

## Achievement Standard

<b>Subject Reference</b>	Music 1.1		
<b>Title</b>	Perform two pieces of music as a featured soloist		
<b>Level</b>	1	<b>Credits</b>	6
		<b>Assessment</b>	Internal
<b>Subfield</b>	Music		
<b>Domain</b>	Making Music		
<b>Status</b>	Registered	<b>Status date</b>	17 December 2010
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	20 November 2014

This achievement standard involves performing two pieces of music as a featured soloist.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Perform two pieces of music as a featured soloist.</li> </ul>	<ul style="list-style-type: none"> <li>Perform two pieces of music effectively as a featured soloist.</li> </ul>	<ul style="list-style-type: none"> <li>Perform two pieces of music convincingly as a featured soloist.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 6 strand, *Communicating and Interpreting 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>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- Perform* involves live presentation of music to an audience. The performance must demonstrate technical, musical, and presentation skills appropriate to students in at least their third year of instrumental study through group itinerant tuition. Each piece of music must be of sufficient length to demonstrate these skills.

*Perform effectively* means that the performance is technically secure, stylistically appropriate and confidently communicated to the audience.

*Perform convincingly* means that the performance is assured, musically expressive and demonstrates interpretive understanding.

- 3 The pieces of music may be performed on different occasions.
  - 4 Traditional forms of Māori music may be used for assessment against this standard.
  - 5 Improvisation can be used as evidence to meet the requirements of the standard.
  - 6 The *featured soloist* must be easily heard and seen, must have a central or leading role, and must play a separate or uniquely identifiable part. The featured soloist may be unaccompanied or accompanied, or a featured soloist in a small group.
  - 7 The performance of each piece of music must be assessed holistically. This means not placing emphasis on minor inaccuracies that do not affect the fluency of the performance.
  - 8 The assessment criteria must be applied to provide an overall judgement based on the weight of evidence across both performances.
  - 9 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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### Replacement Information

This achievement standard replaced unit standard 10651 and AS90012.

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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