

## Achievement Standard

**Subject Reference** Making Music 2.4

**Title** Compose two substantial pieces of music

**Level** 2      **Credits** 6      **Assessment** Internal

**Subfield** Music

**Domain** Making Music

**Status** Registered      **Status date** 17 November 2011

**Planned review date** 31 December 2014      **Date version published** 17 November 2011

This achievement standard involves the composition of two substantial pieces of music.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Compose two substantial pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Compose two effective substantial pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Compose two convincing substantial pieces of music.</li> </ul>

### Explanatory Notes

1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 7 achievement objective *Developing Ideas* 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 *Compose* involves the individual and/or collaborative generation, development, structuring, and representation of original musical ideas to create music. A student may compose either two compositions as an individual, or two compositions as a member of a group(s), or one of each.

*Substantial pieces* involves the music being of sufficient length and complexity to sustain development of musical ideas within an extended structure.

*Effective* involves the musical ideas being developed, structured, and represented coherently, and the music demonstrating style and character.

*Convincing* involves the musical ideas being developed, structured and represented skilfully, the music demonstrating stylistic assurance and flair, and communicating with impact.

- 3 *Generation* refers to the creation of musical ideas eg riffs, motifs, chords, ostinato, use of tonal centre(s).
  - 4 *Development* refers to the way that musical ideas are manipulated using compositional devices eg repetition, sequence, layering, variation of texture and timbre, te mita o te reo Māori.
  - 5 *Structure* refers to the way that ideas are organised or constructed into a coherent composition eg introduction, coda, chord structure, transitions, whakapapa (genealogical narrative).
  - 6 Representation must convey compositional intent as appropriate to the style/genre. Representation must include both audio and visual representation.
  - 7 Representation of a composition by an individual must comprise:
    - an audio file playable on a CD player or computer without specialised music software
    - a visual representation that is appropriate to the style/genre. Visual representation must convey compositional intent as appropriate to the style/genre eg standard music notation, lyric and chord chart, lead sheet, tab with rhythmic indications, graphic notation, narrative description, or a combination of these.
  - 8 Representation of a collaborative composition must comprise:
    - a visual representation that is appropriate to the style/genre. Visual representation must convey compositional intent as appropriate to the style/genre eg standard music notation, lyric and chord chart, lead sheet, tab with rhythmic indications, graphic notation, narrative description, or a combination of these.
  - 9 Collaborative composition must involve 2–5 students, working in a group. Each student’s creative contribution to the group composition must be individually assessed.
  - 10 Performance of improvised passages must be by the composer. Sufficient detail must be supplied in the visual representation to give a clear indication of the composer’s intentions.
  - 11 The assessment criteria must be applied to provide an overall judgment based on the weight of evidence across both compositions.
  - 12 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### Replacement Information

This achievement standard replaced AS90266 and unit standard 10655.

**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