

Music NCEA NZC Level 1

Subject Learning Outcomes for Assessment

Companion to the Music Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Student Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.



Achievement Standard 1.1 (91948): Use music skills in a music style (5 Credits)

| What is being assessed | Subject Learning Outcomes |
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| Music skills | <p>Students are able to:</p> <ul style="list-style-type: none">• identify and apply a range of music skills to complete a music activity. The music activity will enable students to develop and use skills that are relevant and helpful to their musical development and can be drawn on as they progress in their own music-making. Aural skills (which involve the ability to hear, interpret, transcribe, or reproduce music) are integral to the completion of this activity. Appropriate music activities include but are not limited to:<ul style="list-style-type: none">○ playing by ear or aural transcription○ electronic recreation○ improvisation○ arrangement○ practical or written harmonisation○ sight reading○ rehearsal as a conductor.• use and combine any of the following music skills to complete the music activity:<ul style="list-style-type: none">○ practical (technical competencies such as vocal and instrumental techniques, strumming and plucking strings, hā, breath control, special intonations, articulations, and embouchure)○ theoretical (application of music-specific knowledge such as tonality, harmony, rhythm etc that would be needed for activities such as musical analysis, aural transcription, playing by ear, arranging, or harmonisation)○ physical (practices that require the whole body to communicate music, such as stances and particular body formations, pūkana, and wiri).• describe the music skills they have developed and applied in the music activity. <p>For higher levels of achievement, students will demonstrate the ability to apply and combine extended music skills with fluency in a music activity.</p> |
| Stylistic understanding | Students are able to: |



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| | <ul style="list-style-type: none">• apply music skills in keeping with an identified style of music, such as a specific waiata style or a particular contemporary, classical, or folk music style. The music can be drawn from diverse musical traditions and styles, including those that are grounded in mātauranga Māori and Pacific knowledges.<ul style="list-style-type: none">○ For higher levels of achievement, ākonga will develop, extend and apply music skills in keeping with central stylistic components of the music. This could include ensuring melodic shape, rhythmic flow, and/or articulation is stylistically consistent; creating stylistically appropriate connections between physical formations and kupu within a particular waiata form; applying a range of music production techniques to achieve musical textures and timbres that are stylistically consistent.• describe the stylistic decisions they made as they applied their music skills to the activity. |
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Achievement Standard 1.2 (91949): Demonstrate music performance skills (5 Credits)

| What is being assessed | Subject Learning Outcomes |
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| Music performance for an audience | Students are able to: <ul style="list-style-type: none">• perform as a soloist, as part of a duo, or as part of a group• perform a piece of music intentionally for an audience. An audience will vary depending on the performance style and context which can include:<ul style="list-style-type: none">○ a class group○ whanau○ friends○ the wider community○ a teacher. |
| Technical and musicianship skills | Students are able to: <ul style="list-style-type: none">• perform a piece of music on their chosen musical instrument, which can include voice. The performance will be at the level that is suitable for a third-year student in continuous itinerant music lessons, kapa haka training, or equivalent• display technical skills relevant to the chosen instrument in order to perform the music, for example fingering, breath control, striking techniques, special intonations or inflections• apply musicianship skills to shape the music, relevant to the chosen instrument and music piece, for example: |

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| | <ul style="list-style-type: none"> ○ using phrasing and articulation to contribute to the overall musicality of the performance ○ demonstrating dynamic and timbral balance with other instruments if in a group. <p>For higher levels of achievement, students will demonstrate technical and expressive fluency.</p> |
| Stage presentation skills | <p>Students are able to:</p> <ul style="list-style-type: none"> • use stage presentation skills that are appropriate to the style of the music, as well as the performance context (such as venue and audience). For example, adjusting performance conventions based on whether it is a classical recital, a rock concert, or a cultural performance. Performances grounded in mātauranga Māori should be guided by tikanga. <p>For higher levels of achievement, students will exhibit a combination of complementary performance skills, such as confident and relaxed stage presentation. This could be (for example), managing all aspects of the stage presentation, including interactions with the audience, handling support materials (such as sheet music or devices) effectively, backing tracks, and amplification.</p> |

Achievement Standard 1.3 (91950): Demonstrate understanding of music in relation to contexts (5 Credits)

| What is being assessed | Subject Learning Outcomes |
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| Significant music concepts in pieces of music | <p>Students are able to:</p> <ul style="list-style-type: none"> • identify and describe music concepts that are significant in pieces of music. Examples of these include musical elements, conventions, features, and tools that combine to give the pieces their particular character. Descriptions of music concepts could include melody, rhythm, harmony, tonality, the feel of the music, performance practices or techniques, composition tools, or expressive devices. • show understanding of music concepts in music that is grounded in a te ao Māori context, and in music from an additional context. This could be music from any other context, such as a different te ao Māori context, a Pacific context, Jazz, Western/Eastern Art Music, Rock, or Electronic. |
| Context in which the pieces of music were composed and/or intended to be performed | <p>Students are able to:</p> <ul style="list-style-type: none"> • identify significant and influential factors or circumstances within the context in which the pieces of music were composed and/or intended to be performed. Contextual factors may vary greatly between different pieces of music and may include: <ul style="list-style-type: none"> • particular factors in the composer's social or cultural environment |



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| | <ul style="list-style-type: none"> • the natural environment • musical or artistic trends of the time (and why) • physical factors such as instruments that were used or available • kaupapa and tikanga • political influences. |
| <p>Identifying and describing relationships between music concepts and the contexts of the pieces of music</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> • describe how specific concepts present in the music are connected and/or related to the context/s in which the music was created or performed, or vice versa • draw from pieces of music from a te ao Māori context as well as an additional context • respond to the unique contexts of each piece of music, rather than making identical sets of observations for each piece. Students should avoid comparing the pieces. <p>At higher levels of achievement, students may give detailed explanations about ways in which contextual features have influenced music concepts in the pieces of music, providing specific examples to illustrate their points. They may draw conclusions about how significant concepts used in the music, and the contexts in which they were created, are related, influenced, and/or connected. This could be an explanation of how the music is indicative of time, place, and environment, or how the overall style is representative of contextual factors such as artistic, political, or social movements of the time.</p> |

Achievement Standard 1.4 (91951): Shape music ideas to create an original composition (5 Credits)

| What is being assessed | Subject Learning Outcomes |
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| <p>Original composition</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> • compose a complete piece of music • create a recording of the music, for example from a live play-through or by exporting audio from software • create a visual representation that is appropriate to the style of the music, such as a notated score, an annotated screencast, or a lyric-chord chart • describe their composition. This could include the overall intent of the composition, how they used music concepts as they composed, and how they developed and structured their original music ideas. |



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| <p>Create and shape music ideas in a music style</p> | <p>Students are able to:</p> <ul style="list-style-type: none">• create original music ideas, which are the source music material that can be developed into larger phrases, segments, or themes. Examples could include chord progressions, melodic motifs and lyrics.• use music concepts such as tonality, melody, rhythm, and compositional tools and expressive devices to create and shape original music ideas. Music may include culturally grounded features and practices in te ao Māori, for example physical movement and facial expression, intonation, inflection, and other vocal practices, the use of taonga puoro, and te reo Māori. In Pacific Island music features and practices may include dance and vā, the use of Pacific instruments such as pake and the conch shell, diverse Pacific languages, and vocal expression. <p>For higher levels of achievement, students will expand and/or enhance, further shape, and refine their ideas by using a variety of compositional tools and expressive devices, as stylistically appropriate.</p> |
| <p>Organise music ideas in a music style</p> | <p>Students are able to:</p> <ul style="list-style-type: none">• organise music ideas to build a composition in a music style. <p>For higher levels of achievement, students will be able to develop and structure their ideas cohesively within a music style.</p> |