

## Achievement Standard

<b>Subject Reference</b>	Making Music 2.5		
<b>Title</b>	Demonstrate aural understanding through written representation		
<b>Level</b>	2	<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>	17 November 2011
<b>Planned review date</b>	31 December 2018	<b>Date version published</b>	20 November 2014

This achievement standard involves demonstrating aural understanding through written representation.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate aural understanding through written representation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth aural understanding through secure written representation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive aural understanding through written representation.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 7 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, 2011 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](#) for the relevant learning area.

- Demonstrate aural understanding* involves a selection from each of the following:
  - understanding of elements and expressive features (eg rhythm, pitch, timbre, dynamics, tempo, tonality, texture, harmony, form, style) and structural devices used in constructing a piece of music (eg motif, phrase, sequence, repetition, variation, cadence)
  - knowledge of simple and compound time signatures, treble and bass clefs, major and minor keys (harmonic, melodic, and natural minor) up to four sharps and four flats

- notating rhythmic and melodic phrases
- identifying chords in root position, of I, II, IV, V, V<sup>7</sup>, VI, the Isus<sup>4</sup> and Vsus<sup>4</sup> chords, and jazz/rock chord equivalents eg A<sup>b</sup>, B<sup>b</sup>m, D<sup>b</sup>, E<sup>b</sup>, E<sup>b</sup><sup>7</sup>, Fm, and the A<sup>b</sup>sus<sup>4</sup> and E<sup>b</sup>sus<sup>4</sup> chords, or E, F<sup>#</sup>m, A, B, B7, C<sup>#</sup>m and the Esus<sup>4</sup>.

*Demonstrate in-depth aural understanding* involves showing sound aural understanding through written representation.

*Demonstrate comprehensive aural understanding* involves integrating and sustaining aural perception through written representation.

- 3 Assessment Specifications for this achievement standard can be accessed through the Music page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.

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### Replacement Information

This achievement standard replaced AS90268.

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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