

MUSIC

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON PHASE 1 MATERIALS

The Music Subject Expert Group (SEG) would like to thank all stakeholders, including NCEA Panels and online survey respondents, who took the time to review the subject's draft subject content for the Review of Achievement Standards (RAS) project. We received 53 responses to the online survey.

Your feedback indicated a need for more clarification on specific materials, and we heard that you wanted professional learning and development to help deliver the subject content and standards. You also highlighted the need for support materials to avoid ambiguity when using terms and exploring concepts.

Six main themes were identified in the feedback.

Theme One

Concern about the extent of inclusion of mātauranga Māori

Response

The new learning and assessment products have been designed to ensure that NCEA Change 2 (Mana ōrite mō te mātauranga Māori – parity of status for mātauranga Māori within NCEA) is meaningfully reflected. These materials explicitly describe this change in terms of Significant Learning within the Big Ideas framed by the Arts whakataukī in the New Zealand Curriculum. In the Review of Achievement Standards (RAS), the Ministry places great importance on engagement with internal and external Māori experts into every stage of product development, beginning with the Learning Matrix, and including quality assurance and feedback points. That expert input is reflected in these Phase 1 materials.

Theme Two

Need for significant PLD around implementing mātauranga Māori appropriately into teaching, learning and assessment

Response

Change 2 of the NCEA Change Package calls for mana ōrite mō te mātauranga Māori. Realising this change means we ensure mātauranga Māori is equitably valued and resourced in NCEA, broadening access to mātauranga Māori pathways and increasing

teacher capability. This means incorporating mātauranga Māori, te ao Māori and te reo Māori appropriately into the new Music content.

The subject content provides capability support:

- Learning Matrices and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning
- The Glossary will define any kupu Māori used in the subject content
- Assessment resources, student exemplars, and Teaching and Learning Programmes developed through the pilot will further exemplify the integration of mātauranga Māori.

[A further response from the Ministry can be found here.](#)

Theme Three

Achievement Standard 1.3 – Inclusion of ‘Māori music’

Response

This theme relates to AS 1.3 ‘Demonstrate understanding of Māori music and music from one other context’.

The SEG emphasises that Māori music and culture, and its conceptual underpinnings, is integral to understanding Aotearoa New Zealand’s rich and diverse musical heritages. The New Zealand Curriculum recognises that ākonga are entitled to learn about and through Māori contexts, reflecting the principles of Te Tiriti o Waitangi. Furthermore, the SEG recognises that learning about Māori language and culture, including music, is a big part of the PLD and upskilling that all teachers do on an ongoing basis, to gain knowledge about the wider NZ context.

The crux of this standard is how culture impacts music, how music impacts culture, and how these impacts are evidenced in the music. This is a skill that transfers into any genre of music.

The existing expertise and knowledge within the SEG will be drawn upon to further contextualise and define ‘Māori music’ in a way that meets all NCEA quality criteria, and also aligns with the subject’s whakataukī and Learning Matrix.

We will develop AS 1.3 explanatory notes to include a clearer definition. The term ‘Māori music’, and related concepts, will be further contextualised in the course outlines, assessment activities, and NCEA web content, that will be developed during Phase 2 of the RAS project.

The SEG and the Ministry will work together to develop, or source, a range of support materials to help teachers understand how ‘Māori music’ can be interpreted and applied in a way that includes, and benefits, all learners.

Theme Four

Assessment modes, particularly Achievement Standard 1.4

Response

There were multiple comments that AS 1.4 'Perform music' should be internally assessed. There were also a few comments that AS 1.2 'Create original music' should be externally assessed.

AS 1.4 'Perform Music' is designed around the entitlement of ākonga to opportunities to perform music. The SEG acknowledges that there may be benefits to both teachers and ākonga for the assessment of AS 1.4 to occur internally and will consider making adjustments to this standard during Phase 2.

Part of this theme was some stakeholder concern about whether AS 1.4 (perform music) applied to solo performance, group work, or either. The SEG confirms that either, or both, solo and group performance can occur as part of this assessment, as appropriate, according to the instrument, genre and student(s). The SEG and the Ministry will develop AS 1.4 (perform music) explanatory notes and conditions of assessment to clarify this flexibility for the standard to apply to solo and/or group performance, and how it can be assessed in a consistent and valid way across schools.

The SEG recognises that there may be benefits to ākonga and teachers if AS 1.2 (create original music) was externally assessed. During Phase 2 development of this subject, the SEG will explore templates that could help schools manage the workload associated with this standard being submitted for external assessment. The explanatory notes, assessment activities, course outlines and NCEA web content related to AS 1.2 will be further developed during Phase 2, to show how performance can be a part of achieving this standard.

During phase 2 development for Music, the assessment mode is likely to change for AS 1.4 (perform music) from external to internal assessment, and AS 1.2 (create original music) from external to internal assessment. Modes of assessment will be tested during the pilot phase of this subject in 2022, and the Ministry and NZQA will use the learnings from the pilot phase to further develop external assessment specifications for Music standards.

Theme Five

Credit weightings of each standard

Response

The feedback from all stakeholder groups about Music Phase 1 products was unanimous that AS 1.2 'Create original music' and AS 1.4 'Perform music' should be weighted at 6 credits each, and the other two standards should be weighted at 4 credits each.

The SEG will re-evaluate the credit weightings for all Music standards and adjust where appropriate during Phase 2 development.

Theme Six

Inclusion of Pacific values and concepts

Response

The SEG recognises that there could have been more discussion and focus on how to embed Pacific cultures and values throughout the products, during the Phase 1 development of the new Music Learning Matrix and standards.

The further development of Music products for Phase 2 will involve further collaboration with the NCEA Pacific Panel on how to contextualise Pacific values in the products in a nuanced and authentic way. Resources such as the NCEA Pacific Values Framework will be used during SEG development work, and Pacific words and concepts will be included more explicitly in the subject's web content, including the subject glossary.

The SEG would like to emphasise that, if schools are seeking training and PLD support for their teachers about Pacific cultures and values, it's important that responsibility for this doesn't fall by default on teachers with Pacific heritage within that school – they must not be put in the position of being experts on Pacific values or be perceived to represent the views of all Pacific communities. Rather, all teachers share the responsibility for ensuring Pacific learners see themselves and their culture in the learning and assessment.