

## Achievement Standard

<b>Subject Reference</b>	Making Music 3.5		
<b>Title</b>	Integrate aural skills into written representation		
<b>Level</b>	3	<b>Credits</b>	4
		<b>Assessment</b>	External
<b>Subfield</b>	Music		
<b>Domain</b>	Making Music		
<b>Status</b>	Registered	<b>Status date</b>	04 December 2012
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	04 December 2012

This achievement standard involves integrating aural skills into written representation.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Integrate aural skills into written representation.</li> </ul>	<ul style="list-style-type: none"> <li>Integrate aural skills securely into written representation.</li> </ul>	<ul style="list-style-type: none"> <li>Integrate aural skills consistently into written representation.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.
- Integrate aural skills* involves providing a valid explanation and analysis, and generally accurate transcription of music from a range of musical styles in relation to a range of characteristics, which may include:
  - tonality – major, minor, modal, microtonal
  - rhythm – ostinato, repetition, imitation, patterns, motifs, variation, development
  - metre – regular and irregular
  - melody – imitation, sequence, repetition, inversion, ostinato, contour, pitch range, notation of treble and/or bass clef melodic lines or fragments
  - harmony – accompaniment styles, pedal notes, ostinato, simple harmonic patterns, chords (jazz and/or rock, roman numerals, notated)
  - texture – monophonic, homophonic, polyphonic, heterophonic, density
  - tone colour – instrumental and vocal timbres and combinations
  - articulation – legato, staccato, accent
  - tempo

- dynamics
- form
- style.

*Integrate aural skills securely* involves providing a valid and competent explanation, analysis, and transcription.

*Integrate aural skills consistently* involves providing a precise explanation and analysis, and an accurate transcription.

- 3 A range of musical styles refers to a selection from the following:
    - music from a variety of cultural, historical and social contexts
    - 'art' music, popular, rock, jazz, ethnic, indigenous, folk, stage.
  - 4 Traditional and contemporary forms of Māori music may be used for assessment against this standard.
  - 5 Assessment Specifications for this achievement standard can be accessed through the Music subject resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.
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### Replacement Information

This achievement standard replaced AS90777.

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### 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