

Achievement Standard

Subject Reference	Music Studies 3.9		
Title	Create two arrangements for an ensemble		
Level	3	Credits	4
		Assessment	Internal
Subfield	Music		
Domain	Music Studies		
Status	Registered	Status date	04 December 2012
Planned review date	31 December 2019	Date version published	17 November 2016

This achievement standard involves creating two arrangements for an ensemble.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Create two arrangements for an ensemble. 	<ul style="list-style-type: none"> Create two effective arrangements for an ensemble. 	<ul style="list-style-type: none"> Create two convincing arrangements for an ensemble.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 8 achievement objectives Developing Ideas and Understanding the Arts in Context 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.

- Create arrangements* involves creatively reworking or adapting existing musical material. For example, an arrangement for four-part choir could be developed from an existing folk melody. New material (eg accompaniments, counter-melodies) may be combined with the given material in an original manner.

Create effective arrangements involves:

- using instrument ranges and playing techniques for expressive effect
- applying instrumental combinations and timbres creatively
- showing skill in combining and structuring musical ideas
- controlling textural density.

Create convincing arrangements involves showing:

- skilful, imaginative, and idiomatic writing for specific instruments and/or voices
- musical character and imagination.

- 3 The arrangements are for ensembles of three or more independent parts. An independent part is an instrumental or vocal line of music. A piano or keyboard part counts as a single independent part.
 - 4 The arrangements are represented as accurately notated scores. Scores may include computer scores that are generated and edited by the student.
 - 5 The assessment criteria are applied to provide an overall judgment based on the weight of evidence across both arrangements.
 - 6 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 AS90527 and unit standard 10663.

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