chart/lead sheet may be in front of you during the performance.
- The accompaniment will be played once as an introduction and then it will be repeated while you improvise.
- If possible, the improvisation can be recorded for future reference. Two teachers will assess the performance.
- The performance must include melodic and rhythmic improvisation, except for non-melodic percussion instruments where the focus will be on rhythm.
- Guitar, piano, keyboard and organ performances may consist of single-line improvisations, as will be the case on all wind, brass and stringed instruments.
- Learners performing on transposing instruments must take care to prepare their improvisations in the correct key. Separate chord charts/lead sheets will be provided for transposing instruments.
- The improvisation will be assessed according to the following rubric:

IMPROVISATION CRITERIA	MAXIMUM MARK		LEARNER'S MARK
	Rhythmic Improvisation	Melodic/Rhythmic Improvisation	
Melodic aspects * Scales/Modes, non-harmonic notes * Melodic motifs, melodic line/shape	-	10	
Rhythmic aspects * Rhythmic variation, complexity * Rhythmic motifs, rhythmic drive	20	10	
General * Creativity * Fluency, accuracy, technical competence * Intonation, tone production/touch	20	20	
Musicality and stylistic understanding/interpretation	20	20	
Subtotal	60	60	
Performance Total (60 ÷ 2 = 30)	30	30	

Comments

Teacher 1: Name and signature

Teacher 2: Name and signature

PAT 1 (OPTION 3): CONCERT PERFORMANCE – Indigenous African Music

TOTAL MARK PAT 1:

Performance ____/30 + Performance Notes ____/10 + Business Plan ____/10 = ____/50

Record of Assessment: IAM PERFORMANCE

Total: ____/30

Learner's name	Date
Improvisation option	Instrument

INSTRUCTIONS

1. Present an Indigenous African Music performance in a concert or performance class.
2. This performance must include indigenous instrumental and/or vocal music, dance and/or story-telling and must express the role of music in indigenous African life.
3. You must be an active performer at least in the musical aspect(s) of the performance.
4. A specific culture/tradition must be represented.

CRITERIA	MAXIMUM MARK	LEARNER'S MARK
Culture * Portraying understanding of the culture/tradition	10	
Dance/Movement and regalia * Appropriateness for the style/tradition/culture * Suitability of regalia	10	
Musicality * Melodic and rhythmic sense * Articulation, diction, technical competence * Intonation, tone production	30	
Instrumentation * Choice and handling of traditional instruments * Balance, support for voices	10	
Subtotal	60	
Performance Total (60 ÷ 2 = 30)	30	

Comments

Teacher 1: Name and signature

Teacher 2: Name and signature

PAT 1 (OPTION 2): CONCERT PERFORMANCE - Improvisation (continued)

Record of Assessment: PROGRAMME NOTES

Total: ____/10

Learner's name	Date
Composer and title	Instrument

INSTRUCTIONS

1. Write programme notes (120–150 words) in which you explain the musical features of your improvisation. This must include form, harmony, melodic variation, rhythmic variation, ornamentation and standard compositional techniques.
2. Marks will be awarded for content and presentation.

Comments
Teacher 1: Name and signature
Teacher 2: Name and signature

PAT 1 (OPTION 3): Indigenous African Music Performance (continued)

Record of Assessment: Performance Plan

Total: ____/10

Learner's name	Date
Composer and title	Instrument

INSTRUCTIONS

1. Construct a written plan for your performance. The plan should include reference to audience participation, costumes, the chosen music and traditional instruments.
2. Add a description of how you have gone about doing research on the music and dance.
3. Comment on the context of the proposed performance within daily life, i.e. recreation, work, initiation and worship activities.
4. Marks will be awarded for content and presentation.

Comments
Teacher 1: Name and signature
Teacher 2: Name and signature

ASSESSMENT TOOL FOR PROGRAMME NOTES (OPTIONS 1, 2 AND 3)

CONTENT AND PRESENTATION 10
(9–10) EXCELLENT Coherent, accurate, comprehensive
(7–8) GOOD Mostly coherent, mostly accurate, detailed
(5–6) AVERAGE Fairly coherent, fairly accurate, some detail
(3–4) ACCEPTABLE Some coherence, little accuracy, lacking detail
(0–2) UNACCEPTABLE No sense, inaccurate, incomplete

5.3 PAT 1: Concert performance – Business plan

PAT 1: CONCERT PERFORMANCE (OPTIONS 1, 2 and 3) (continued)	
Record of Assessment: BUSINESS PLAN	Total: _____/10
Learner's name	Date
Composer and title	Instrument
INSTRUCTIONS	
1. Present a written plan for the concert performance pertaining to budget and copyright. 2. Budget: Draw up a budget for the concert performance. It should include the pricing structure of a recognised concert venue for the specific style of music, artists' fees, copyright fees and any extras such as hiring of instruments/lighting/sound technicians, etc. 3. Copyright: Complete an application form for the performance rights of the specific work regardless of how old the composition is. In the case of a new work complete a copyright registration application. 4. Marks will be awarded for content and presentation.	
Comments	
Teacher 1: Name and signature	
Teacher 2: Name and signature	

ASSESSMENT TOOL FOR BUSINESS PLAN (OPTIONS 1, 2 and 3)

BUDGET (LIST DETAILING EXPENSES) 15	COPYRIGHT (RELEVANT APPLICATION FORMS COMPLETED) 5
(12½–15) EXCELLENT Coherent, comprehensive	(5) EXCELLENT
(10½–12) GOOD Mostly coherent, detailed	(4) GOOD
(9–10) AVERAGE Fairly coherent, some detail	(3) AVERAGE
(6–8) ACCEPTABLE Some coherence, lacking detail	(2) ACCEPTABLE
(0–5) UNACCEPTABLE No sense, incomplete	(0–1) UNACCEPTABLE
Total: (20 ÷ 2) = 10	

5.4 PAT 1: Examples for improvisation

The examples for improvisations in this PAT document serve as a basic guideline only, and are options based on the following progressions:

OPTION	PROGRESSION
1 and 2	Blues
3	Baroque
4 and 5	Chordal progressions common in modern African constructs: marabi, kwela and mbaqanga
6	Non-melodic improvisation

Teachers may compile their own lead sheets which may be more appropriate to their own specific contexts. Their self-generated PATs must be of the same standard as the examples given in this document

IMPROVISATION (samples)

OPTION 1

Piano accompaniment

EXAMINATION BLUES

Blue, but not hopeless ♩ = 116 - 124

F: I I I V⁷/IV

5 B^b B^b F F

IV IV I I

9 C B^b F F

V IV I I

rit.

CHORD CHART/LEAD SHEET FOR TRANSPOSING INSTRUMENTS

EXAMINATION BLUES
Clarinet, Tenor/Soprano Saxophone, Trumpet in B^b

Blue, but not hopeless ♩ = 116 - 124

Musical staff for measures 1-4. The staff is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The notes are represented by diagonal slashes. Chords are indicated above the staff: G, G, G, G⁷.

G: I I I V/IV

Musical staff for measures 5-8. The staff is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The notes are represented by diagonal slashes. Chords are indicated above the staff: C, C, G, G. Measure numbers 5, 6, 7, and 8 are written at the beginning of each measure.

IV IV I I

Musical staff for measures 9-12. The staff is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The notes are represented by diagonal slashes. Chords are indicated above the staff: D, C, G, G. Measure numbers 9, 10, 11, and 12 are written at the beginning of each measure. The staff ends with a double bar line.

V IV I rit. 1

EXAMINATION BLUES
Alto Saxophone in E^b

Blue, but not hopeless ♩ = 116 - 124

Musical staff for measures 1-4. The staff is in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The notes are represented by diagonal slashes. Chords are indicated above the staff: D, D, D, D⁷.

D: I I I V/IV

Musical staff for measures 5-8. The staff is in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The notes are represented by diagonal slashes. Chords are indicated above the staff: G, G, D, D. Measure numbers 5, 6, 7, and 8 are written at the beginning of each measure.

IV IV I I

Musical staff for measures 9-12. The staff is in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The notes are represented by diagonal slashes. Chords are indicated above the staff: A, G, D, D. Measure numbers 9, 10, 11, and 12 are written at the beginning of each measure. The staff ends with a double bar line.

V IV I rit. 1

EXAMINATION BLUES
French Horn in F

Blue, but not hopeless ♩ = 116 - 124

C C C C⁷

C: I I I V/IV

5 F F C C

IV IV I I

9 G F C C

V IV I rit. 1

EXAMINATION BLUES
Piano, Keyboard, Guitar, Percussion
Concert pitch

Blue, but not hopeless ♩ = 116 - 124

F F F F⁷

F: I I I V/IV

5 B^bF F B^b F F

IV IV I I

9 C B^b F F

V IV I rit. 1

OPTION 2

Piano accompaniment

BLUES

Lively

The score is written in 4/4 time with a key signature of one flat (Bb). It consists of three systems of music, each with a treble and bass clef staff. The first system (measures 1-4) has chords: F7, Bb7, F7, Cm7, and F7. The second system (measures 5-8) has chords: Bb7, Bb7, Bdim7, F7, and F7. The third system (measures 9-12) has chords: Gm7, C7, F7, D7, Gm7, C7, and F7. The piece ends with a double bar line and the word "Fine".

Chord progression: F7, Bb7, F7, Cm7, F7, Bb7, Bb7, Bdim7, F7, F7, Gm7, C7, F7, D7, Gm7, C7, F7. Fine

CHORD CHART/LEAD SHEET FOR TRANSPOSING INSTRUMENTS

BLUES
Clarinet, Tenor/Soprano Saxophone, Trumpet in B^b

Lively

G⁷ C⁷ G⁷ Dm⁷ G⁷

5 C⁷ C⁷ C^{#dim7} G⁷ G⁷

9 Am⁷ D⁷ G⁷ E⁷ Am⁷ D⁷ G⁷ Fine

BLUES
Alto Saxophone in E^b

Lively

D⁷ G⁷ D⁷ Am⁷ D⁷

5 G⁷ G⁷ G^{#dim7} D⁷ D⁷

9 Em⁷ A⁷ D⁷ B⁷ Em⁷ A⁷ D⁷ Fine

BLUES
French Horn in F

Lively

C⁷ F⁷ C⁷ Gm⁷ C⁷

5 F⁷ F⁷ F^{#dim7} C⁷ C⁷

9 Dm⁷ G⁷ C⁷ A⁷ Dm⁷ G⁷ C⁷ Fine

BLUES
Piano, Keyboard, Guitar, Percussion
Concert pitch

Lively

F⁷ B^{b7} F⁷ Cm⁷ F⁷

5 B^{b7} B^{b7} Bdim⁷ F⁷ F⁷

9 Gm⁷ C⁷ F⁷ D⁷ Gm⁷ C⁷ F⁷ Fine

OPTION 3

Piano accompaniment

PACHELBEL'S CONTEMPLATION

Reverently but not too serious ♩ = 116 - 124

F C Dmin Amin B♭ F B♭ C

F: I V vi iii IV I IV V

5 F C Dmin Amin B♭ F B♭ C

I V vi iii IV I IV V

9 F C Dmin Amin B♭ F B♭ C F

I V vi iii IV I IV V I

CHORD CHART/LEAD SHEET FOR TRANSPOSING INSTRUMENTS

PACHELBEL'S CONTEMPLATION
Clarinet, Tenor/Soprano Saxophone, Trumpet in B^b

Reverently but not too serious ♩ = 116 - 124

G D Emin Bmin C G C D

G: I V vi iii IV I IV V

5 G D Emin Bmin C G C D

I V vi iii IV I IV V

9 G D Emin Bmin C G C D G

I V vi iii IV I IV V I

PACHELBEL'S CONTEMPLATION
Alto Saxophone in E^b

Reverently but not too serious ♩ = 116 - 124

D A Bmin F#min G D G A

D: I V vi iii IV I IV V

5 D A Bmin F#min G D G A

I V vi iii IV I IV V

9 D A Bmin F#min G D G A D

I V vi iii IV I IV V I

PACHELBEL'S CONTEMPLATION
French Horn in F

Reverently but not too serious ♩ = 116 - 124

C G Amin Emin F C F G

C: I V vi iii IV I IV V

5 C G Amin Emin F C F G

I V vi iii IV I IV V

9 C G Amin Emin F C F G C

I V vi iii IV I IV V I

PACHELBEL'S CONTEMPLATION
Piano, Keyboard, Guitar, Percussion
Concert pitch

Reverently but not too serious ♩ = 116 - 124

F C Dmin Amin B♭ F B♭ C

F: I V vi iii IV I IV V

5 F C Dmin Amin B♭ F B♭ C

I V vi iii IV I IV V

9 F C Dmin Amin B♭ F B♭ C F

I V vi iii IV I IV V I

OPTION 4

Piano accompaniment

PHONELA'S JIVE

Lively ♩ = 120

C C/E F C/G G

Musical notation for measures 1-4. The piece is in 4/4 time. The right hand plays chords in the treble clef, and the left hand plays a simple bass line in the bass clef. Chords are: C (measures 1-2), C/E (measure 2), F (measures 3-4), C/G (measures 5-6), and G (measures 7-8).

5 C C/E F G C G

Musical notation for measures 5-8. Chords are: C (measures 9-10), C/E (measure 10), F (measures 11-12), G (measures 13-14), C (measures 15-16), and G (measures 17-18).

9 C C/E F C/G G

Musical notation for measures 9-12. Chords are: C (measures 19-20), C/E (measure 20), F (measures 21-22), C/G (measures 23-24), and G (measures 25-26).

13 C C/E F F G G C

Musical notation for measures 13-16. Chords are: C (measures 27-28), C/E (measure 28), F (measures 29-30), F (measures 31-32), G (measures 33-34), G (measures 35-36), and C (measures 37-38).

CHORD CHART/LEAD SHEET FOR TRANSPOSING INSTRUMENTS

PHONELA'S JIVE
Clarinet, Tenor/Soprano Saxophone, Trumpet in B^b

Lively

D D/F# G D/A A

5 D D/F# G A D A

9 D D/F# G D/A A

13 D D/F# G A D

PHONELA'S JIVE
Alto Saxophone in E^b

Lively

A A/C# D A/E E

5 A A/C# D E A E

9 A A/C# D A/E E

13 A A/C# D E A

PHONELA'S JIVE
French Horn in F

Lively

G G/B C G/D D

5 G G/B C D G D

9 G G/B C G/D D

13 G G/B C D G

PHONELA'S JIVE
Piano, Keyboard, Guitar, Percussion
Concert pitch

Lively

C C/E G C/G G

5 C C/E F G C G

9 C C/E F C/G G

13 C C/E F G C

OPTION 5

Piano accompaniment

DBE SHUFFLE

Lively ♩ = 132

The first system of music consists of four measures. The treble clef part features a sequence of chords: F major, Bb major, C major, and F major. Each chord is accompanied by a triplet of eighth notes. The bass clef part provides a steady eighth-note accompaniment.

The second system of music consists of four measures, identical to the first system, with chords F, Bb, C, and F.

The third system of music consists of four measures, identical to the first system, with chords F, Bb, C, and F. A measure number '9' is written above the first measure.

The fourth system of music consists of four measures, identical to the first system, with chords F, Bb, C, and F. A measure number '13' is written above the first measure. The system concludes with a double bar line.

CHORD CHART/LEAD SHEET FOR TRANSPOSING INSTRUMENTS

DBE SHUFFLE
Clarinet, Tenor/Soprano Saxophone, Trumpet in B^b

Lively ♩ = 132

G C D G

5 G C D G

DBE SHUFFLE
Alto Saxophone in E^b

Lively ♩ = 132

D G A D

5 D G A D

DBE SHUFFLE
French Horn in F

Lively ♩ = 132

C F G C

5 C F G C

DBE SHUFFLE
Piano, Keyboard, Guitar, Percussion
Concert pitch

Lively ♩ = 132

The musical notation consists of two staves, both in a key signature of one flat (Bb). The first staff begins with a treble clef and a key signature of one flat. Above the staff, four chords are indicated: F, Bb, C, and F. The staff contains four measures of rhythmic notation, each represented by a series of diagonal slashes. The second staff begins with a measure rest labeled '5' and then continues with the same four chords (F, Bb, C, F) and rhythmic slash notation as the first staff.

OPTION 6

Percussion accompaniment

MATSATSANTSA A PITORI

Lively

Musical notation for the first system (measures 1-4) of Matsatsantisa a Pitori. It features three staves: Bell, Cabasa, and Djembe. The time signature is 12/8. The Bell part consists of eighth notes with beams, Cabasa has quarter notes, and Djembe has a steady eighth-note pulse. The music is marked 'Lively'.

5

Musical notation for the second system (measures 5-8) of Matsatsantisa a Pitori. It continues the three-staff arrangement (Bell, Cabasa, Djembe) with the same rhythmic patterns as the first system.

9

Musical notation for the third system (measures 9-12) of Matsatsantisa a Pitori. It concludes the piece with a double bar line at the end of the fourth measure of this system.

5.5 PAT 2 (OPTION 1): Composition

PAT 2 (OPTION 1): COMPOSITION

Record of Assessment

Total: _____/50

Learner's name	Date
Title of composition	Instrument(s)

INSTRUCTIONS

Compose an original work in which the following requirements are met:

1. **Scope:** The minimum required length is 24 bars. Accepted time signatures are: 3/4, 4/4, 6/8, 9/8, 12/8.
2. **Instrumentation:** Keyboard instrument; keyboard instrument and solo instrument; a song with accompaniment; jazz combo; mixed choir (SATB, TTBB, SSA, TTB); any combination of at least THREE/FOUR (3/4) instruments; Classical/African percussion for at least THREE (3) instruments.
3. **Style:** The composition/arrangement must have a tonal harmonic basis and a clear melodic line in a homophonic or polyphonic texture. Compositions/Arrangements for percussion instruments must be organised around rhythmic principles that pertain to the instrument/s.
4. **Score:** The use of notation software should be encouraged.
Submit a detailed score or lead sheet neatly handwritten or printed. This score must include performance directions such as tempo, dynamic, articulation and character indications. For a jazz combo the score may be replaced by a live recording together with a detailed performance chart (lead sheet with notated melodies, specific chords, rhythms as well as chord symbols). The mixed choir score may be written in tonic solfa.
5. **NOTE: A score with a melodic line and only suggested chords is NOT acceptable.**

ASSESSMENT TOOL AND MARKING GRID FOR COMPOSITION

DESCRIPTION	MAXIMUM MARK	LEARNER'S MARK
Instruments/Voices Choice of instruments/voices and their use within the composition.	10	
Creativity Creativity of writing, use of original ideas, musical elements, style.	20	
Score Adherence to musical conventions regarding notation and performance indications.	10	
General Realisation of the goal of the composition, presentation of the score, neatness, score can be performed as is.	10	
TOTAL	50	

Comments
Teacher 1: Name and signature
Teacher 2: Name and signature

5.6 PAT 2 (OPTION 2): Arrangement

PAT 2 (OPTION 2): ARRANGEMENT		
Record of Assessment	Total: _____/50	
Learner's name	Date	
Title of composition	Instrument(s)	
INSTRUCTIONS		
<p>Arrange a short, existing piece of music to make it suitable for performance by media other than that for which it was originally composed. The following requirements must be met:</p> <ol style="list-style-type: none"> 1. Scope: The minimum required length is 24 bars. Accepted time signatures are: 3/4, 4/4, 6/8, 9/8, 12/8. 2. Instrumentation: Keyboard instrument; keyboard instrument and solo instrument; a song with accompaniment; jazz combo; mixed choir (SATB, TTBB, SSA, TTB); any combination of at least THREE/FOUR (3/4) instruments; Classical/African percussion for at least THREE (3) instruments. 3. Style: The composition/arrangement must have a tonal harmonic basis and a clear melodic line in a homophonic or polyphonic texture. Compositions/Arrangements for percussion instruments must be organised around rhythmic principles that pertain to the instrument/s. 4. Score: The use of notation software is encouraged. Submit a detailed score or lead sheet neatly handwritten or printed. This score must include performance directions such as tempo, dynamic, articulation and character indications. For a jazz combo the score may be replaced by a live recording together with a detailed performance chart (lead sheet with notated melodies, specific chords, rhythms as well as chord symbols). The mixed choir score may be written in tonic solfa. 		
NOTE: A score with a melodic line and only suggested chords is NOT acceptable.		
ASSESSMENT TOOL AND MARKING GRID FOR ARRANGEMENT		
DESCRIPTION	MAXIMUM MARK	LEARNER'S MARK
Instruments/Voices Choice of instruments/voices and their use within the arrangement	10	
Creativity Creativity of writing, use of original ideas, musical elements, style, etc.	20	
Score Adherence to musical conventions regarding musical notation and musical/performance indications.	10	
General Realisation of the goal of the arrangement, presentation of the score, neatness, makes sense, score can be performed as is.	10	
TOTAL	50	
Comments		
Teacher 1: Name and signature		
Teacher 2: Name and signature		

5.7 EXAMPLES FOR ARRANGEMENTS

The examples of arrangements in this PAT document serve as a basic guideline only. Teachers may compile their own starting stimulus which may be more appropriate to their own specific contexts. Their self-generated PATs must be of the same standard as the examples given in this document.

**OPTION 1
Arrangement**

SONG FOR ENID

Musical notation for measures 1-4. The piece is in 3/4 time with a key signature of one flat (Bb). The right hand plays a simple melody of quarter notes: Bb, G, F, E. The left hand provides a harmonic accompaniment with chords: Bb2, G2, F2, E2.

5

Musical notation for measures 5-8. The right hand melody continues: D, C, B, A, G, F, E, D. The left hand accompaniment remains consistent with the previous measures.

9

Musical notation for measures 9-12. The right hand melody continues: C, B, A, G, F, E, D, C. The left hand accompaniment remains consistent.

13

Musical notation for measures 13-16. The right hand melody continues: B, A, G, F, E, D, C, B. The left hand accompaniment remains consistent. The piece concludes with a double bar line at the end of measure 16.

OPTION 2
Arrangement

LOVE ME TENDER

G A⁷ D⁷ G
 5 G A⁷ D⁷ G
 9 G B⁷ Em G⁷ C Cm G
 13 G E⁷ A⁷ D⁷ G

OPTION 3
Arrangement

ISHANDA-PHA LASHE DBE

Moderate isicathamiya

U - bu - hlo - bu - nga - ka - Bu - kha - nyi - sa bon - ke u - bu mnya - ma.
 Fu - thi - u - ne nqo - do e - kha - li - phi - le yo - Maths! Ngu - ye, um - cu - lo -
 Ngu - ye. Sa - ye - nsi, Ha! Sha - nda - pha li - ha - mba pha - mbi - li Ha! Sha - nda - pha,
 Ha! Sha - nda - pha li - ha - mba - pha - mbi - li rrh

6. DECLARATION OF AUTHENTICITY**DECLARATION OF AUTHENTICITY**

Name of School: _____

Subject: _____

Grade: _____

I hereby declare that all work contained in this portfolio is my own original work.

Signature of Learner_____
Date_____
Name of Learner

I hereby endorse the above statement by the learner.

Signature of Teacher_____
Date_____
Name of Teacher

School stamp

7. SUGGESTED RESOURCES

WESTERN ART MUSIC (WAM)

BOOKS:

Bennett, R. *Enjoying Music Book 1*, Longman 1991
Bennett, R. *Form in Music*
Boyden, D. *An Introduction to Music*, Faber Paperbacks
Hosier, J. *Instruments of the Orchestra*, Oxford University Press
Warburton, A. *Analysis of Music Classics Book 1 and 3*, Longman

INTERNET:

Wikipedia:

1. Musical composition
2. Arrangement

YouTube: Improvisation

JAZZ

BOOKS:

The Garland Handbook of African Music 2nd Edition. Edited by Ruth M Stone

INTERNET:

Wikipedia, the Free Encyclopaedia

www.music.org.za

<http://www.routledge.com>

www.afribeat.com

<http://www.southafrica.info>

INDIGENOUS AFRICAN MUSIC (IAM)

BOOKS:

Agu, Dan CC. *Form and Analysis of African Music*
Carver, M. *Understanding African Music*, Rhodes University
The Garland Handbook of African Music 2nd Edition. Edited by Ruth M Stone

INTERNET:

Wikipedia, the Free Encyclopaedia

<http://www.southafrica.info>

www.music.org.za

<http://flatint.blogspot.com>

<http://www.routledge.com>

OR

ANY OTHER RELEVANT RESOURCES

8. CONCLUSION

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.