

## Achievement Standard

<b>Subject Reference</b>	Making Music 3.2		
<b>Title</b>	Perform a programme of music as a featured soloist on a second instrument		
<b>Level</b>	3	<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>	04 December 2012
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	17 November 2016

This achievement standard involves performing a programme 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"> <li>Perform a programme of music as a featured soloist on a second instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a programme of music effectively as a featured soloist on a second instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a programme of music convincingly as a featured soloist on a second instrument.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 8 achievement objectives 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, 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.

- Perform* involves presenting music to a live audience.

*Perform effectively* involves a technically secure performance that is stylistically appropriate and confidently communicated to the audience.

*Perform convincingly* involves an assured and musically expressive performance that demonstrates interpretive understanding.

- 3 The performance demonstrates technical, musical, and presentation skills appropriate to students in at least their fifth year of instrumental study through group itinerant tuition. Each piece of music is of sufficient length and complexity to demonstrate these skills.
  - 4 *A programme of music* indicates that the pieces are performed consecutively within the same assessment opportunity and performance setting.
  - 5 The *featured soloist* may be unaccompanied or accompanied, or a featured soloist in a small group. The featured soloist is easily heard and seen, and plays a separate or uniquely identifiable part.
  - 6 Featured soloists demonstrate substantially different playing techniques and skills on a different instrument from the one(s) presented for assessment in AS91416, *Perform two programmes of music as a featured soloist*.
  - 7 Performances are assessed holistically to provide an overall judgement based on the weight of evidence across the programme. Emphasis is placed on the musicality and qualities of the performances, rather than on small technical inaccuracies or minor errors.
  - 8 Improvisation may be used as evidence to meet the requirements of this standard.
  - 9 Traditional and contemporary forms of Māori music may be used for assessment against this standard.
  - 10 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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### Replacement Information

This achievement standard replaced unit standard 16551.

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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