

## Achievement Standard

<b>Subject Reference</b>	Music Studies 2.8		
<b>Title</b>	Devise an instrumentation for an ensemble		
<b>Level</b>	2	<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>	17 November 2011
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves devising an instrumentation for an ensemble.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Devise an instrumentation for an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Devise an effective instrumentation for an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Devise a convincing instrumentation for an ensemble.</li> </ul>

### Explanatory Notes

1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 7 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, 2011 at <http://seniorsecondary.tki.org.nz>.

2 *Instrumentation for an ensemble* involves an instrumentation that can be realised by an ensemble, and shows:

- knowledge of instrument ranges
- knowledge of instrument playing techniques
- understanding of instrument combinations
- clear and mostly accurate written scores.

*Effective instrumentation* involves the instrumentation showing:

- developed understanding of instrument combinations, timbres and ensemble writing
- variety of textural density.

*Convincing instrumentation* involves the instrumentation showing:

- imaginative and idiomatic use of instruments
- skilful use of timbres and textural density

- clear, accurate, and detailed written scores.

*An instrumentation* is the allocation of existing musical material to a range of instruments sounding in combination. The existing music material must comprise at least 48 bars and must provide the potential for instrumentation in at least four parts. An appropriate instrumentation must be scored for at least four independent parts. An independent part is an instrumental or vocal line of music. Suitable instrumentations could comprise:

- a piano piece scored for a small ensemble of single woodwinds and strings
- a piano piece scored for a small jazz band
- a hymn or chorale scored for a brass ensemble
- a song scored for a rock group
- a song scored for a vocal ensemble.

- 3 Where the source material repeats, the instrumentation must be scored differently, for example, showing changes in texture or textural density and/or instruments.
- 4 This is an instrumentation activity, not an arrangement. Students are not expected to create new material, although in some instances this may be appropriate (eg adding a drum kit part, creating idiomatic accompaniment figures in keeping with the style of the music).
- 5 The instrumentation is to be submitted as a notated score. The student is also required to submit an audio file playable on a CD player or computer without specialised music software, and the original source material.
- 6 The generation and editing of computer scores must be undertaken by the student.
- 7 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### Replacement Information

This achievement standard replaced AS90267.

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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