

## NCEA Music Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

### General Guidance

Students may need access to a camera/phone and internet to upload video evidence to a platform for assessors to access. For some standards they will also need access to music-writing software. This may pose issues around access and equity for some students, which you will need to consider in your programme planning. Students with internet will have access to a range of free music-writing and Digital Audio Workstation software.

[Authenticity](#) of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

To ensure student authenticity the assessor can check progress with set milestones, video conferencing, and/or students can use a journal or photographic entries/screenshots to record progress.

### Supporting Evidence

Other than group performance standards, all NCEA Music standards can be achieved by students assessed individually. The two exceptions are Level 2 AS 91272, *'Demonstrate ensemble skills by performing a substantial piece of music as a member of a group'* and Level 3 AS 91418 *'Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group'*.

Solo performance standards do state that the assessment should occur live – which in ideal circumstances means the assessor is present for the performance. For remote assessment, a live stream or a video would suffice.

Further support can be found in the clarification documents and exemplars on the Music page on the [NZQA](#) website.

# Music Matrix

**COLOUR KEY:** A colour-coding system to categorise standards according to the advice in this document.

<b>Green:</b>	These standards are suitable for remote teaching, learning and assessment.
<b>Blue:</b>	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
<b>Orange:</b>	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
<b>Red:</b>	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 1	Level 2 Making Music	Level 2 Music Studies	Level 3 Making Music	Level 3 Music Studies
<p><b>AS 91948</b>                      <b>1.1</b></p> <p>Internal (5 credits)</p> <p><b>Use music skills in a music style</b></p> <p>This standard is suitable for remote teaching and learning towards assessment. Assessment could take place online via video conferencing.</p> <p>For authenticity purposes, check points and verbal conferencing is recommended with students during the identification and development of music skills.</p> <p>Students will need access to music-writing tools and/or musical instruments.</p> <p>The Subject Learning Outcomes, standard, Unpacking, Conditions of Assessment, and Assessment Activities give guidance on the</p>	<p><b>AS 91270</b>                      <b>2.1</b></p> <p>Internal (6 credits)</p> <p><b>Perform two substantial pieces of music as a featured soloist</b></p> <p>Assessments could be recorded, or performed live online via video conferencing.</p> <p>The 'live audience' requirement could be waived if the student is in complete isolation.</p> <p>Suggest that one piece is performed later in the year.</p>	<p><b>AS 91273</b>                      <b>2.8</b></p> <p>Internal (4 credits)</p> <p><b>Devise an instrumentation for an ensemble</b></p> <p>This standard is ideal for distance learning and assessment.</p> <p>Students will need access to music-writing software.</p> <p>For authenticity purposes, check points and verbal conferencing with students is recommended during development of the instrumentation.</p>	<p><b>AS 91416</b>                      <b>3.1</b></p> <p>Internal (8 credits)</p> <p><b>Perform two programmes of music as a featured soloist</b></p> <p>While teaching and learning may continue for this standard, it is recommended that the programmes are assessed when students can return to school.</p>	<p><b>AS 91421</b>                      <b>3.6</b></p> <p>External (4 credits)</p> <p><b>Demonstrate understanding of harmonic and tonal conventions in a range of music scores</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>

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<p>requirements of the standard. These can be found on the NCEA Music page.</p> <p>For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>				
<p><b>AS 91949</b>                      <b>1.2</b></p> <p>Internal (5 credits)</p> <p><b>Demonstrate music performance skills</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely via video conferencing. Formative assessments could be recorded or performed live online.</p> <p>As intentional stage presentation skills need to be demonstrated to achieve the standard, the final performance should be</p>	<p><b>AS 91274</b>                      <b>2.2</b></p> <p>Internal (3 credits)</p> <p><b>Perform a substantial piece of music as a featured soloist on a second instrument</b></p> <p>While teaching and learning may continue for this standard, it is recommended that the programmes are assessed later in the year when students can perform as a featured soloist.</p>	<p><b>AS 91276</b>                      <b>2.6</b></p> <p>External (4 credits)</p> <p><b>Demonstrate knowledge of conventions in a range of music scores</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p><b>AS 91417</b>                      <b>3.2</b></p> <p>Internal (4 credits)</p> <p><b>Perform a programme of music as a featured soloist on a second instrument</b></p> <p>While teaching and learning may continue for this standard, it is recommended that the programme is assessed later in the year when students can perform as a featured soloist.</p>	<p><b>AS91422</b>                      <b>3.7</b></p> <p>Internal (4 credits)</p> <p><b>Analyse a substantial music work</b></p> <p>Ideal for distance learning and assessment using digital platforms for video conferencing and file sharing.</p> <p>For authenticity purposes, check points and verbal conferencing with students is recommended during the development of the analysis.</p>

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<p>completed in front of an audience.</p> <p>The Subject Learning Outcomes, standard, Unpacking, Conditions of Assessment, and Assessment Activities give guidance on the requirements of the standard. These can be found on the NCEA Music page.</p>				
	<p><b>AS 91272</b> <b>2.3</b></p> <p>Internal (4 credits)</p> <p><b>Demonstrate ensemble skills by performing a substantial piece of music as a member of a group</b></p> <p>Suggest this is assessed at a suitable time when students can perform as a member of a group.</p>	<p><b>AS 91278</b> <b>2.9</b></p> <p>Internal (4 credits)</p> <p><b>Investigate an aspect of New Zealand music</b></p> <p>This standard is ideal for distance learning and assessment using digital platforms for video conferencing and file sharing.</p> <p>For authenticity purposes, check points and verbal conferencing with students is recommended during the development of the investigation.</p>	<p><b>AS 91418</b> <b>3.3</b></p> <p>Internal (4 credits)</p> <p><b>Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group</b></p> <p>Suggest this is assessed at a suitable time when students can perform as a member of a group.</p>	<p><b>AS 91423</b> <b>3.8</b></p> <p>External (4 credits)</p> <p><b>Examine the influence of context on a substantial music work</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>

Level 1		Level 2 Making Music		Level 2 Music Studies		Level 3 Making Music		Level 3 Music Studies	
<b>AS 91950</b>	<b>1.3</b>	<b>AS 91275</b>	<b>2.5</b>	<b>AS 91277</b>	<b>2.7</b>	<b>AS 91420</b>	<b>3.5</b>	<b>AS 91424</b>	<b>3.9</b>
External (5 credits)		External (4 credits)		External (6 credits)		External (4 credits)		Internal (4 credits)	
<b>Demonstrate understanding of music in relation to contexts</b>		<b>Demonstrate aural understanding through written representation</b>		<b>Demonstrate understanding of two substantial and contrasting music works</b>		<b>Integrate aural skills into written representation</b>		<b>Create two arrangements for an ensemble</b>	
Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.		Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.		Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.		Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.		This standard is suitable for distance learning and assessment.  Students will need access to music-writing software.  For authenticity purposes, check points and verbal conferencing with students is recommended during the development of the arrangements.	
<b>AS 91951</b>	<b>1.4</b>					<b>AS 91419</b>	<b>3.4</b>	<b>AS 91425</b>	<b>3.10</b>
External (5 credits)						Internal (8 credits)		Internal (6 credits)	
<b>Shape music ideas to create an original composition</b>						<b>Communicate musical intention by composing three original pieces of music</b>		<b>Research a music topic</b>	
Teaching and learning towards this assessment could be adapted for remote learning. Assessment is not suitable remotely. The current						Assessment, both formative and summative, can take place digitally or via live performance.  Suggest students avoid composing collaboratively		This standard is ideal for distance learning and assessment using digital platforms for video conferencing and file sharing.  For authenticity purposes, check points and verbal conferencing with students	

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<p>Assessment Specifications will continue to apply.</p> <p>Students may need access to music writing software.</p> <p>Suggest students avoid composing collaboratively, although this could be facilitated via digital platforms.</p>			<p>until later in the year, although they can work together via digital platforms.</p> <p>For authenticity purposes, check points and verbal conferencing with students is recommended during the composition process.</p>	<p>during the research process, is recommended.</p>
	<p><b>AS 91271</b> <b>2.4</b></p> <p>Internal (6 credits)</p> <p><b>Compose two substantial pieces of music</b></p> <p>Assessment, both formative and summative, can take place digitally or via live performance.</p> <p>Suggest students avoid composing collaboratively until later in the year, although they can work together via digital platforms.</p>		<p><b>AS 91849</b> <b>3.11</b></p> <p>Internal (8 credits)</p> <p><b>Compose three original songs that express imaginative thinking</b></p> <p>This standard is ideal for distance learning and assessment using digital platforms for video conferencing and file sharing.</p> <p>Suggest students avoid composing collaboratively until later in the year, although they can work together via digital platforms.</p>	