

<b>Title</b>	<b>Demonstrate knowledge of the development of music technology equipment and techniques</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>3</b>

<b>Purpose</b>	People credited with this unit standard are able to demonstrate knowledge of the development of music technology equipment and techniques.
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<b>Classification</b>	Music > Music Technology
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<b>Available grade</b>	Achieved, Merit, and Excellence
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	

<b>Criteria for Merit</b>	Candidates demonstrate detailed knowledge of the development of music technology equipment and techniques.
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<b>Criteria for Excellence</b>	Candidates demonstrate in-depth knowledge of the development of music technology equipment and techniques.
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### Explanatory notes

- 1 *Demonstrate knowledge* involves the student describing the development of music technology equipment and techniques by: gathering examples from different periods of time; identifying the main features, and technique(s) applied; and identifying factors that influenced the design and function(s) of the equipment, and application of technique(s).
- 2 *Demonstrate detailed knowledge* involves the student describing the development of music technology equipment and techniques by: gathering examples from different periods of time; discussing the main features, and technique(s), using generally accurate technical terminology; and discussing the factors that influenced the design and function(s) of the equipment, and application of technique(s).
- 3 *Demonstrate in-depth knowledge* involves the student describing the development of music technology equipment and technique(s) by: gathering examples from different periods of time; discussing the main features, and technique(s), using consistently

accurate technical terminology; discussing and making links between the factors that influenced the design and function(s) and application of technique(s).

- 4 Demonstration can be conveyed using written, oral, or audio-visual presentation in response to a given assignment.
- 5 Definitions  
*factors* may include but are not limited to – limitations of available technologies, sociological factors.  
*technical terminology* means the specialised vocabulary associated with the equipment and technique(s), which may include but is not limited to – specifications, names and function(s) of features.

## Outcomes and evidence requirements

### Outcome 1

Demonstrate knowledge of the development of music technology equipment and techniques.

Range development of analogue and digital sequencing and sampling technologies and technique(s).  
 a minimum of three technologies and associated technique(s), of which one must be analogue.

### Evidence requirements

- 1.1 The development of music technology equipment and techniques is described in terms of the design and function of equipment and application of technique(s).

<b>Replacement information</b>	
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<b>Planned review date</b>	31 December 2015
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### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1		N/A

<b>Accreditation and Moderation Action Plan (AMAP) reference</b>	0226
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This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Consent requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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**Comments on this unit standard**

Please contact the NZQA National Qualifications Services [ngs@nzqa.govt.nz](mailto:ngs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.