

Achievement Standard

Subject Reference Music Studies 2.7

Title Demonstrate understanding of two substantial contrasting music works

Level 2 **Credits** 6 **Assessment** External

Subfield Music

Domain Music Studies

Status Registered **Status date** 17 November 2011

Planned review date 31 December 2014 **Date version published** 17 November 2011

This achievement standard involves demonstrating understanding of two substantial contrasting music works.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Demonstrate understanding of two substantial contrasting music works. 	<ul style="list-style-type: none"> • Demonstrate in-depth understanding of two substantial contrasting music works. 	<ul style="list-style-type: none"> • Demonstrate comprehensive understanding of two substantial contrasting music works.

Explanatory Notes

- 1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 7 achievement objectives *Understanding Music – Sound Arts in Context, Developing Practical Knowledge, and Communicating and Interpreting in the Music – Sound Arts* strand; and is related to the material in the *Teaching and Learning Guide for Music*, Ministry of Education, 2011 at <http://seniorsecondary.tki.org.nz>.
- 2 *Demonstrate understanding* involves:
 - the study of two substantial contrasting music works from different styles and/or eras
 - investigation of the contexts in which the music works were composed or performed
 - explanation of musical elements and features of the works supported by examples

- accurate reference to the score of at least one music work.

Demonstrate in-depth understanding involves providing details supported by explanations and/or musical examples. Reference to the score of at least one work is accurate and detailed.

Demonstrate comprehensive understanding involves perceptive selection of significant details backed-up by pertinent explanations and/or musical examples. A perceptive study shows insight and makes meaningful connections between aspects of the musical work being studied.

- 3 *Substantial music* involves the music being of some significance and/or complexity. Several short works by the same composer(s) may be combined to represent a substantial work (eg an album of short songs). Study of a representative section of an extended work is appropriate (eg one movement of a symphony).
- 4 *Contrasting contexts* involves:
 - historical, social and/or cultural contexts in which the work was composed and/or performed, eg medieval, renaissance, baroque, classical, romantic, twentieth or twenty-first century 'art' music, traditional forms of Māori music, music of other cultures, popular, rock, jazz, music theatre, music for film
 - composer(s) and/or performer(s) associated with the work
 - purpose and/or function (eg commissioned works, film music, whakapapa (genealogical narrative)).
- 5 Musical elements and features refer to:
 - elements (eg harmony, timbre, texture, form)
 - compositional devices (eg motif, riff, inversion, fragmentation, diminution)
 - performance practices (eg articulation, swung quavers, improvisation)
 - sound production technologies (eg reverb, panning, sound properties of acoustic instruments/taonga pūoro and electric/digital instruments)
 - notation/transmission conventions (eg graphic score, figured bass, jazz/rock chord symbols, oral narrative).
- 6 Traditional and contemporary forms of Māori music may be used for assessment against this standard.
- 7 Score refers to a conventionally notated or graphic score.
- 8 The assessment criteria must be applied to provide an overall judgment based on the weight of evidence across the study of both music works.
- 9 Assessment Specifications for this achievement standard can be accessed through the Music page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.

Replacement Information

This achievement standard replaced AS90270 and unit standard 10661.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233