

Achievement Standard

Subject Reference Making Music 2.2

Title Perform a substantial piece of music as a featured soloist on a second instrument

Level 2 **Credits** 3 **Assessment** Internal

Subfield Music

Domain Making Music

Status Registered **Status date** 17 November 2011

Planned review date 31 December 2020 **Date version published** 20 November 2014

This achievement standard involves performing a substantial piece of music as a featured soloist on a second instrument.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Perform a substantial piece of music as a featured soloist on a second instrument. 	<ul style="list-style-type: none"> Perform a substantial piece of music effectively as a featured soloist on a second instrument. 	<ul style="list-style-type: none"> Perform a substantial piece of music convincingly as a featured soloist on a second instrument.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 7 achievement objective *Communicating and Interpreting 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>.

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.

- Perform* involves live presentation of music to an audience.

Perform effectively involves the performance being technically secure, stylistically appropriate and confidently communicated to the audience.

Perform convincingly involves the performance being assured, musically expressive and demonstrating interpretive understanding.

- 3 *Substantial piece* involves the music having some significance and/or complexity in the repertoire for the genre. The performance must demonstrate technical, musical, and presentation skills appropriate to students in at least their fourth year of instrumental study and/or through group itinerant tuition. The piece of music must be of sufficient length to demonstrate these skills.
 - 4 Traditional and contemporary forms of Māori music may be used for assessment against this standard.
 - 5 Improvisation can be used as evidence to meet the requirements of this standard.
 - 6 Featured soloist may be unaccompanied or accompanied, or a featured soloist in a small group. The featured soloist must be easily heard and seen and must play a separate or uniquely identifiable part.
 - 7 Featured soloists must demonstrate substantially different playing techniques and skills on a different instrument from the one(s) presented for assessment in AS91270, *Perform two substantial pieces of music as a featured soloist*.
 - 8 The performance must be assessed holistically. This means considering the musicality and merits of the whole performance, rather than placing emphasis on small technical inaccuracies or minor slip-ups.
 - 9 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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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