

Music | Pūoro

Level 3

2022



Welcome to your L3 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 3.

The learning for all students will be in the areas outlined below.

NCEA Level 3 music is divided into 2 separate strands:

- Making Music - a total of 34 credits
- Music Studies - a total of 22 credits

Each strand has a mixture of internal and external standards and may be 'mixed and matched'. A full time course ideally should consist of between 20 -24 credits.

Students select a personalised course that caters to their strengths and interests from the following standards, in consultation with their teacher. There are opportunities for project based learning. You will be expected to manage your own learning and time carefully in this course, as there are significant parts of the course that require independent work.

Please view this document in conjunction with the [NCEA Level 3 Proposed Timeline](#)

Throughout this course 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.

Achievement Standard Number	Subject Reference	Version	Topic/Title	Mode of Assessment	Credits	Literacy or Numeracy
AS 91416 v2	MM 3.1	2	Perform two programmes of music as a featured soloist	Internal	8	
AS 91417 v2	MM 3.2	2	Perform a programme of music as a featured soloist on a second instrument	Internal	4	
AS 91418 v2	MM 3.3	2	Demonstrate ensemble skills through performing	Internal	4	

			two substantial pieces as a member of a group			
AS 91491 v2	MM 3.4	2	Communicate musical intention by composing three original pieces of music	Internal	8	
AS91849 v1	MM 3.11	1	Compose three original songs that express imaginative thinking	Internal	8	
AS 91421 v2	MS3.6	2	Demonstrate understanding of harmonic and tonal conventions in a range of music scores	External	4	
AS 91422 v2	MS3.7	2	Analyse a substantial music work	Internal	4	Literacy
AS 91423 v2	MS3.8	2	Examine the influence of context on a substantial music work	External	4	Literacy
AS 91424 v2	MS3.9	2	Create two arrangements for an ensemble	Internal	4	
AS 91425 v2	MS3.10	2	Research a music topic	Internal	6	Literacy
Scholarship Music						

Year 13 NCEA Level 3 Music

Students may select a course to best suit their individual needs from the following standards:

[AS 91416 v2](#) MM 3.1 Perform two programmes of music as a featured soloist - 8 credits (internal assessment)

There will be two performance opportunities available

Solo Performance 1

Levels 2/3 (Years 12/13) Wednesday evening July 6th and Thursday evening July 7th July (week 10 Term 2), Merivale Lane Theatre (MLT) 6.30 – 8.30pm

Solo Performance 2 (may include solo on 2nd instrument)

Levels 2/3 (Years 12/13) Wednesday evening October 26th and Thursday evening October 27th (week 2 Term 4), Merivale Lane Theatre (MLT) 6.30 – 8.30pm

Scholarship Performance date TBA, before end of Term 3 (will double up as Level 3 Solo Perf 2)

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.

You will be required to present a programme of music (minimum two pieces/songs per programme) lasting around 10 - 12 mins at each performance opportunity (Scholarship Music 15 mins at the scholarship performance opportunity)

The teaching and learning for this standard will include:

- *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*

AS 91417 v2 - MM Music 3.2 Perform a programme of music as a featured soloist on a second instrument - 4 credits (internal assessment)

There will be ONE performance opportunity available

EITHER

Solo Performance 1

Levels 2/3 (Years 12/13) Wednesday evening July 6th and Thursday evening July 7th July (week 10 Term 2), Merivale Lane Theatre (MLT) 6.30 – 8.30pm

OR

Solo Performance 2 (may include solo on 2nd instrument)

Levels 2/3/Scholarship (Years 12/13) Wednesday evening October 26th and Thursday evening October 27th (week 2 Term 4), Merivale Lane Theatre (MLT) 6.30 – 8.30pm

You will be required to present a programme of music (minimum two pieces/songs) lasting around 10 - 12 mins.

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.

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*

AS 91418 v2 MM 3.3 Demonstrate ensemble skills through performing two substantial pieces as a member of a group - 4 credits (internal assessment)

There will be one assessment opportunity during Term 2 either at one of the regional music festivals that take place in May/June (e.g Rockquest, JazzQuest, Chamber Music) OR at a school group performance event if required. The exact times and details will be confirmed by your classroom teacher/group tutor. If you

wish to have a group performance assessed as part of the National Chamber Music weekend OR Southern Jam at the beginning of August you **MUST** discuss this well in advance with your classroom teacher/Director of Music/group coach.

You are be required to present 2 piece/songs, or 2 movements of a larger work, as a member of a group. Each group should ideally consist of 3 - 7 members. No further assessment/submission opportunity is available.

The teaching and learning for this standard will include:

- Selection of appropriate repertoire
- Practice 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

AS 91491 v2 MM3.4 Communicate musical intention by composing three original pieces of music - 8 credits (internal assessment)

Students are required to present a portfolio of three original pieces of music - total around 12 minutes. Each composition must be accompanied by a description of the composer's intent. One piece to be composed each term.

As this is a portfolio based standard with regular teacher conferencing and mentoring there are no further assessment opportunities available. However in extenuating circumstances one further opportunity may be granted, in accordance with school policy.

The teaching and learning for this standard will include:

- Critical listening to a range of genre to assist with inspiration and ideas
- 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
- How to interpret non musical ideas musically
- Written representation, including score preparation and editing where appropriate
- Use of music technology and software as required
- Workshopping of material
- Analysis and reflection of composition, looking at the next steps

AS91849 v1 MM 3.11 Compose three original songs that express imaginative thinking - 8 credits (internal assessment)

This is a standard specifically catering for songwriters.

Students are required to present a portfolio of three original songs - total around 12 minutes. Each song must be accompanied by a description of the composer's intent. One song to be composed each term.

As this is a portfolio based standard with regular teacher conferencing and mentoring there are no further submission opportunities available. However in extenuating circumstances one further opportunity may be granted, in accordance with school policy.

The teaching and learning for this standard will include:

- Critical listening to a range of contemporary songs to assist with inspiration and ideas
- Use of compositional, melodic, rhythmic, textural, structural and harmonic devices
- Exploration of musical elements, including texture and harmony
- Idiomatic writing for voice(s) and a range of appropriate instruments
- How to interpret non musical ideas musically
- Appropriate written representation, including score preparation and editing where appropriate
- Use of music technology and software as required
- Workshopping of material
- Analysis and reflection of songs, looking at the next steps

AS 91421 v2 MS 3.6 Demonstrate understanding of harmonic and tonal conventions in a range of music scores - 4 credits (external assessment)

Students will analyse harmonic, structural and compositional features in two pieces of music. One will be in a Classical/Romantic style, the 2nd selected from either popular/jazz/musical theatre genre. **This standard is useful for those entering for scholarship music.**

Examination Thurs Dec 1st 2pm

The teaching and learning for this standard will include:

- chords, cadences and progressions in all major and minor keys using Roman numerals and jazz/rock notation, including sevenths, ninths, suspensions and other added-note chords and their inversions
- Modulations
- non-essential notes, pivot chords and chord functions.
- Writing in four part harmony (based on Bach chorales), and other styles as dictated by the context of the music extracts

See [External specifications 2022](#) for further information

AS 91422 v2 MM 3.7 Analyse a substantial music work - 4 credits (internal assessment) Contributes towards Literacy

Students will study a music work that has significance and complexity in the chosen style or era. An analysis of the work will be undertaken along with an evaluation of how musical features are integrated to communicate the musical meaning of the work.

The music work for Classical students is Bartok's Concerto for Orchestra, for Commercial students to be advised. This standard will be taught during Term 2/3. **This standard is advised for those entering for scholarship music. The due date for the assessment TBA.** In accordance with school policy one further resubmission opportunity available.

This standard is closely linked to MS3.8. The teaching and learning for this standard will include:

- Interpreting a score/written representation
- Critical listening and score analysis of how the elements of music are used to create the work
- Critical thinking about the impact of the work and why this might be so
- Links to students own personal experiences

AS 91423 v2 MM 3.8 Examine the influence of context on a substantial music work - 4 credits (external assessment) Contributes towards Literacy

Students will study one piece of music, looking at the historical/cultural background, stylistic influences, elements and features, and performance conventions/interpretations of the music. This will be the same

work as studied for MS 3.7 - Analyse a substantial music work (the same works as for MS 3.7) and will be taught in Term 2 and into Term 3. *This standard is advised for those entering for scholarship music.*

Examination Thurs Dec 1st 2pm

This standard is closely linked to MS3.7. The teaching and learning for this standard will include:

- The contexts (historical, geographical, social, cultural, aesthetics) around the composition of the work
- Comparison of a range of performances
- How these contexts influence the conception, production and interpretation of the work.

See [External specifications 2022](#) further information

AS 91424 v2 MS 3.9 Create two arrangements for an ensemble - 4 credits (internal assessment)

Students will be expected to arrange two pieces of music for an ensemble of three or more independent parts. A piano or keyboard part counts as one part. New material (e.g. accompaniments, counter-melodies) may be combined with the given material in an original manner. Assessment dates depending on each student's individual programme. As this is a portfolio based standard with regular teacher conferencing and mentoring there are no further submission opportunities available. However in extenuating circumstances one further opportunity may be granted, in accordance with school policy.

The teaching and learning for this standard will include:

- Listening and analysis of arrangements in a number of styles
- Exploration of instrument playing styles, ranges and capabilities
- Selection of ensemble for arranging
- Selection of appropriate material to suit the ensemble
- Listening to a wide range of music genre
- Manipulation of elements of music to create a musically effective and workable arrangement
- Score preparation and editing
- Workshopping of material
- Analysis and reflection of arrangements, looking at the next steps

AS 91425 v2 MS 3.10 Research a music topic - 6 credits (internal assessment)

Contributes towards Literacy

Students will conduct in depth research on a music topic of their choice. Presentation may be in a variety of formats, including written format and seminar presentation. **Assessment due by the end of Term 2.**

Specific dates decided upon according to the individual student's programme.

In accordance with school policy one further submission opportunity may be available if required.

The teaching and learning for this standard will include:

- Definition and methods of the investigative/research process
- Topic selection
- Methodology - how to and ways of finding information and processing it
- Record keeping/research logs
- Critical analysis, synthesis and reflection of material
- Value of the research
- Presentation methods
- Referencing

Scholarship Music

The scholarship music examination is a challenging one designed to extend candidates. Students considering entering for this examination should be very confident of obtaining excellence grades in their chosen specialist field, and music works and analysis, for NCEA Level 3. It consists of two sections:

- *Presentation of a portfolio of EITHER Solo Performance OR Composition OR Musicology*
- *A 3000-word dissertation comprising an in-depth critical reflective analysis of the portfolio of work.*

[New Zealand Scholarship Music » NZQA](#)

The performance portfolio recording date TBA

*Portfolios and dissertations will be uploaded at **9am on Tuesday Oct 25th** (due to NZQA by 9am Wed Oct 26th)*

The programme of teaching and learning for performance will include:

- *Selection of appropriate repertoire*
- *Practice techniques*
- *Health and wellbeing for musicians*
- *Preparing for performances*
- *Techniques for coping with performance anxiety*
- *Communication with an audience*
- *Critical analysis and reflection of performance portfolio, including all of the above plus technical, musical and musicianship issues that were encountered during the performance*
- *Critical analysis of score extracts with respect to the use of musical elements and features and contexts.*