

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

2

91277



912770



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 2 Music, 2017

91277 Demonstrate understanding of two substantial and contrasting music works

9.30 a.m. Thursday 16 November 2017
Credits: Six

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of two substantial and contrasting music works.	Demonstrate in-depth understanding of two substantial and contrasting music works.	Demonstrate comprehensive understanding of two substantial and contrasting music works.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the task in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Achievement

TOTAL

04

ASSESSOR'S USE ONLY

TASKASSESSOR'S
USE ONLY

You are to discuss two contrasting music works you have studied. Read all parts of the task carefully before you begin.

You must make reference to the score of at least one work in your discussion.

Do NOT repeat the same material in your answers to different parts of the task.

Work (1)

Title: Take 5

Composer/performer: Dave Brubeck quartet - composed by Paul Desmond

Genre/style/period: Cool Jazz - 1950's

Work (2)

Title: West End Blues

Composer/performer: Louis Armstrong's Hot 5 - Composed by Joe Oliver

Genre/style/period: Dixieland Jazz - 1920's

(a) The purpose or function of the works

Compare and contrast the reasons that the two works were written and/or performed. Refer to the composer(s) and/or performer(s), and support your response with specific musical evidence.

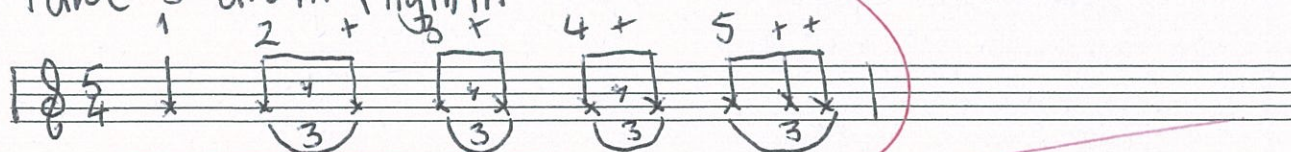
Take 5 is credited to Paul Desmond as the composer, but really, the rest of the group had a lot of input too. The idea for the piece began when Brubeck heard drummer Joe Morello playing a beat in 5/4 timing after a show. Morello said he would like it to be used in a song, so that he could showcase his talent in front of an audience, which he didn't get to do very often. Around the same time, Desmond came to Brubeck with two separate melodies for the saxophone, both in 5/4 timing. Brubeck put these two melodies together and added Morello's drum beat underneath, along with a piano and bass comp that repeated

throughout the piece. This became Take 5.

The song West End Blues was composed ~~B~~ by Joe Oliver to showcase Louis Armstrong's skills on his trumpet. Oliver became a mentor to Armstrong as they played in multiple jazz bands together in New Orleans. He saw Armstrong's talent growing over their many years together, and wanted to show it off to the rest of the world. West End Blues does this with a flamboyant cadenza on the trumpet, which features a high Bb; a very hard note to hit, as well as many extremely fast runs up and down the instrument which are hard to play, even for many very talented jazz musicians. Armstrong also shows off his talent in an improvised solo later on in the piece, which also features a high Bb, this time held over 4 bars. //

Both pieces of music were mainly written to showcase the talents of musicians in the groups, who would most likely have not often had the chance to do so. //

Take 5 drum rhythm



(b) Comparison of the use of musical elements in the works

Select (✓) ONE of the following musical elements:

☐

Melody

☐

Texture

☐

Rhythm

☒

Tonality

Compare, in detail, the ways this element is used in both works. Support your response with specific musical evidence.

The tonality in West End Blues is used a lot to bring through the blues themes in the piece. This is a large factor in the mood of Dixieland jazz, as the main elements of this style are the blues, swing, and improvisation. West End Blues uses a 12 bar blues chord progression and an Eb minor blues scale. This scale is used to add bluesy themes to the piece. This is also highlighted in the tonalities of the different instruments. The trumpet plays a lot in the upper register, which gives it the blues feeling. It also often slides up to notes in a kind of scale ~~which~~ and pulls on the blues notes, which gives it a bluesy sound. The clarinet also plays in its lower register, which on that instrument has a blues feel. The trombone slides between notes, highlighting the flattened blues notes in the scale.

Take 5 also uses a blues scale, which gives the piece a kind of bluesy feel. Melody 1 starts in a minor key, played by the Alto Saxophone, with the piano and double bass playing the same two chords (Eb m and Bbm⁷). Melody 2

Then changes to the relative major key, giving it a suddenly happier feeling. The saxophone melody is also an octave above the first one. This gives it a more positive feeling as well. In melody one, the sax has a kind of breathy sound to it, which adds to the blues feeling. It switches to a more sharp, staccato sound in the second melody, which also changes it to a more positive mood.

E♭ minor

E♭ F G♭ A♭ B♭ C D♭ E♭

E♭ minor blues

E♭ F G♭ A♭ B♭ C D♭ E♭

(c) Aspects of the individual works

ASSESSOR'S
USE ONLY

- (i) Select one of your chosen works.

Work title: West End Blues

Discuss, in detail, the significance of instrumentation and/or timbre in this work. Support your response with specific musical evidence.

In West End Blues, different instruments are used to compliment and contrast each other. Later on in the piece, the trumpet plays an improvised solo. It is a reasonably high pitched instrument and plays high notes such as B \flat . The solo then switches to the trombone, which is very low in comparison, even when playing in its upper register. This change in instrument keeps the piece interesting for listeners. The instrumentation is also used to compliment each other instrument. During the clarinet solo there is also scat singing going on. They both have a similar, smooth tone at around the same pitch, as ~~the~~ Armstrong (who is doing the scat) is trying to match the clarinet. They play a call and response melody, using their different instruments to compliment each other.



(ii) For the other work.

ASSESSOR'S
USE ONLY

Work title: Take 5

Discuss, in detail, how this work is typical and/or atypical of its genre or period.
Support your response with specific musical evidence.

Take 5 was atypical of the period in most ways, mainly because of the time signature. It was unusual for jazz to use any asymmetrical time signatures, and the album Time Out (which Take 5 was on) had a different one in each song. This idea came from Brubeck's tour of Europe. While there he heard a lot of folk/traditional music from places such as Sweden and Austria, along with things like gypsy music. A lot of this was in asymmetrical time signatures. He took these ideas back to America and used them on his album. Columbia Records, who produced the album, were very unsure about his ideas, saying it wouldn't sell. They were definitely wrong, as Time Out went on to be the best selling jazz album of all time, and Take 5 the best selling jazz single. It was typical in some ways - at the time there were two popular types of jazz - Cool Jazz and Bebop. Cool Jazz, which Take 5 was, tended to be played by white musicians while Bebop was played by African-Americans. //

4

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

Planning

- a) Take 5 - Time Signatures - Showcase skills
- Drum ~~rythm~~ rhythm - Joe Morello
 - 2 separate solos - Paul Desmond

West End Blues - Showcase trumpet skills - Cadenza

- b) Take 5 - Tonality - Sax playing breathy, bluesy sound
- Piano comp, repetitive to keep it going

West End Blues - Tonality - Trumpet high B \flat

- Clarinet in lower register gives bluesy sound
- Trombone slides - Bluesy.

- c) i) West End Blues - Clarinet/Scat singing call and response
- Trombone
 - Trumpet

- ii) Take 5 - Atypical - Time sig. - Europetrip
- Columbia records - Time out
 - Cool Jazz vs Bebop.

Annotated Exemplar Template

Achieved Exemplar 2017

Subject:		Music	Standard:	AS91277	Total score:	A4
Q	Grade score	Annotation				
a		The candidate makes a simple comparison by discussing the reasons that the two works were written. While the answer provides some simple musical evidence, this does not fully support the conclusion. In order to achieve Merit, the response requires more detailed comparisons between the two works.				
b		The candidate compares the pieces by identifying a commonality and providing some simple musical evidence. However, the response is largely focused on timbre and melody as opposed to tonality, which was the selected response. While the key of each piece has been identified, more detail around tonal centres would be needed to achieve a Merit.				
c		<p>i) Some simple detail is given regarding the significance of timbre, outlining the instrumentation in the process. In order to achieve Merit, the response requires more detailed musical evidence to support the answer</p> <p>ii) The candidate details one way in which the work was atypical of its genre. In order to achieve Merit, the candidate would need to present a more detailed discussion on why the work was atypical, providing detailed and relevant musical evidence to support this.</p>				