NZQA Assessment Support Material

Unit standard	32305			
Title	Operate a music notation application			
Level	3	**Credits** 4	**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 prepare and edit a music score that contains a range of mostly accurate and stylistically consistent notation conventions.

For **Excellence**. learners must prepare and edit a music score that contains a range of accurate, refined and stylistically consistent notation conventions at publication standard.

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 software application
- Digital device or equipment for music notation application
- An appropriate score or piece to recreate that contains the opportunity to access A, M or E.

Recommended texts:

Music notation software application user guide

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

Assessment tasks

Outcome 1   Operate music notation software.

Task 1

Create and edit two music scores containing at least 30 bars each, with three different clefs that demonstrate complete musical forms using advanced features and functions of a piece of music notation software. One score will have minimum of three staves, and the other a minimum of five staves.

Task 2

Demonstrate processes used to create a notated score using the features of a music notation software.

Task 3

Create a lead sheet with a minimum of 32 bars.

Assessment Schedule

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Task 1: Two music scores containing at least 30 bars each, with three different clefs that demonstrate complete musical forms are created and edited using advanced features and functions of a piece of music notation software. One score will have minimum of three staves, and the other a minimum of five staves.

Judgement for achievement	Judgement for merit	Judgements for excellence
Performance criteria 1.1 for achieved have been met For example: Some performance directions and expression have been added to the score, but the incorrect text features have been used and some directions are missing. Symbols and text are present but are colliding with other and are difficult to read. Notes and rhythms have been input inaccurately. Layout and appearance have not been edited for ease of reading. Bars and systems are not divided or spaced well.	Performance criteria 1.1 for achieved have been met. Also, the scores contain mostly accurate and stylistically consistent notation For example: Performance directions and expression have been added to the score, but the incorrect text features have been used. Some symbols or text are colliding with other objects but are still readable. Some notes and rhythms have been input inaccurately.	Performance criteria 1.1 for achieved and merit have been met. Also, the scores contain a range of accurate, refined and stylistically consistent notation conventions at publication standard. For example: Performance directions and expression have been added with the correct features of the music notation application. Layout and appearance have been edited for ease of reading. Symbols text are not colliding. Bars and systems and divided and spaced well. All notes, rhythms, symbols and text have been input accurately.

	Some bars and systems have not been divided for ease of reading.	

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

Judgement for achievement	Judgement for merit	Judgements for excellence
Performance criteria 1.2 for achieved have been met	Performance criteria 1.2 for achieved have been met	Performance criteria 1.2 for achieved and merit have been met
For example: PDF files of the conductors score and transposed instrument parts have been provided.	Also, the lead sheet is mostly accurate and demonstrates stylistically consistent notation	Also, the lead sheet is mostly accurate and demonstrates stylistically consistent notation
For examples limiting the grade see exemplar commentary.	For example: PDF files of the conductors score and transposed instrument parts have been provided	For example: PDF files of the conductors score and transposed instrument parts have been provided
	Objects and symbols are added and readable, although some may be colliding.	Drums have been parts are entered using multiple voices. Bar numbering begins after the anacrusis. Text is entered using the correct software feature. Bars and systems are divided well in both conductors score and individual parts.
	Individual parts are provided without instrument names. Multiple voices on one stave are added but unused voices are not hidden.	Individual parts are provided with instrument names. Unused voices are hidden. Objects are not colliding and are easy to read.
	Bars and systems have been divided but not by section.	

Task 3: Create a lead sheet with a minimum of 32 bars.

Judgement for achievement	Judgement for merit	Judgements for excellence

Includes – stylistically consistent and conventional lead sheet layout, a title page, copyright notice, second verse lyrics, chord symbols For example: Notes have been entered but maybe lacking accuracy or incomplete. Chord symbols are present although some maybe missing or placed on the wrong beat. Section names are colliding with other objects	Performance criteria 1.3 have been met. Also, the lead sheet is mostly accurate and demonstrates stylistically consistent notation. For example: Chord symbols are added without diagrams, Chord symbols are not placed over the lyric or syllable where the change occurs. Bars could be divided better	Performance criteria 1.3 have been met for merit including, mostly accurate and stylistically consistent notation. Also, the lead sheet contains accurate, refined and stylistically consistent notation conventions at publication standard For example: Layout has been adjusted for ease of use. Chord diagrams are added and are placed on the correct beats. Objects are not colliding, pitches and rhythms are entered accurately.