



Rangi Ruru
Girls' School

Commercial Music | Waiata o Naiaenei Level 3 NCEA Course Outline 2024

Welcome to your Level 3 NCEA Commercial Music for 2024, and to an exciting year of learning. Your course is planned to provide you with opportunities to achieve success in NCEA Level 3 while really honing your craft as a musician, with a special focus on commercial music.

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa
Artistic excellence makes the world sit up in wonder

While the Rangi Ruru Music programme includes the study, creation and performance of music within a diverse range of global music traditions, it is grounded in the fact that we are musicians of, and in, today's Aotearoa New Zealand. Music is a social document; an expression of, and a way of connecting with, language, identity and culture; it is a waka to explore diverse worldviews. Understanding your own musical whakapapa, and how it intersects with that of the music that you are performing, creating or studying, is crucial for you to successfully make meaning of it in their own time and place. Exploring the tikanaga of making music – both as a performer (making use of *ihi*, the energy that resides within every person) and an audience member (*wehi*, the emotional response to *ihi*, and *wana*, the collection of energy and emotion that unites and connects people) – is a core component of being a Rangi Ruru musician.

What will I learn in Music this year?

There are four key components to the Level 3 Commercial Music course that will form the basis of the programme:

- Performing Music
- Creating Music
- Studying Music
- Music Technology

From this, students will enter for 2 standards, totalling 16 credits. There are many other standards available and, in consultation with their teacher, students may add one or more of these on. Entering Scholarship Music, in either Performance or Composition, is encouraged for students working at an especially high level, as it challenges and extends students beyond the Level 3 NCEA requirements.

Many skills and dispositions reflective of the **Rangi Graduate** and **Rangi Values** are developed that are crucial for musicians, and these form the basis of teaching and learning in the course:

- **Confidence, self-belief and resilience:** Every performance is a risk. Successful musicians embrace this and, while demonstrating **Rikarika | Endeavour** and striving for their best, accept that there is no such thing as a 'perfect' performance.
- **Creativity:** Music is a creative pursuit. In senior Music classes, you really begin to develop your own voice and style as a performer and creator. Being true to your own musical voice is a demonstration of **Tika | Integrity**.

- **Self-management:** motivating and organising yourself to consistently practice your instrument and work on composition. Preparing for performance and creating original music are processes that require **Rikarika | Endeavour**, and consistent time over a sustained period.
- **Collaboration, empathy and connectedness:** Creating and making music are collaborative processes. There are many opportunities to share and be inspired by the other members of the class and wider Rangī Music whānau. **Aroha, Whakaute | Respect** and **Manaakitanga | Generosity of Spirit** are all crucial to the successful functioning of this whānau.

What sorts of things will I do?

Anna Howat is the classroom teacher for Level 3 Commercial Music. Due to the size of the class and self-directed nature of a significant part of the course, **there are two periods per week of teacher contact time, and two periods of non-contact time for individual work.**

Contact periods will be made up of a combination of whole-class learning, and individual mentoring. The expectation for non-contact periods is that students are working on their Music programme, in the Music Department, and that they must check in with one of the other Music staff members (**Jeremy Thin or Janet Kingsbury**) at the start of class. One or both of these teachers will always be available during Year 13 Commercial Music class times.

1. Perform music

While making music together forms part of the classroom programme, the preparation for all Performance standards – Solo, Second Instrument, and Group – takes place outside of class, under the direction of the student’s individual instrumental/vocal tutor (or group director/tutor for a group). The classroom teacher can support but is not responsible for this preparation.

*Please see the document **NCEA Music Performance Standards, Levels 2 and 3, Guidelines 2024**, for further information about this aspect of the course.*

- a) You will perform on your instrument/voice, as a soloist, in public performance. Two programmes of music *on the same instrument* are assessed for AS 91416 (Solo Performance, 8 credits). These are assessed at public performance evenings at the end of Term 2 and start of Term 4 (see Key Dates below).
 - Students who are proficient on more than one instrument may also enter AS91417 (Second Instrument Performance, 4 credits) and be assessed for one programme of music on this instrument in an additional performance.
 - You should perform as part of one or more music groups, outside of class. If the group and repertoire fits the requirements for AS91418 (Group Performance), you may choose to be assessed for this standard (4 credits).
 - Students entering Scholarship Music for Performance will use their second solo programme as the basis of this submission. This programme has a maximum length of 15 minutes, plus a 3,000-word critical reflective analysis.

b) In Term 4, the class will create and produce a performance evening to share original songs and compositions.

Students entering the Performance standards are required to be having regular tuition on an instrument/voice for the full year.

2. Create music

- a) You will compose three original songs, with visual representation and a recording, which are assessed for AS 91849 (Songwriting, 8 credits). Each student will complete a weekly Songwriting check-in with the classroom teacher. There will be formal deadlines for each song to be completed:

- Keen composers may create an additional three original pieces of music, with visual representation and a recording, which are assessed for AS 91419 (Composition, 8 credits). Note that the requirements of this AS are slightly different to that for Songwriting, and that taking on both the Songwriting and Composition standards is a major time commitment.
Students entered for both Songwriting and Composition must complete two works by each of the checkpoints listed above.
- Students entering Scholarship Music for Composition submit a portfolio of original music drawn from their Composition, Songwriting and/or Arranging submissions, lasting no more than 15 minutes, plus a 3,000-word critical reflective analysis.

3. Studying music

In order to support your musical development, study of music conventions and contexts will be a regular part of the class programme.

- You may choose to define, formulate, conduct, and communicate the research of a music topic of your choice, in consultation with your teacher. This is assessed for AS 91425 (Research, 4 credits).

4. Music Technology

In order to support both Songwriting/Composition and Performance, a focus on developing skills and understanding of Music Production forms a regular part of the class programme. This includes Music Production for both recording (Logic) and live performance.

2024 Commercial Music Level 3 Course Outline

Standards in **bold** form the core course for Level 3 Commercial Music. Additional standards in *italics* may be entered, in consultation with the classroom teacher.

NCEA Level 3 Music is divided into two separate strands: Making Music (MM) and Music Studies (MS). Standards may be freely drawn from either strand to create a course.

| Achievement Standard Number | Subject reference | Version number | Topic/Title | Mode of Assessment | Credits |
|-----------------------------|-------------------|----------------|---|--------------------|----------|
| AS 91416 | MM 3.1 | 2 | Perform two programmes of music as a featured soloist | Internal | 8 |
| AS 91417 | <i>MM 3.2</i> | <i>2</i> | <i>Perform a programme of music as a featured soloist on a second instrument</i> | <i>Internal</i> | <i>4</i> |
| AS 91418 | <i>MM 3.3</i> | <i>2</i> | <i>Demonstrate ensemble skills through performing two substantial pieces as a member of a group</i> | <i>Internal</i> | <i>4</i> |
| AS 91419 | <i>MM 3.4</i> | <i>2</i> | <i>Communicate musical intention by composing three original pieces of music</i> | <i>Internal</i> | <i>8</i> |
| AS91849 | MM 3.11 | 1 | Compose three original songs that express imaginative thinking | Internal | 8 |
| AS 91421 | MS3.6 | 3 | Demonstrate understanding of harmonic and tonal conventions in a range of music scores | External | 4 |
| AS 91422 | MS3.7 | 2 | Analyse a substantial music work | Internal | 4 |
| AS 91423 | MS3.8 | 2 | Examine the influence of context on a substantial music work | External | 4 |
| AS 91424 | MS3.9 | 2 | Create two arrangements for an ensemble | Internal | 4 |
| AS 91425 | <i>MS3.10</i> | <i>2</i> | <i>Research a music topic</i> | <i>Internal</i> | <i>6</i> |

[Scholarship Music](#) requirements

How and when will my work be assessed?

Assessment for learning is an ongoing process of self-reflection throughout the course. We encourage students to give themselves and others positive and next-step feedback.

You will self-reflect on assessed performances before receiving teacher feedback.

The Solo Performance standard has two submissions, at different times of the year. Feedback without a grade will be provided after the first submission, including next steps for development. Following the second submission, an overall grade is awarded. The Composition and Songwriting standards are the same, except that they have three submissions. All these standards expect and encourage progression across the submissions.

Key dates

1. Solo Performance AS 91416 (and Second Instrument AS 91417)

- a) Assessed performance 1: **Wednesday 26 June (Week 8, Term 2), 6:30pm, Merivale Lane Theatre.**
- b) Assessed performance 2:
 - **Wednesday 23 October (Week 2, Term 4), 6:30pm, Merivale Lane Theatre, OR**
 - Music Scholarship students: **Thursday 26 September (Week 10, Term 3), 6:30pm, The Piano**

There will be no resubmission/reassessment opportunity beyond these dates. Note that both performances for 91416 must be on the same instrument. A Second Instrument performance may occur on either of these dates.

Scholarship Music portfolios and dissertations are submitted to NZQA early in Term 4. If you are intending to enter this, discuss it with your teacher early in the year to ensure that your performance programme and dissertation are both designed to meet the specific Scholarship requirements.

2. Group Performance AS 91418

This assessment will occur during **Term 2 or early Term 3** at one of the regional music festivals that take place during that time (e.g. RockQuest, Southern Jam), or at a school group performance event if required.

3. Songwriting AS 91849 (and Composition AS 91419)

These will be prepared and assessed in consultation between the class and teacher.

Students will have individual weekly check-ins with the teacher, with deadlines for completion of individual songs/compositions at the end of **Term 1 (Fri 12 April), Week 7 of Term 2 (Thu 27 June) and Week 8 of Term 3 (Fri 20 September). Final submission of all three works is due at the end of Term 3, Friday 27 September.**

Students entering both Songwriting and Composition must complete two works by each of the checkpoints, with final submission for both standards due on Friday 27 September.

As these are portfolio-based standards with regular and ongoing student/teacher dialogue there should be no requirement for a further resubmission/reassessment opportunity. However, in extenuating circumstances, one further opportunity may be granted, in accordance with school policy.

Scholarship Music portfolios and dissertations are submitted to NZQA early in Term 4. If you are intending to enter this, discuss it with your teacher early in the year to ensure that your composition portfolio and dissertation are both designed to meet the specific Scholarship requirements.

4. Class concert

To be performed **early Term 4**, in collaboration with the Year 11 Music Class. This is an opportunity for Year 13 Commercial Music students to celebrate their musical journeys at Rangī Ruru, sharing favourite performances and original songs/compositions from the year.

If you have any questions about the course and/or assessment please contact your classroom teacher or Head of Curriculum Music, Mr Thin.

The Director of Music, Mrs Kingsbury, can answer general music enquiries, including regarding itinerant music lessons and co-curricular music groups.

Mrs Howat can answer questions regarding Rock Bands and the Commercial Music programme.

**Be you. Belong. Be your best. Be the change.
Enjoy your year!**