

## Achievement Standard

<b>Subject Reference</b>	Making Music 3.3		
<b>Title</b>	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group		
<b>Level</b>	3	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<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 2019	<b>Date version published</b>	17 November 2016

This achievement standard involves demonstrating ensemble skills by performing two substantial pieces of music as a member of a group.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ensemble skills by effectively performing two substantial pieces of music as a member of a group.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ensemble skills by convincingly performing two substantial pieces of music as a member of a group.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 8 achievement objectives Communicating and Interpreting in 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 ensemble skills* involves:
  - presenting two substantial pieces of music in a single group performance
  - contributing to the cohesion, balance, intonation, feel, style, and accuracy of the group's performance.
 The ensemble skills are appropriate to at least a fifth year of instrumental study through group itinerant tuition.

*Demonstrate ensemble skills effectively* involves contributing to the cohesion, balance, intonation, feel, style, accuracy, and confident presentation of the group's performance. The contribution is consistent and musically responsive.

*Demonstrate ensemble skills convincingly* involves contributing to the cohesion, balance, intonation, feel, style, accuracy, and confident presentation of the group's performance. The contribution is assured and sustained with convincing musical responses.

- 3 Music selected ensures that *ensemble skills* are required of all performers being assessed.
- 4 *Performing as a member of a group* involves live presentation of music to an audience.
- 5 *Substantial pieces of music* indicate that the music is of some significance and/or complexity within the repertoire for the genre. The performance must be of sufficient length to demonstrate the ensemble skills required.
- 6 Traditional and contemporary forms of Māori music may be used for assessment against this standard.
- 7 A group normally consists of three to seven members. Each performer plays a separate or uniquely identifiable part.
- 8 The individual performer's contribution to the pieces is assessed holistically, across both pieces of music. Emphasis is placed on the musicality and qualities of the whole performance, rather than on small technical inaccuracies or minor errors.
- 9 Improvisation may be used as evidence to meet the requirements of this standard.
- 10 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 AS90526 and unit standard 16553.

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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