

## Achievement Standard

<b>Subject Reference</b>	Music Studies 2.7		
<b>Title</b>	Demonstrate understanding of two substantial and contrasting music works		
<b>Level</b>	2	<b>Credits</b>	6
		<b>Assessment</b>	External
<b>Subfield</b>	Music		
<b>Domain</b>	Music Studies		
<b>Status</b>	Registered	<b>Status date</b>	19 November 2015
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	19 November 2015

This achievement standard involves demonstrating understanding of two substantial and contrasting music works.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>• Demonstrate understanding of two substantial and contrasting music works.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate in-depth understanding of two substantial and contrasting music works.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate comprehensive understanding of two substantial and contrasting music works.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 7 achievement objectives *Understanding Music – Sound Arts in Context*, *Developing Practical Knowledge*, and *Communicating and Interpreting in the Music – Sound Arts* strands; 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 *Demonstrate understanding of two substantial and contrasting music works* involves a comparison of the contexts in which the works were composed or performed, and the use of musical elements and features of the works.

*Demonstrate in-depth understanding of two substantial and contrasting music works* involves a detailed comparison of contexts in which the works were composed or performed, and the use of musical elements and features of the works.

*Demonstrate comprehensive understanding of two substantial and contrasting music works* involves a perceptive comparison of contexts in which the works were composed or performed, and the use of musical elements and features of the works.

- 3 *Substantial* refers to the music being of some significance and/or complexity. Several short works by the same composer(s) may be combined to represent a substantial work (eg an album of short songs). Study of a representative section of an extended work is appropriate (eg one movement of a symphony).
  - 4 Contexts may include:
    - historical, social and/or cultural contexts in which the work was composed and/or performed, eg medieval, renaissance, baroque, classical, romantic, twentieth or twenty-first century 'art' music, traditional forms of Māori music, music of other cultures, popular, rock, jazz, music theatre, music for film
    - composer(s) and/or performer(s) associated with the work
    - purpose and/or function (eg commissioned works, film music, whakapapa (genealogical narrative)).
  - 5 Musical elements and features may include:
    - elements (eg harmony, timbre, texture, form)
    - compositional devices (eg motif, riff, inversion, fragmentation, diminution)
    - performance practices (eg articulation, swung quavers, improvisation)
    - sound production technologies (eg reverb, panning, sound properties of acoustic instruments/taonga pūoro and electric/digital instruments)
    - notation/transmission conventions (eg graphic score, figured bass, jazz/rock chord symbols, oral narrative).
  - 6 Traditional and contemporary forms of Māori music may be used for assessment against this standard.
  - 7 Reference to the score of at least one of the music works is required.
  - 8 Assessment Specifications for this achievement standard can be accessed through the Music page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.
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### **Replacement Information**

This achievement standard replaced AS90270 and unit standard 10661.

**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