

Achievement Standard

Subject Reference	Music 1.4		
Title	Shape music ideas to create an original composition		
Level	1	Credits	5
		Assessment	External
Subfield	Music		
Domain	Music Studies		
Status	Approved	Status date	September 2024
Planned review date	December 2028	Date version published	December 2024

Purpose Statement

Students are able to shape music ideas to create an original composition.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Shape music ideas to create an original composition	<ul style="list-style-type: none">Develop music ideas to create an original composition	<ul style="list-style-type: none">Refine music ideas to create an original composition

Explanatory Notes

- 1Shape music ideas to create an original composition involves:
 - applying music concepts to create and organise music ideas in a music style.

Develop music ideas to create an original composition involves:

 - applying music concepts to expand and structure music ideas in a music style.

Refine music ideas to create an original composition involves:

 - applying music concepts to enhance and connect music ideas cohesively in a music style.
- 2Original composition refers to a complete piece of music that is created by the student.
- As part of the evidence provided, students must submit a visual representation of the original composition. Modes of visual representation will vary depending on the music style of the composition.

Examples include:

- notated scores
- annotated screencasts
- lyric-chord charts.

- 3 *Music ideas* are the source music materials that can be developed into larger phrases, segments, or themes, and are used in the building of a composition.

Examples include:

- rhythmic motifs
- melodic motifs
- riffs
- patterns
- lyric material
- chord progressions.

Music ideas can also encompass larger phrases or musical segments the student has created, which will be further developed and organised.

- 4 *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 drums and the conch shell, diverse Pacific languages, and vocal expression.

- 5 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

- 6 This achievement standard is derived from The Arts Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

Replacement Information

This achievement standard and AS91948-AS91950 replaced AS91090-AS91095.

Quality Assurance

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

Consent and Moderation Requirements (CMR) reference0233
