

Achievement Standard

Subject Reference		Music 1.3			
Title		Demonstrate understanding of music in relation to contexts			
Level	1	Credits	5	Assessment	External
Subfield		Music			
Domain		Music Studies			
Status		Approved		Status date	March 2024
Planned review date		December 2028		Date version published	March 2024

Purpose Statement

Students are able to demonstrate understanding of music in relation to contexts.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"><li>Demonstrate understanding of music in relation to contexts</li></ul>	<ul style="list-style-type: none"><li>Examine music in relation to contexts</li></ul>	<ul style="list-style-type: none"><li>Evaluate music in relation to contexts</li></ul>

Explanatory Notes

- 1Demonstrate understanding of music in relation to contexts involves:
  - describing music concepts that are significant to selected music
  - describing contexts that are relevant to the music.
- Examine music in relation to contexts involves:
  - explaining relationships between music concepts and the contexts using examples from the music.
- Evaluate music in relation to contexts involves:
  - drawing conclusions about the significance of relationships between music concepts and the contexts of the music.

- As part of the evidence provided, students must engage with music from a Māori context and an additional context.

A *Māori context* refers to the Māori cultural, historical, or social setting within which the music fits, as well as the time, place, environment, or occasion for which it was created, performed, or both.

- An *additional context* can be any cultural, historical, or social setting, and could include a Pacific or different Māori context. This includes the time, place, environment, or occasion for which the music was created, performed, or both.

- Music concepts* refer to the building blocks of music.

Examples include:

- musical elements, features and conventions, such as tonality, melody, rhythm, and compositional tools and expressive devices;
- āhuatanga puoro and mātauranga Māori in music, including culturally grounded features and practices that are embedded in the music. These could include movement and facial expression, intonation and vocal practices, the use of taonga puoro, and te reo Māori;
- culturally grounded features and practices that are embedded in the music of the Pacific Islands. These could include dance and vā, the use of Pacific instruments such as pake and the conch shell, diverse Pacific languages, and vocal expression.

- Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
- This achievement standard is derived from The Arts Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

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## Replacement Information

This achievement standard and AS91948, AS91949, and AS91951 replaced AS91090-AS91095.

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## Quality Assurance

- Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference	0233
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