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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Music 2024

91277 Demonstrate understanding of two substantial and contrasting music works

Credits: Six

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of two substantial and contrasting music works.	Demonstrate in-depth understanding of two substantial and contrasting music works.	Demonstrate comprehensive understanding of two substantial and contrasting music works.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Complete ALL parts of the task in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

Do not write in the margins (// // // //). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Excellence

TOTAL 08

INSTRUCTIONS

You are to discuss two contrasting music works you have studied. Support all parts of your discussion with specific musical evidence.

Read all parts of the task carefully before you begin.

You must make reference to the score of at least one work in your discussion.

Do NOT repeat the same material in your answers to different parts of the task.

Work (1)

Title: Take Five

Composer/performer: Composer: Paul Desmond Performers: David Brubeck Quartet

Genre/style/period: Jazz, first performed 20th June 1959.

Work (2)

Title: The Jaws Theme

Composer/performer: John Williams

Genre/style/period: Film Score, released with the film score 21st September 1975

TASK

(a) Comparison of the context of the works

American jazz saxophonist, band leader, and composer Charlie Parker once said:

"Music is your own experience, your own thoughts, your wisdom. If you don't live it, it won't come out of your horn."

(i) Briefly describe the context in which each work was created.

Work (1): As a jazz piece, Take Five represents a unique blend of many cultural contexts. As slavery had only been abolished less than 100 years before, segregation was still very present in 1959. Because of this the formation and success of the David Brubeck quartet, which ~~included~~ had African-American players such as David Brubeck was particularly impressive, as many social, and even legal obstacles had to be overcome by this group, making their ingenuity and high standard of playing particularly impressive. As well as this, in the context of jazz, Take Five also had many cultural facets as it included aspects of Western European music, such as instruments like the piano and double bass, as well as musical features such as African American spirituals, relaxed ragtime rhythms, and the blues scale from the blues genre.

Work (2):

Technology at this time had come far enough in order to allow for good cinematography and therefore good filmmaking. However, it had not yet reached personal television becoming common in homes. This meant the social context allowed for going to the cinema to be quite a social occasion, making the value of score-making for films to increase. The enjoyment of unusual forms of entertainment, such as horror, in Peter Benchley's book 'Jaws' which the film and the score was based on, also shows that life had become easier for most people in the Western world, as these activities were consumed by the public.

- (ii) Compare how each work reflects the lived experiences of the composers and/or performers.

Both works reflect John Williams and Paul Desmond taking advantage of newfound freedoms in their music, allowed for by the American social context of the time. Both works were composed in the USA, by Americans during a period of economic and baby booms that resulted from America's recent victory in 1945 of WWII, with their status as the new 'world superpower' lending itself to increased consumerism. This was combined with many Americans gaining an escapist attitude due to the stresses of many overseas conflicts (such as the Vietnam & Korean Wars which both began in the 1950's), which led to an increased value of the entertainment and music industries, which led to opportunity to experiment in these fields. Despite both works being composed in a similar geographic area and time period, both composers had unique circumstances. For example, ~~David~~ ^{Paul} Desmond was a jazz composer who had to deal with, and adapt to, the demolition of large jazz bands (big bands) in the USA, due to huge amounts of musicians lost to conscription to the previously mentioned overseas conflicts. This led to the formation of many smaller jazz ensembles, such as the David Brubeck quartet. This meant he had the ability to rely less on the written music found in books and improvise, he is quoted as a result to say he left "perfectionism to the classical musicians". On the other hand, John Williams & Steven Spielberg together took advantage of the demolition of the big film after the 'Golden Age' of Film making in the 1960s which allowed for young directors and film scorers to move away from traditional, fully European orchestrated music scores and create their own signature style, leading to John Williams becoming one of the most famous.

(b) Comparison of the use of a musical element or feature in the works

Select (✓) ONE of the following four elements/features to answer part (b):

- ☐ Melody ☒ Rhythm
☐ Structure ☐ Tonality

(i) For each work, briefly discuss the ways this musical element or feature is used.

Work (1): Rhythm is the defining feature of Take Five as it is made famous by its $\frac{5}{4}$ time signature which allows for unconventional improvisation opportunities for jazz soloists, who would most often improvise in $\frac{4}{4}$. It's rhythmic ingenuity also comes from more common jazz features such as swing/relaxed quavers and syncopation, held together by straight conventional rhythmic features in the rhythm section.

Work (2): Rhythm is used to drive Jaws, with a mechanical ostinato carried through out. It also provides opportunities to experiment in other musical elements, such as melody and tonality, as the consistent rhythms allow for modern composition in other areas. It is used symbolically, as it is a film score, as well as to heighten emotional responses of terror from the audience.

- (ii) Compare and contrast how the composers use your chosen element or feature. Support your response with specific musical evidence.

Both John Williams and Paul Desmond used rhythm in the Jaws theme and Take Five to create both stability and surprise within their respective pieces, as both use rhythmic ostinatos, as well as contrasting rhythms in melody and ornaments. In Take Five Paul Desmond begins the piece with a rhythmic ostinato in the drums ^(the theme at 15). This includes a constant five beat pulse provided by the high-hat, this grounds the piece until the drum solo in bar 85 of the piece. This five beat pulse is supported by the piano and double bass vamp introduced in bar 5 (as shown in F and G), which although includes syncopation, also provides a constant beat reference for the listener. The consistency of these rhythmic ostinatos in the rhythm section aid the listener in counting to five, which normalises the seemingly unusual $\frac{5}{4}$ time signature, helping them to relax and appreciate more complicated rhythmic features, which the complex time signature allows for. In a similar way, John Williams uses a very simple, and therefore contrasting to that of Take Five, rhythmic ostinato of eight quavers, to fit with the simple time signature of $\frac{4}{4}$. This is introduced by the bass clarinet in bar 12 (shown at C) and is always played by at least one section of the orchestra throughout the entire piece, with another example of it being played by the timpani from bars 30-38, as shown at E. This ostinato also provides a rhythmic backbone for the Jaws theme, which allows for more complex rhythms in other sections of the orchestra. However, in contrast to Take Five, the ostinato creates anxiety, instead of relaxation, for the listener because of the primal nature the simplicity of the ostinato gives it. Its constant presence also instills fear in the listener as it represents the shark's heart-beat, and the omnipresence of the shark in the water, as represented by the constant presence of the ostinato in the piece. Both composers also use more complex rhythmic features that add interest to their

pieces
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Both help listeners follow the phrases of the piece.

MUSICAL QUOTATIONS (OPTIONAL)

Make sure it is clear which part of your answer any quotation relates to.

Jaws Quotes

Flute 1

A [24 3 25 7 26] Flute 1 29 8

Bass clarinet; bar 12

C 12

Bars 30-38

Piano

D 3 3 3 3 3 3 3 3

Bars 30-38

Timpani

E

Take Five quotes

Piano bar 5

F 5 4

Double bass entry bar 5

G 5 4

Drum orchestra, bar 2

H 5 4

Saxophone entry bar 24 - 25

I 5 4

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

b(ii) Paul Desmond does this to entertain the audience and show what can be achieved with an irregular time signature, while John Williams uses contrasting rhythms to build tension in the audience. Examples of contrasting rhythms in the Jaws theme can be seen in:

- Flute 1 & 2 Bars 24-26 & 29
- Piano bars 30-38

The triplets, septuplets, syncopation and use of ties to create syncopation compete with the regular & eight quarter ostinatos for dominance, as these rhythms do not naturally fit in with each other. This competition makes the piece sound chaotic, and causes the audience to panic. Many off-beat stabs, such as those shown in bar 29 of flute 1, shock the audience as we expect the strongest quarter to be at the beginning of each bar. These add to the horror the audience feels as we do not know what to expect.

Examples of unique rhythmic features in Take Five can be seen in:

- The saxophone melody, ^{as shown} bars 24-25 (I)
- Drum ostinato (1-1)
- Piano Vamp

All three are given unique jazz qualities, creating rhythmic interest from a classical point of view as they contain swing quarters and syncopation, with the drum riff containing three examples of syncopation in the same bar. All are also considered quirky simply because of the 5/4 time signature, which also allows for rhythmic experimentation in solo sections.

Overall, rhythm is used as a grounding force in both Take Five and the Jaws Theme as well as to achieve each composer's purpose of entertainment, for enjoyment in the case of Take Five, and horror, in the case of Jaws.

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Excellence

Subject: Music

Standard: 91277

Total score: 08

Q	Grade score	Marker commentary
One	E8	<p>In part (a) (i), a perceptive response to the context in which the work was created is provided. This provides prior and contemporary social and historical information and relates it to the creation of the studied works. In subpart (ii), the candidate provides a response which provides details on the lived experience of the composer/performer. The candidate has answered the question perceptively, linking the social context to the creation of the work in a detailed manner.</p> <p>In part (b) (i), the candidate has selected a musical element and given a range of examples of how it is used in the work. They have provided a brief description of its use in the piece as well as a justification for the use of elements in the work. In subpart (ii), the candidate has provided well-chosen musical evidence of the musical element, how it is used in the piece, and what effect it is intended to have on the audience. The comparison between works, and the chosen musical element, is clear and perceptive.</p>