

Achievement Standard

Subject Reference

Music Studies 3.8

Title

Examine the influence of context on a substantial music work

Level 3

Credits 4

Assessment Internal

Subfield Music

Domain Music Studies

Status Registered **Status date** 04 December 2012

Planned review date 31 December 2016 **Date version published** 04 December 2012

This achievement standard involves examining of the influence of context on a substantial music work.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Examine the influence of context on a substantial music work. 	<ul style="list-style-type: none"> Examine in depth the influence of context on a substantial music work. 	<ul style="list-style-type: none"> Examine perceptively the influence of context on a substantial music work.

Explanatory Notes

1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; all the Level 8 achievement objectives 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>.

2 *Examine* involves investigating aspects of the context and explaining the ways in which they shape the conception, production, and interpretation of the music work.

Examine in depth involves a detailed investigation of significant aspects of the context and discussing the ways in which they shape the conception, production, and interpretation of the music work.

Examine perceptively involves integrating an insightful investigation of significant aspects of the context with discussion of the ways in which they shape the conception, production, and interpretation of the music work.

- 3 *Context* refers to:
- cultural (eg artefacts, taonga, customs, rituals)
 - social (eg occasions, ceremonies, celebrations, worship, values, political)
 - historical (eg time, era, period)
 - aesthetic and/or individual (eg taste and disposition)
 - geographical (eg place, environment, change of environment).
- 4 Conception refers to why the music has been created, its inspiration, and the purpose or conditions which led to it being realised (composed or performed).
- 5 Production refers to the processes used in making and realising the music, including use of technologies (electronic and acoustic), presentation and/or staging, and people and/or personalities.
- 6 Interpretation refers to the effects, function, and transmission (eg CD, concert, marae performance) of the music.
- 7 The conception, production, and interpretation of the music work may include:
- compositional aspects (eg ideas, techniques/devices, form, function)
 - performance aspects (eg conventions/practices, interpretation, communicative aspects, techniques)
 - material and mechanical production aspects (eg instruments, taonga pūoro, tools, the ways in which sound is produced and reproduced)
 - acoustical aspects (eg physical performance environment, instrument qualities, qualities of live or recorded sound, modifications and effects).
- 8 The examination of context may include a comparison of different interpretations of the same work.
- 9 *Substantial* means that the music work has significance and/or complexity in the chosen style or era. Shorter works by the same composer(s) may be combined within a style or era.
- 10 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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Replacement Information

This achievement standard replaced AS90497.

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