



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard Music Level 1**

This exemplar supports assessment against:

**Achievement Standard 91948**

**Use music skills in a music style**

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to use music skills in a music style.

This involves identifying and applying skills consistent with that music style.

This student has used aural skills to identify a music style (classical guitar) and learn music in this style by ear. They have then applied technical skills to learn a particular performance technique associated with classical guitar. The focus of the student's technical skills is to play chords by using picked arpeggio patterns. Harmonics, dynamics, rhythmic flow, and maintaining the melodic line are also identified and applied consistently in the classical style.

The student's written description identifies the key elements and features inherent in the style of music and how they have focused on these elements in their play back.

Achieved

NZQA Intended for teacher use only

### 1.1 Listen and Catch it - Reflection

One of the main skills you needed to identify is to figure out the style that the piece is played in. I found out that it's a fingerstyle guitar piece that is played in arpeggio. meaning that the notes are played after each other and not playing together at the same time. Also finding the tempo of the piece which is at a walking pace though the whole song.

Another skill that I had to use was to add and use harmonics on the high end of the strings on the 12th fret, which I had not learnt that well in the past and it was a skill I had to develop. harmonics is when you place your finger over the 12th fret lightly, playing the string and letting go.

Lastly, I had to keep my composure and the correct hand placements, on the right frets and strings, hand movements, and play the right strings while playing this piece, making sure that the dynamics of the volume of each note are controlled. as well as the flow of the piece. keeping in mind how fast and slow I was going, as well as bringing out the melody and the baseline by picking those strings with your thumb and ring finger.

Grade: Merit

For Merit, the student needs to use music skills effectively in a music style.

This involves applying developed music skills consistent with that music style.

This student has worked collaboratively to apply developed aural and digital music skills in the recreation of an indie-rock song on a Digital Audio Workstation (DAW). The resulting sound recording is highly effective, as evidenced by an accurate recreation of the melody, harmony, beat, and texture in keeping with the music style of the original song.

Together with developed aural skills, the student demonstrates effective musical decisions through a range of production techniques, such as use of reverb, fade, and extensive quantising.

The student's written description identifies the key elements and features inherent in the style of music and how they have focussed on these elements in their recreation.

## Original Video



ELEMENT	ORIGINAL	MY VERSION
Lyrics	Allegro	None
Chords	C F G	C F G
Tempo	141 BPM	170BPM
Timbre	Synth	Synth
Melody	Synth	Bassoon/Synth
Harmony	Chords	Chords x 2
Bass	Chords	Chords
Dynamics	Forte	Mezzo-forte - Forte

## Review

My song is Tally Ho by The Clean and performed by Dante Ewings and Thomas Houghton.

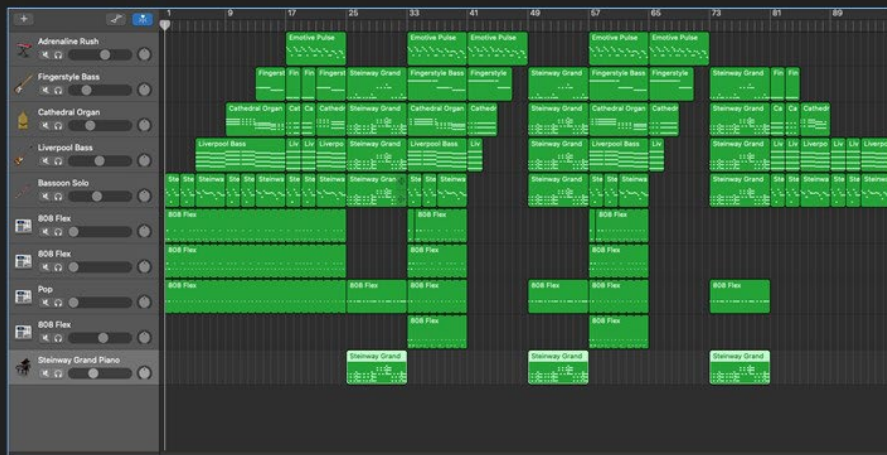
The song I re-created was Tally Ho by The Clean, and the style of the original version was indie rock.

We decided to focus on the whole song, but I mostly focused on the melody and quantising while my partner did the chords, and together we worked on the beat.

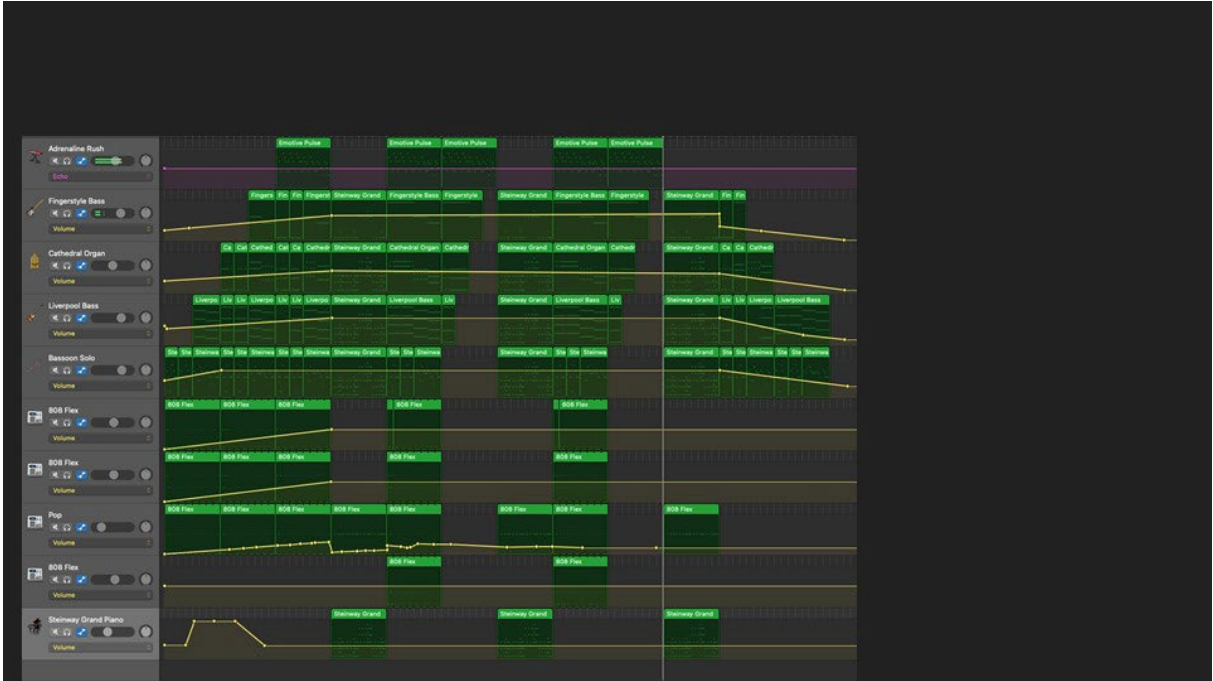
The main music component I focused on was quantising the song to be in time. I went through every note in the song, including the chords, and made them perfectly in time to give it a good rhythm. So first I worked out the melody while my partner did the chords. Then we added a bass line and tweaked the beat with an 808 Flex pop to add a bit of uniqueness to our song.

To get the style, I had to make the musical decision to quantise everything and use a synth as the main melody. My partner decided that we should have a bassoon in the song so the song wasn't empty and sounded fuller from having low notes to help you feel it. We then added some dynamics to give it a more dramatic effect, as well as adding reverb to the synth to give it a more full and unique sound. Following that, I quantised the complete song which took a while.

To summarise everything that has been stated so far, Tally Ho by The Clean was a pleasant song to recreate because there are lots of different parts to the song. Me and my partner made an equal contribution to the song, and I personally think we've done a great job at recreating it.



Exemplar for Internal Achievement Standard 91948 Music Level 1



Grade: Excellence

For Excellence, the student needs to use music skills fluently in a music style.

This involves applying extended music skills consistent with that music style.

This evidence of a transcription of a flute solo has secured Excellence. It demonstrates the application of fluent music skills through highly accurate notation, including articulation and dynamic markings, rhythmic changes, and accidentals in the melodic line.

The student's written description identifies the key elements and features inherent in the style of music and how they have focussed on these elements in their transcription.



Excellence

NZQA Intended for teacher use only

To notate this piece, I began by listening to it a few times and then pitching the notes using the piano. In the first bar I noticed that the accidentals included a Bb, an F# and an Eb. I decided that I was going to put Bb and Eb in the key signature and assume that the piece was in the key of G minor, due to the F#, which is likely the raised 7<sup>th</sup>. I clapped the beat, and listening to the phrasing, I could hear that it was in 4/4. I put this as my key signature. There were quite a lot of accidentals in this piece that I needed to be aware of as I was transcribing. I made sure to listen carefully to the rhythm as some off-beat notes occurred in bars 5 and 7. I then went through and listened out for all the articulation adding slurs and staccatos as articulation in this piece was an important feature, which gave the piece shape and liveliness.

I then went through the dynamics. There wasn't a huge range, but it did vary in places. For the tempo, I worked out my crotchet beats per minute and added a poco rit in bar 11 as this means 'a little slower' which is what I heard. I followed on from the poco rit with an 'a tempo' as the piece returned to its original tempo. I added 'allegretto' as the playing direction as this means moderately fast; a little lively, which I thought suited the overall musicality and tempo of this piece. To finish, I added bar numbers.

$\text{♩} = 85$   
Allegretto

1 7 13 19 25 31

*mp* *p* *poco rit.* *mp* *a tempo.* *mf* *mp* *mf*

