

Achievement Standard

Subject Reference Music Studies 2.6

Title Demonstrate knowledge of conventions in a range of music scores

Level 2 **Credits** 4 **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 knowledge of conventions in a range of music scores.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate knowledge of conventions in a range of music scores. 	<ul style="list-style-type: none"> Demonstrate in-depth knowledge of conventions in a range of music scores. 	<ul style="list-style-type: none"> Demonstrate comprehensive knowledge of conventions in a range of music scores.

Explanatory Notes

1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 7 achievement objective *Developing Practical Knowledge* 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 knowledge* involves identification and description of conventions used in a range of music scores.

In-depth knowledge involves explanation of conventions.

Comprehensive knowledge involves application of conventions.

3 *Range of music scores* involves a variety of styles and genres as well as various levels of complexity.

- 4 Conventions are selected from:
- key signatures – up to four sharps and four flats, major/minor/modal tonalities
 - time signatures – commonly used simple, compound and irregular time signatures
 - notation of pitch and rhythm (eg rhythmic groupings, augmented and diminished intervals)
 - performance directions, including terms and signs
 - clefs – treble, bass, alto, tenor, percussion instruments and score layout
 - harmony (diatonic chords in root position, first and second inversion) in keys up to four sharps and four flats, using Roman numerals (eg I, V⁷, IV^b) and jazz/rock terminology (eg C, G⁷, F/A). Students could be expected to realise short extracts of harmony (eg cadences)
 - texture
 - compositional devices and thematic development (eg repetition, motif, inversion, imitation, sequence, variation)
 - modulation to closely related keys
 - transposition
 - transposing instruments
 - open to closed/closed to open score
 - stylistic features
 - structure (eg rondo, 16-bar blues, theme and variations).
- 5 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 AS90269 and unit standard 18817.

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