

# NCEA Music and Music Studies Remote Learning and Assessment

NZQA has considered the impacts of the Covid-19 virus on teaching, learning and assessment programmes for NCEA Music and Music Studies. This document includes guidance for both internal and external Music Achievement Standards.



## General Guidance

Students may need access to a camera/phone and internet to upload video evidence to a platform for assessors to access and/or music-writing software for some standards. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

## Music and Music Studies Matrix

**KEY:** A colour-coding system to categorise standards according to the advice in this document.

|              |  |
|--------------|--|
| <b>Green</b> | These standards are suitable for remote teaching, learning and assessment.   |
| <b>Blue</b>  | Teachers can facilitate assessment against these standards by remote learning with guidance. Online platforms can support this.  |
| <b>Red</b>   | These standards require a collaborative process and/or interaction with others, and are not suitable for remote teaching, learning and assessment. Assessment against these standards should be delayed until later in the year, when and where this becomes possible. |

| Level 1   |            | Level 2 Making Music  |            | Level 2 Music Studies  |            | Level 3 Making Music   |            | Level 3 Music Studies  |            |
|---|------------|---|------------|--|------------|--|------------|--|------------|
| <b>AS91090</b>  | <b>1.1</b> | <b>AS91270</b>  | <b>2.1</b> | <b>AS91273</b>   | <b>2.8</b> | <b>AS91416</b>   | <b>3.1</b> | <b>AS91421</b>   | <b>3.6</b> |
| <b>Perform two pieces of music as a featured soloist.</b>   |            | <b>Perform two substantial pieces of music as a featured soloist.</b>   |            | <b>Devise an instrumentation for an ensemble.</b>  |            | <b>Perform two programmes of music as a featured soloist.</b>  |            | <b>Demonstrate understanding of harmonic and tonal conventions in a range of music scores.</b>   |            |
| Assessment could take place at home and recording sent to assessor or performed live via SKYPE to assessor. The “live audience” requirement could be waived if learner in complete isolation. |            | Assessment could take place at home and recording sent to assessor or performed live via SKYPE to assessor. The “live audience” requirement could be waived if learner in complete isolation. |            | Learners will need access to music-writing software. Ideal for distance learning and assessment. |            | While teaching and learning may continue for this standard, it is recommended that the programmes are assessed when students can return to school. |            | Teaching and learning towards assessment of this standard is suitable for remote learning. The current Assessment Specifications will continue to apply. |            |
| Suggest that one piece is performed later in the year.  |            | Suggest that one piece is performed later in the year.  |            |  |            |  |            |  |            |
| 6 Credits   | Internal   | 6 Credits   | Internal   | 4 Credits  | Internal   | 8 Credits  | Internal   | 4 Credits  | External   |

| Level 1  | Level 2 Making Music  | Level 2 Music Studies  | Level 3 Making Music  | Level 3 Music Studies  |
|--|---|--|---|--|
| <p><b>AS91091</b> 1.2</p> <p><b>Demonstrate ensemble skills through performing a piece of music as a member of a group.</b></p> <p>Suggest this is assessed later in the year when students can be part of a group.</p> <p>4 Credits Internal</p>  | <p><b>AS91274</b> 2.2</p> <p><b>Perform a substantial piece of music as a featured soloist on a second instrument.</b></p> <p>While teaching and learning may continue for this standard, it is recommended that the programmes are assessed later in the year when students can perform as a featured soloist.</p> <p>3 Credits Internal</p> | <p><b>AS91276</b> 2.6</p> <p><b>Demonstrate knowledge of conventions in a range of music scores.</b></p> <p>Teaching and learning towards assessment of this standard is suitable for remote learning. The current Assessment Specifications will continue to apply.</p> <p>4 Credits External</p> | <p><b>AS91417</b> 3.2</p> <p><b>Perform a programme of music as a featured soloist on a second instrument.</b></p> <p>While teaching and learning may continue for this standard, it is recommended that the programme is assessed later in the year when students can perform as a featured soloist.</p> <p>4 Credits Internal</p> | <p><b>AS91422</b> 3.7</p> <p><b>Analyse a substantial music work.</b></p> <p>Ideal for distance learning and assessment on digital platforms such as video conferencing/google docs.</p> <p>4 Credits Internal</p>   |
| <p><b>AS91092</b> 1.3</p> <p><b>Compose two original pieces of music.</b></p> <p>Assessment, both formative and summative, could take place digitally or via live performance (if, for e.g. a song).</p> <p>Suggest learners avoid composing collaboratively until later in the year, although learners can work together via digital platforms.</p> <p>6 Credits Internal</p> | <p><b>AS91272</b> 2.3</p> <p><b>Demonstrate ensemble skills by performing a substantial piece of music as a member of a group.</b></p> <p>Suggest this is assessed later in the year when students can perform as a member of a group.</p> <p>4 Credits Internal</p>  | <p><b>AS91278</b> 2.9</p> <p><b>Investigate an aspect of New Zealand music.</b></p> <p>Ideal for distance learning and assessment on digital platforms such as video conferencing/google docs.</p> <p>4 Credits Internal</p>   | <p><b>AS91418</b> 3.3</p> <p><b>Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.</b></p> <p>Suggest this is assessed later in the year when students can perform as a member of a group</p> <p>4 Credits Internal</p>  | <p><b>AS91423</b> 3.8</p> <p><b>Examine the influence of context on a substantial music work.</b></p> <p>Teaching and learning towards assessment of this standard is ideal for remote learning. The current Assessment Specifications will continue to apply.</p> <p>4 Credits External</p> |

| Level 1   |            | Level 2 Making Music  |            | Level 2 Music Studies  |            | Level 3 Making Music  |            | Level 3 Music Studies   |             |
|---|------------|---|------------|--|------------|---|------------|---|-------------|
| <b>AS91093</b>  | <b>1.4</b> | <b>AS91275</b>  | <b>2.5</b> | <b>AS91277</b>   | <b>2.7</b> | <b>AS91420</b>  | <b>3.5</b> | <b>AS91424</b>  | <b>3.9</b>  |
| <b>Demonstrate aural and theoretical skills through transcription.</b>  |            | <b>Demonstrate aural understanding through written representation.</b>  |            | <b>Demonstrate understanding of two substantial and contrasting music works.</b>   |            | <b>Integrate aural skills into written representation.</b>  |            | <b>Create two arrangements for an ensemble.</b>   |             |
| Teaching and learning towards assessment of this standard could be adapted for remote learning. The current Assessment Specifications will continue to apply. |            | Teaching and learning towards assessment of this standard could be adapted for remote learning. The current Assessment Specifications will continue to apply. |            | Teaching and learning towards assessment of this standard is suitable for remote learning. The current Assessment Specifications will continue to apply. |            | Teaching and learning towards assessment of this standard could be adapted for remote learning. The current Assessment Specifications will continue to apply.   |            | Ideal for distance learning and assessment. Learners will need access to music-writing software.        |             |
| 4 Credits   | External   | 4 Credits   | External   | 6 Credits  | External   | 4 Credits   | External   | 4 Credits   | Internal    |
| <b>AS91094</b>  | <b>1.5</b> |   |            |  |            | <b>AS91419</b>  | <b>3.4</b> | <b>AS91425</b>  | <b>3.10</b> |
| <b>Demonstrate knowledge of conventions used in music scores.</b>   |            |   |            |  |            | <b>Communicate musical intention by composing three original pieces of music.</b>   |            | <b>Research a music topic.</b>  |             |
| Teaching and learning towards assessment of this standard is suitable for remote learning. The current Assessment Specifications will continue to apply.      |            |   |            |  |            | Assessment, both formative and summative, could take place digitally or via live performance.<br><br>Suggest learners avoid composing collaboratively until later in the year, although learners can work together via digital platforms. |            | Ideal for distance learning and assessment on digital platforms such as video conferencing/google docs. |             |
| 4 Credits   | External   |   |            |  |            | 8 Credits   | Internal   | 6 Credits   | Internal    |

| Level 1   | Level 2 Making Music   | Level 2 Music Studies | Level 3 Making Music   | Level 3 Music Studies |
|---|--|-----------------------|--|-----------------------|
| <p data-bbox="85 140 488 167"><b>AS91095</b> <span style="float: right;"><b>1.6</b></span></p> <p data-bbox="85 204 488 300"><b>Demonstrate knowledge of two music works from contrasting contexts.</b></p> <p data-bbox="85 331 488 459">Ideal for distance learning and assessment on digital platforms such as video conferencing/google docs.</p> <p data-bbox="85 746 488 778">6 Credits <span style="float: right;">Internal</span></p> | <p data-bbox="506 140 909 167"><b>AS91271</b> <span style="float: right;"><b>2.4</b></span></p> <p data-bbox="506 204 909 268"><b>Compose two substantial pieces of music.</b></p> <p data-bbox="506 331 909 491">Assessment, both formative and summative, could take place digitally or via live performance (if, for e.g. a song).</p> <p data-bbox="506 523 909 683">Suggest learners avoid composing collaboratively until later in the year, although learners can work together via digital platforms.</p> <p data-bbox="506 746 909 778">6 Credits <span style="float: right;">Internal</span></p> |                       | <p data-bbox="1346 140 1749 167"><b>AS91849</b> <span style="float: right;"><b>3.11</b></span></p> <p data-bbox="1346 204 1749 300"><b>Compose three original songs that express imaginative thinking.</b></p> <p data-bbox="1346 331 1749 459">Ideal for distance learning and assessment on digital platforms such as video conferencing/google docs.</p> <p data-bbox="1346 491 1749 651">Suggest learners avoid composing collaboratively until later in the year, although learners can work together via digital platforms.</p> <p data-bbox="1346 746 1749 778">8 credits <span style="float: right;">Internal</span></p> |                       |