

## Achievement Standard

**Subject Reference** Making Music 3.11

**Title** Compose three original songs that express imaginative thinking

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

**Subfield** Music

**Domain** Making Music

**Status** Registered      **Status date** 17 November 2016

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

This achievement standard involves composing three original songs that express imaginative thinking.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Compose three original songs that express imaginative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Compose three original songs that effectively express imaginative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Compose three original songs that convincingly express imaginative thinking</li> </ul>

### 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 *Compose three original songs that express imaginative thinking* involves developing, structuring, refining and representing original lyrical and musical ideas coherently and purposefully.

*Compose three original songs that effectively express imaginative thinking* involves developing, structuring, refining and representing original lyrical and musical ideas skilfully with style and character. Representation expresses imaginative intent appropriate to the genre of songwriting.

*Compose three original songs that convincingly express imaginative thinking* involves developing, structuring, refining and representing original lyrical and musical ideas with stylistic assurance and flair and communicated with impact. Representation expresses imaginative intent, in detail, and appropriate to the genre of songwriting.

- 3 *Imaginative thinking* involves developing, structuring, and refining lyrical and musical concepts which may draw on visual or sonic imagery, ideas and personal experiences, and cultural inspiration. It also involves the quality of the blending of the lyrics with the melody and harmony lines, in relation to the songwriter's intention.
  - 4 It is intended that composition of waiata can be assessed in this standard.
  - 5 Songwriting may be individual or collaborative. The songs may comprise any combination of individual and collaborative work. Collaborative songwriting involves two to five students working in a group. The individual or group realises or oversees the performance of the completed song. Each student's creative contribution to the song is individually assessed. The three songs, including their lyrics, will be of sufficient complexity to be assessed at this level.
  - 6 Representation includes both audio and visual formats. This includes clearly structured lyrics and musical representation according to appropriate performance practices, including style and genre. Evidence of representation will involve a:
    - recording
    - lyric and chord sheetand allows the song to be reproduced by others.
  - 7 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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### 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