

Music | Pūoro

Level 1

2022



Welcome to your L1 NCEA Music for 2022, and to an exciting year of learning. Your course is planned to meet the requirements of the New Zealand Music Curriculum and provides you with many opportunities to achieve success in NCEA at Level 1.

The learning for all students will be in the areas outlined below. The summary table of Achievement Standards is at the bottom of this document. 15 credits are available, and all students will have the opportunity of achieving an endorsement in music provided the grades reach the required level, which includes the external standard 1.5. Refer to your student instructions for further details.

In general, the course is taught holistically, with all aspects covered throughout the year. Many skills and dispositions are developed that are crucial for musicians, including:

- **Confidence, self-belief and resilience:** Every performance is a risk. Successful musicians embrace this and, while striving for their best, accept that there is never a 'perfect' performance.
- **Creativity:** Music is a creative pursuit. In senior Music classes, students really begin to develop their own voice and style as a performer and creator.
- **Self-management:** motivating and organizing yourself to consistently practice your instrument and work on composition. Preparing for performance and creating original music are processes that require 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.

1.1 Solo Performance - 6 credits

[AS 91090 v3](#)

Perform two pieces of music as a featured soloist, at the following times:

- **Performance 1 - Week 9/10 Term 2**
Wednesday June 29th – Tuesday July 5th, during class time.
- **Performance 2 - Week 8/9 Term 3**
Wednesday September 21st – Tuesday September 28th, during class time.

Details will be discussed in due course, including an outline of expectations around these assessments that you and your parents will be required to sign off on. You must be learning your instrument/voice for the entire year and commit to attend your lessons regularly. There will be no resubmission/reassessment opportunity beyond these dates.

To help prepare for these performances, there will be **solo performance workshops in class during Week 9 of Term 1, and Week 5 of Term 2. Everyone is expected to perform at**

these. As part of these, we will discuss and practise the skill of performing to an audience, and reflecting on a performance.

The teaching and learning for this standard will include aspects such as:

- Selection of appropriate repertoire
- Practice techniques
- Health and wellbeing for musicians
- Preparing for performances
- Techniques for coping with performance anxiety
- Communication with an audience
- Analysis and reflection of performances, looking at the next steps

1.3 Composition – 6 credits

[AS 91092 v3](#)

Compose two pieces of music.

The first composition will be completed during the time from Week 9, Term 1, and is due at the end of Week 7, Term 2 (**Friday 17 June**). The second composition will be completed from Week 3, Term 3, and is due at the end of Week 1, Term 4 (**Friday 21 October**). 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.

You will learn the following skills and competencies:

- Use of compositional, melodic, rhythmic, textural, structural and harmonic devices
- Exploration of musical elements, including texture and harmony
- Idiomatic writing for a range of instruments, including voice
- How to interpret non-musical ideas musically
- Written representation, including score preparation and editing where appropriate
- Use of music technology and software as required for recording and representation
- Workshopping of material
- Analysis and reflection of composition, looking at the next steps

1.5 Score reading – 4 credits (external)

[AS 91094 v3](#)

Contributes towards Literacy

Demonstrate knowledge of conventions in a range of music scores. Classroom teaching and homework based assignments.

Practice exam Tuesday September 13th, periods 1-2.

Examination Wednesday Nov 9th, 2pm.

- Scales and key signatures (to 3 sharps and flats)
- Time signatures (2/4, 3/4, 4/4, 6/8) and common rhythmic groupings, feel (swing, straight)
- Intervals – all major, minor, perfect, augmented, diminished
- Clefs and guitar tab – treble, bass, alto, tenor, tab, percussion/drum kit, open-closed score
- Transposition, including transposing instruments in B flat and F (will also look at E flat)
- Chords – I, IV, V, V7, VI – triads and identification in a score, cadences
- Modulation to related keys
- Texture – monophonic, homophonic, polyphonic, melody/accomp, layering (background/foreground) and textural density.
- Structure – Binary, Ternary, Rondo, Song, Blues. Outro/coda
- Performance directions – Italian terms and signs
- Score layout, English instrument names in common classical/jazz/rock scores
- Compositional devices - sequence, repetition, ostinato, motif/riff, imitation, pedal note, syncopation, similar/contrary motion
- These skills will be used to analyse a range of score extracts including rock/pop/jazz, instrumental and vocal score extracts. There will be weekly worksheets that continue throughout the year.

In addition to the above there will be teaching and learning in the following areas, without formal assessment. These develop skills that are assessed at NCEA Levels 2 and 3.

Group performance

Demonstrate ensemble skills through performing a piece of music as a member of a small group. Rehearsal for this will take place in or out of class, depending upon the group. Performance opportunities are dependent upon the group, but include the Chamber Music Contest (Week 7, Term 2, 13-15 June), Jazzquest (Week 8, Term 2, 20-23 June), Rockquest (Week 2, Term 2, Sunday 16 May), and school performances throughout the year.

The teaching and learning for this standard will include:

- Selection of appropriate repertoire
- Practice and rehearsal techniques
- Health and wellbeing for musicians
- Ensemble communication and balance
- Preparing for performances
- Techniques for coping with performance anxiety
- Communication with an audience
- Analysis and reflection of performances, looking at the next steps

Music Works

Demonstrate knowledge of two music works from contrasting contexts.

Two pieces of music will be studied during the year, involving listening, analysis, performance, and research into the contexts around which the works were created.

Areas covered will include:

- Interpreting a score/written representation
- Critical listening and score analysis of how the elements of music are used to create the work
- The contexts (historical, geographical, social, personal) around the composition of the work
- Comparison of a range of performances
- Critical thinking about the impact of the work and why this might be so
- Links to students' own personal experiences

As part of your learning you will be expected to attend **at least two live performances during the year**, with a review/reflection prepared and presented after each. We will discuss during class some examples of performances that you may be interested in attending. There may be an opportunity for a class outing to at least one of these.

Assessed Achievement Standards

Achievement Standard Number	Subject Reference	Version	Topic/Title	Mode of Assessment	Credits	Literacy or Numeracy
AS 91090 v3	1.1	3	Perform two pieces of music as a featured soloist	Internal	6	-
AS 91092 v3	1.3	3	Compose two original pieces of music	Internal	6	-
AS 91094 v3	1.5	3	Demonstrate knowledge of conventions used in music scores	External	4	L1 Literacy