

NZQA Assessment Support Material

Unit standard	32303				
Title	Apply knowledge of a music notation application				
Level	2	Credits	3	Version	1

Teacher guidelines

The following guidelines contains two assessment tasks with associated exemplars and have been supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource. Teachers should use these materials alongside a copy of the unit standard.

Authenticity

Because students can access these materials, teachers must manage authenticity for any assessment. Use of this assessment resource without modification may mean that students' work is not authentic.

See Generic Resources and Guidelines at <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/>.

Assessment criteria

This unit standard can be awarded with an **Achieved**, **Merit** or **Excellence** grade.

For an **Achieved** grade, all outcomes must be achieved as specified in the outcome statement.

For **Merit**, learners must create and edit a score that is stylistically consistent.

For **Excellence**, learners must create and edit a score that is stylistically consistent, clear, and accurate.

Context/setting

Over the weeks prior to this assessment, students should have had sufficient teaching and learning opportunities to develop knowledge and skills appropriate to this standard. During this time, teachers can also demonstrate how the required equipment and techniques may be used.

Possible activities for students might include:

- Brainstorm
- Small group discussion
- Research
- Planning
- Charting
- Specification analysis of equipment
- Directed practical class activities
- Review culturally appropriate settings and diverse score characteristics.

As students develop their assessment, teachers can offer guidance that may prompt the student to further investigation and consideration of their ideas. Teachers must not correct assessment errors, or suggest specific ideas.

Resource requirements

- Music notation application
- Digital device or equipment for music notation application
- An appropriate score or piece to create or recreate is used containing the opportunity to access A, M or E.

Recommended texts:

Reference/User guide for music notation application

Rudolph T E, “Teaching Music with technology” ISBN 1.57999.313.3, GIA publications INC Chicago, IL, USA, 2004

Assessment tasks

Outcome 1 Apply knowledge of a music notation application

Task 1

Create and edit a score (a minimum of 32 bars and three staves with two different clefs that demonstrates structuring of musical ideas) using the features and functions of a music notation application.

Includes – title, composer, tempo, staves with instrument names, time signature, key signature, notes and rests, dynamics, first and second time bars, D.S./D.C., coda, anacrusis, articulation.

Task 2

Demonstrate processes used to create a notated score using music notation application(s).

Assessment Schedule

Unit standard		32303			
Title	Apply knowledge of a music notation application				
Level	1	Credits	3	Version	1

Task 1: Create and edit a score (a minimum of 32 bars and three staves with two different clefs) using the features and functions of a music notation application.

Judgement for Achievement	Judgement for Merit	Judgements for Excellence
Score includes title, composer, tempo, staves with instrument names, time signature, key signature, notes and rests, dynamics, first- and second-time bars, D.S./D.C., coda, anacrusis, articulation.	<p>Judgement for Achievement has been met.</p> <p>The score is stylistically consistent.</p> <p>For example: Rhythms are grouped correctly, performance directions have been added if necessary. Bars and staves are divided well. There are some minor inaccuracies in the input of rhythms, symbols or pitches.</p>	<p>Judgement for Achievement and Merit has been met.</p> <p>The score is stylistically consistent, clear and accurate.</p> <p>For example: Objects are not colliding, layout has been adjusted for ease of use.</p> <p>There are no inaccuracies in the input of the score e.g. rhythms, symbols or pitches.</p>

Task 2: Demonstrate processes used to create a notated score using a music notation application.

Judgement for Achievement	Judgement for Merit	Judgements for Excellence
<p>Processes used to create a notated score using a music notation application are demonstrated according to documented application specifications. Processes include but are not limited to – layout, record (step-time or real-time with metronome), capture, edit, export as PDF and audio file</p> <p>For example: Students input score one note at a time. Provided PDF and audio files are saved with confusing or unclear file names. Audio file is sonically unbalanced.</p>	<p>Judgement for achievement has been met.</p> <p>Also, the score is stylistically consistent.</p> <p>For example: PDF and Audio files have been provided and are named appropriately. Audio file is sonically balanced. Students use keyboard shortcut keys/copy and paste functions to save time when creating score. Score is entered fluently using alpha numeric keyboard.</p>	<p>Judgement for merit has been met.</p> <p>Also, score is stylistically consistent, clear, and accurate.</p> <p>For example: PDF and Audio files have been provided and are named clearly. Instrument volumes on audio track have been mixed. Students use shortcut keys/copy and paste functions to save time when creating the score. Score input is fluent, using step input or recorded in real time.</p>