

Achievement Standard

Subject Reference	Music 1.5		
Title	Demonstrate knowledge of conventions used in music scores		
Level	1	Credits	4
		Assessment	External
Subfield	Music		
Domain	Music Studies		
Status	Registered	Status date	17 December 2010
Planned review date	31 December 2014	Date version published	17 December 2010

This achievement standard involves demonstrating knowledge of conventions used in music scores.

Achievement Criteria

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

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 6 strand, *Developing Practical Knowledge 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>.
- Demonstrate knowledge* refers to identifying and defining conventions used in music scores.

Demonstrate in-depth knowledge refers to describing and applying conventions used in music scores.

Demonstrate comprehensive knowledge refers to explaining and interpreting conventions used in music scores.
- Students are expected to demonstrate understanding of conventions and engage in reading of scores in a range of music styles eg classical, pop/rock, jazz. Scores will contain independent instrumental/vocal parts up to an ensemble consisting of no more than 16 parts.

- 4 Conventions will be selected from the following:
- key signatures up to three sharps and three flats, major and minor keys
 - time signatures, limited to:

2	3	4	6
4	4	4	8
 - notation of pitch and rhythm (eg rhythmic groupings; major, minor and perfect intervals)
 - performance directions (eg articulation, tempo indications, dynamics)
 - terms and signs
 - use of treble, bass, alto, tenor, and percussion clefs
 - instruments and score layout
 - chords in root position: limited to I, IV, V, V7, VI using Roman numerals and jazz/rock terminology (eg A, D, E, E7, F#m)
 - texture: limited to monophony, homophony, polyphony, textural density
 - chord progressions including cadences involving chords I, IV, V, V7, VI only
 - compositional devices (eg motif, riff, imitation, sequence)
 - modulation to closely related keys
 - transposition
 - transposing instruments (instruments that are notated at a different pitch from their sound): limited to – C instruments/voice (piccolo, double bass, bass guitar, guitar, tenor voice), B \flat instruments (clarinet and trumpet/cornet), E \flat instrument (alto saxophone), F instrument (horn)
 - open to closed/closed to open score
 - stylistic features (eg flattened notes in blues, hammer ons and pull offs in rock music, figured bass in Baroque music)
 - form/structure: limited to – verse/chorus, Binary AB, Ternary ABA, 12 Bar Blues, intro, coda/outro, bridge.
- 5 Assessment Specifications for this achievement standard can be accessed through the Music Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.

Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233