



Rangi Ruru  
Girls' School

## Music | Puoro Level 1 NCEA Course Outline 2024

Welcome to your Level 1 NCEA Music for 2024, and to an exciting year of learning. Your course is planned to provide you with opportunities to achieve success in NCEA while developing your knowledge and capabilities as a musician.

*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?

The kaupapa of the course is based around the following concepts:

- **Whanaungatanga:** the class is a musical community (within the wider Rangi Music whānau), based on trust and mutual support for each member's aspirations.
- **Manaakitanga:** the class is made up of individuals with diverse knowledge, experience and interests, all of which are legitimate and supported.
- **Ako:** all members of the class can all learn from each other.
- **Be Your Best:** success looks different for each member of the class, but the pursuit of personal excellence is a universal goal in the performing arts.

There are three main strands that run through the Music course: **performing music**, **creating music**, and **studying music**. In general, the course is taught holistically, with all aspects covered throughout the year. 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 Rangi 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?

The majority of the course programme will be covered in classes throughout the year. Please see your class materials for a more detailed breakdown of the timeline.

### 1. Introductory unit: Musician of the Month (Term 1)

Exploring your own musical identity, by diving deeply into the following two questions:

- *Who am I as a musician?*
- *What is my musical whakapapa?*

Through this unit, you will set some goals and priorities for your Level 1 Music course.

### 2. Performing music (throughout the year)

- a) Discussing how to perform effectively through giving and receiving feedback on performances within the class.
- b) Performing on your instrument/voice, as a soloist, within the class.
- c) Performing as part of various groups, both in and out of class.
- d) There will be a variety of informal performance opportunities in class throughout the year, with formal performances in class towards the ends of Terms 1, 2 and 3. From these, you will select one performance to submit for assessment for AS 91949 (Music 1.2 *Demonstrate music performance skills*, 5 credits) at the end of Term 3.

*To succeed in the course, it is required that you are having regular tuition on an instrument/voice for the full year. You should also be part of a Rangī co-curricular music group for the full year.*

### 3. Creating music (throughout the year, with a focus in Term 3)

- a) Learning about the techniques and compositional devices that composers use to create effective original music.
- b) Developing your knowledge of notating music within Sibelius, and recording and sequencing music in Logic.
- c) Developing your understanding of how original music is constructed through re-creating aspects of an existing piece of music in Logic. You may choose to develop this into a submission for AS 91948 (Music 1.1 *Use music skills in a music style*, 5 credits) at the end of Term 3.
- d) Composing one or more pieces of original music. You may choose to submit one of these for assessment for AS 91951 (Music 1.4 *Shape music ideas to create an original composition*, 5 credits) at the end of Term 3.

*Students may submit for assessment in AS 91948, OR AS 91951, OR neither.*

### 4. Studying music: Materials of Music, Music Contexts (mostly during Terms 1 and 2)

- a) Developing knowledge and ability to recognise and identify elements of music aurally.
- b) Developing knowledge of conventions in a range of music scores to expand your musical literacy in notation.
- c) Developing your ability to improvise on your chosen instrument.
- d) Studying a variety of works of music, including listening, analysis, performance, and research into the contexts in which the works were created. These will include works from both Māori and non-Māori contexts. Following in-class learning, you will independently analyse two pieces of music to submit for AS 91950 (Music 1.3, *Demonstrate understanding of music in relation to contexts*, 5 credits), one each at the end Terms 1 and 2.

*To succeed in the course, it is required that you are working at the equivalent of Grade 2 theory by the start of the course.*

### 5. Pulling it all together: Class Concert (Term Four)

A showcase performance by the class, focussing on solo/group/class performances and original music created by members of the class. All production elements of the concert (including sound, lights, promotion) will be completed by members of the class. This concert may be combined with the Year 13 Commercial Music class concert.

*Tentative date: Wednesday 16 October, TBC.*

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**Standards 91949 and 91950 will be completed by all members of the class.**

*In addition, students may choose to submit for ONE of AS 91948 or AS 91951, or neither.*

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits
91948	1.1	3	<i>Use music skills in a music style</i>	<i>Internal</i>	5
91949	1.2	3	<b>Demonstrate music performance skills</b>	<b>Internal</b>	<b>5</b>
91950	1.3	3	<b>Demonstrate understanding of music in relation to contexts</b>	<b>External</b>	<b>5</b>
91951	1.4	3	<i>Shape music ideas to create an original composition</i>	<i>External</i>	5

## 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.

Formal assessments are as follows:

- Music 1.2 *Demonstrate music performance skills*, 5 credits, AS 91949: select one performance from throughout the year to submit for assessment at the end of Term 3.
- Music 1.3, *Demonstrate understanding of music in relation to contexts*, 5 credits, AS 91950: complete the two pieces of assessment at the ends of Terms 1 and 2, and then submit both at the end of Term 2.
- Optional assessment: ONE of the following, submitted at the end of Term 3:
  - o Music 1.4 *Shape music ideas to create an original composition*, 5 credits, AS 91951.
  - o Music 1.1 *Use music skills in a music style*, 5 credits, AS 91948.

*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!**