

Achievement Standard

Subject Reference Music 1.3

Title Compose two original pieces of music

Level 1 **Credits** 6 **Assessment** Internal

Subfield Music

Domain Making Music

Status Registered **Status date** 17 December 2010

Planned review date 31 December 2019 **Date version published** 20 November 2014

This achievement standard involves the individual and/or collaborative composition of two original pieces of music.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Compose two original pieces of music. 	<ul style="list-style-type: none"> Compose two effective original pieces of music. 	<ul style="list-style-type: none"> Compose two convincing original pieces of music.

Explanatory Notes

- 1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 6 strand, *Developing Ideas in Music - Sound Arts*, and is related to the material in the *Teaching and Learning Guide for Music - Sound Arts*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- 2 *Compose* involves the individual and/or collaborative generation, development, structuring, and representation of original musical ideas to create music. A student may compose either two compositions as an individual, or two compositions as a member of a group(s), or one of each.

Compose effective pieces of music means that the musical ideas are developed, structured and represented coherently, and the music demonstrates stylistic control.

Compose convincing pieces of music means that the musical ideas are developed, structured and represented skilfully, and the music is stylistically assured.

- 3 *Generation* refers to the creation of musical ideas eg riffs, motifs, chords, ostinato, use of tonal centre(s).

Development refers to the way that musical ideas are manipulated using timbre, textures, and compositional devices eg repetition, sequence, layering, te mita o te reo Māori.

Structure refers to the ways in which musical ideas are organised eg verse/chorus, ABA, whakapapa (genealogical narrative).

- 4 Representation must convey compositional intent as appropriate to the style/genre. Representation must include both audio and visual representation.

Representation of a composition must comprise:

- an audio or audio visual file playable on a CD player or computer without specialised music software
- a visual representation that is appropriate to the style/genre and conveys compositional intent eg standard music notation, lyric and chord chart, lead sheet, tab, graphic notation, narrative description, or a combination of these.

- 5 Collaborative composition must involve 2–5 students, working in a group. Each student's creative contribution to the group composition must be individually assessed.

- 6 For improvisation sufficient detail must be supplied in the visual representation to give a clear indication of the composer's intentions.

- 7 The assessment criteria must be applied to provide an overall judgment based on the weight of evidence across both compositions.

- 8 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Replacement Information

This achievement standard replaced unit standard 10654 and AS90014.

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