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91277



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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.

Merit

TOTAL 06

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): Take 5 was created in a post WWII America experiencing an economic boom. People had money to spend on things like entertainment and the entertainment industry was more valuable because of the boom. The many conflicts of the time, the Korean and Vietnam wars and WWII, had led to many of the big bands breaking up as their musicians and instruments had left for war. This led to the formation of smaller cool jazz groups of which the Dave Brubeck quartet was one.

Work (2): Jaws was also created in the post WWII American economic boom. This meant that people had enough money to go watch Jaws and that Steven Spielberg could afford to hire John Williams for the film music. This was the period after the golden age of film had ended and the monopoly that the Big 5 film companies had previously held over the industry had ended. New young inspired directors like Spielberg were entering the industry and bringing new unique ideas. Jaws was the first blockbuster film and paved the way for films like Star Wars.

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

Both works were created during the American Post WWII economic boom in a time of prosperity and new inspiration in the entertainment industry. For *Take 5* the conflicts of the time had led to the breaking up of many big bands. This left behind a mismatched assortment of musicians and instruments who formed smaller "cool" Jazz groups in order to keep playing. *Take 5* was performed by the Dave Brubeck quartet which was one of these small jazz groups. This disruption in the musical world led to a lot more experimentation and new ideas. The improvisation sections that are a key feature of both *Take 5* and the Jazz genre of the time, are an example of new ideas and inspiration as a result of this historical context. The members of *Take 5*, and its composer (who was also a member) Paul Desmond, would have lived through this disruption/context and that would have influenced the piece they wrote/played. For *Jaws* the breaking up of the big 5 film company's monopoly on the film industry would have led to Spielberg being able to create *Jaws*. The economic boom would have also made this possible. The new entertainment industry freedom would have led to Williams trying new things with the piece. The use of the *Jaws* theme to represent and even replace the shark in the film is an example of a new inspiration as a result of John Williams' lived experience.

(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): Take 5 uses many interesting and unique rhythmic elements such as an unusual time signature, syncopation, triplets, and improvisation.

- Take 5's $\frac{5}{4}$ time signature is unusual and makes the piece interesting to listen to. Each bar feels one beat longer than expected as $\frac{4}{4}$ is the most common and probably expected time signature.
- Syncopation is used to create rhythmic interest, as beat notes are unexpected and so are interesting.
- Triplets are also used to make the rhythms more diverse, as

Work (2): The theme from Jaws uses a mix of steady rhythms and irregular rhythms to create tension. It has a main steady driving "heartbeat" rhythm that uses rhythmic tools such as doubling the speed ($\text{♩} \text{ to } \text{♩♩}$) to increase tension. The irregular rhythms like triplets, septuplets and off-beat starts add to the tension because they are unexpected.

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

Paul Desmond uses many rhythmic features to make *Park* interesting. Its $\frac{5}{4}$ time signature means to play 5 crotchet beats per bar. Most pieces use a time signature like $\frac{4}{4}$ or $\frac{3}{4}$ so listeners are not expecting the extra beat. As shown in extract A the drum rhythm uses syncopation and triplets.

The 3rd beat (and 2nd beat) don't sound in the same as they are syncopated. The 4th beat is tied into the 5th (more syncopation) which is a triplet. The unexpected placing of the beats makes the piece interesting for the listener. More examples of syncopation are in extract B, the piano vamp where the first chord in each bar is offbeat. This creates a jumpy feel to the piece. John Williams uses a steady driving rhythm to create tension in the *Jaws* theme. The simplicity of this rhythm gives it a primal feel which mimics the shark it is representing. The rhythm sometimes doubles in pace (as shown in extract C).

When this happens the tension increases and it feels like the shark is getting closer. The intensity goes up. Williams also uses irregular rhythms like the septuplet shown in extract D, ~~this is~~ This is played by the flute and is surprising and unsettling to the listener because it is unexpected. It hints that the shark could attack suddenly/without warning just like the rhythms. The "accel" in extract C combined with the increase in dynamic to *mf* adds to the increase of tension.

The steady nature of the rhythm makes the shark attack feel inevitable.

MUSICAL QUOTATIONS (OPTIONAL)

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

Take 5

A

B

Jaws

bar 11 C. Bsn (Contra Bassoon)
accel

C

mf

bar 25 Flute

D

Merit

Subject: Music

Standard: 91277

Total score: 06

Q	Grade score	Marker commentary
One	M6	<p>In part (a) (i), the a detailed response to the context in which the work was created is provided. This provides relevant social and historical information and relates it to the creation of the studied works. In subpart (ii), the response provides information on the social context within which the composers lived and gives this as the impetus behind the creation of the work. the simple response does not provide enough details on the lived experience of the composer / performer specifically.</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 specific musical evidence of the musical element, how it is used in the piece, and what effect it is intended to have on the audience.</p>