

Achievement Standard

Subject Reference Making Music 3.4

Title Communicate musical intention by composing three original pieces of music

Level 3 **Credits** 8 **Assessment** Internal

Subfield Music

Domain Making Music

Status Registered **Status date** 04 December 2012

Planned review date 31 December 2019 **Date version published** 17 November 2016

This achievement standard involves communicating musical intention by composing three original pieces of music.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Communicate musical intention by composing three original pieces of music. 	<ul style="list-style-type: none"> Communicate musical intention effectively by composing three original pieces of music. 	<ul style="list-style-type: none"> Communicate musical intention convincingly by composing three original pieces of music.

Explanatory Notes

- 1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 8 achievement objective Developing Ideas 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>.

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.

- 2 *Communicate musical intention* involves developing, structuring, and representing musical ideas coherently and purposefully to express the intention of the composer(s).

Communicate musical intention effectively involves developing, structuring, and representing musical ideas skilfully to communicate the intention of the composer(s) with style and character. Representation accurately conveys the intention of the composer(s).

Communicate musical intention convincingly involves developing, structuring, and representing musical ideas imaginatively. The music demonstrates stylistic assurance and flair and communicates the intention of the composer(s) with impact. Representation conveys the intention of the composer(s) in detail.

- 3 *Composing* may be individual or collaborative. The three compositions may comprise any combination of individual and collaborative work. Collaborative composition involves two to five students working in a group. The group performs the completed composition. Each student's creative contribution to the group composition is individually assessed.
 - 4 Representation is appropriate to the style or genre of the compositions and conveys compositional intent. Representation includes both audio and visual formats.
 - 5 Evidence for each composition by an individual composer comprises:
 - an audio file playable on a CD player or computer without specialised music software
 - visual representation conveying compositional intent which is appropriate to the style or genre, ie standard music notation, detailed lead sheet, tab with rhythmic indications, detailed graphic notation, narrative description for electronic music, or a combination of these
 - a brief statement of the composer's musical intent for each composition.
 - 6 Evidence for each collaborative composition comprises:
 - visual representation conveying compositional intent which is appropriate to the style or genre, ie standard music notation, detailed lead sheet, tab with rhythmic indications, detailed graphic notation, narrative description for electronic music, or a combination of these
 - an audio-visual recording of the composers performing their composition
 - a brief statement of the group's musical intent for each composition.
 - 7 Improvised passages are performed by the composer. Sufficient detail is supplied in the visual representation to give a clear indication of the composer's intention for the improvisation.
 - 8 The assessment criteria are applied to provide an overall judgment based on the weight of evidence across the three compositions.
 - 9 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 AS90775 and unit standard 10656.

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