



Music | Puoro Level 2 NCEA Course Outline 2025

Welcome to your Level 2 NCEA Music for 2025, and to an exciting year of learning. Your course is planned to provide you with opportunities to achieve success in NCEA while further 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

He ika kai ake i raro, he rapaki ake i raro

As a fish nibbles from below, so the ascent of a hill begins from the bottom

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 three main strands that run through the Music course: performing, creating music, and studying music. All Level 2 students, in both the Music and Commercial Music courses, undertake four standards totalling 22 credits, which includes the possibility of subject endorsement. Further standards are available and may be taken in consultation with the classroom teacher. See below for full information. Entering Scholarship Music in Performance may be suggested for students working at an especially high level, as it challenges and extends students beyond NCEA requirements.

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?



Janet Kingsbury is the classroom teacher for Level 2 and 3 Music. Due to student numbers, these two levels are combined into a single class, with four periods per week of teacher contact time. Some teaching and learning will occur with all students from both year levels together. However, a key attribute of a successful musician is the ability to self-motivate and self-organise, and students in both year levels will be required to self-direct their learning for some time each week. Support will be provided to develop these skills.

1. Performing music

- a) Performing on your instrument/voice, as a soloist, in public performance. Two substantial performances *on the same instrument* are assessed for AS 91270 (Solo Performance) – see below.
 - Students who are proficient on more than one instrument may also enter AS91274 (Second Instrument Performance) and be assessed for one substantial performance on this instrument.
- b) Performing as part of various groups, both in and out of class. One group performance is assessed for AS91272 (Group Performance).
- c) Students entering Scholarship Music for Performance will use their second solo performance as the basis of this submission. This programme has a maximum length of 15 minutes, plus a 3,000-word critical reflective analysis. This must be discussed with the classroom teacher early in the year, to ensure that the specific Scholarship requirements are prepared for.
- d) Discussing how to perform effectively through giving and receiving feedback on performances within the class.

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.

*Please see the document **NCEA Music Performance Standards, Levels 2 and 3, Guidelines 2025**, for further information about this aspect of the course.*

2. Creating music

- a) Learning about the techniques and compositional devices that composers use to create effective original music, and how to visually and aurally represent these using appropriate music technology.
- b) Composing two substantial pieces of instrumental and/or vocal music, with visual representation and a recording, which are assessed for AS 91271 (Composition).
 - You may choose to devise an instrumentation for an ensemble, assessed for AS 91273 (Instrumentation). This is a recommended optional standard for Level 2 Music.

3. Studying music

- a) Studying two substantial and contrasting works of music, in depth, including listening, analysis, performance and research into the contexts in which the works were created. A key component of this is further developing your literacy in the language of music, in order to communicate this understanding. This is assessed in the external exam AS91277 (Music Works).
- Further developing your knowledge of conventions in a range of music scores to expand your musical literacy in notation. You may choose to enter the external exam AS 91276 (Scorereading).
 - You may choose to investigate an aspect of New Zealand music, assessed for AS 91278 (Research).

2025 Music Level 2 Course Outline

Standards in **bold** form the core course for both Music and Commercial Music.

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits
<u>91270</u>	2.1	2	Perform two substantial pieces of music as a featured soloist	Internal	6
<u>91271</u>	2.4	2	Compose two substantial pieces of music	Internal	6
<u>91272</u>	2.3	2	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	Internal	4
<u>91273</u>	2.8	2	Devise an instrumentation for an ensemble	Internal	4
<u>91274</u>	2.2	2	Perform a substantial piece of music as a featured soloist on a second instrument	Internal	3
<u>91276</u>	2.6	3	Demonstrate knowledge of conventions in a range of music scores	External	4
<u>91277</u>	2.7	3	Demonstrate understanding of two substantial and contrasting music works	External	6

AS 91277 (Music Works) and the optional standard AS 91276 (Scorereading) both count towards the Literacy requirement.

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 and Composition standards each have 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. This is because both standards expect and encourage progression between the first and second submissions.

The Music Works standard will be assessed in a practice exam in Term 3 and the NCEA exam in Term 4.

Key dates

1. Solo Performance AS 91270 (and optional Second Instrument AS 91274)

- a. Assessed performance 1:
Thursday 26 June (Week 9, Term 2), 6:30pm, Merivale Lane Theatre.

b. Assessed performance 2: either

- 91270 students only: Wednesday 15 October (Week 2, Term 4), 6:30pm, Merivale Lane Theatre
- Music Scholarship in Solo Performance students only: Thursday 18 September (Week 9, Term 3), 6:30pm, in The Chamber at The Piano

There will be no resubmission/reassessment opportunity beyond these dates. Note that both performances for 91270 must be on the same instrument. A Second Instrument 91274 performance may occur on either of the MLT performance dates.

2. Group Performance AS 91272

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

3. Composition AS 91271

- The first composition will be worked on, in and out of class, during Term 2 Weeks 1 – 5 and will be due on Friday 30 May (week 5 Term 2).
- The second composition will be worked on, in and out of class, during Term 3 Weeks 1-6 and will be due on Friday 30 Aug (week 6 Term 3).

As this is a portfolio-based standard 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.

4. Music Works AS 91277

- Formative assignments, following learning about each of the two music works: TBC in class.
- Practice exam: Week 2 Term 4. This will also include Score Reading AS 91276 for those who elect to study this standard.
- NCEA exam: Friday 21 November, 2pm.

5. Optional standards

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

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.

Ms Schönberger can answer questions regarding Rock Bands and the Commercial Music programme.

Be your best and enjoy your music!