



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

Exemplar for Internal Achievement Standard

Music Level 3

This exemplar supports assessment against:

Achievement Standard 91416

Perform two programmes of music as a featured soloist

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

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to perform two programmes of music convincingly as a featured soloist.</p> <p>This involves an assured and musically expressive performance that demonstrates interpretive understanding.</p> <p>The standard requires that two programmes of music are performed – one programme is exemplified here.</p> <p>This student's performances on electric guitar are convincing. There is musical understanding and expression, appropriate and fluent improvisation together with interpretive understanding.</p> <p>For a more secure Excellence, musical communication and stage presence could be worked on to create a fully assured performance.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to perform two programmes of music effectively as a featured soloist.</p> <p>This involves a technically secure performance that is stylistically appropriate and confidently communicated to the audience.</p> <p>The standard requires that two programmes of music are performed – one programme is exemplified here.</p> <p>This student has performed on piano a programme that is technically and musically effective. The first and third pieces demonstrate the use of expressive <i>rubato</i> and musical shaping (interpretive understanding). Presentation is confident and the student acknowledges the audience appropriately.</p> <p>To reach Excellence, the second piece, by Beethoven, needs more careful exploration of the expressive potential of the music. A higher degree of interpretive understanding is required to allow the pedalling to be more subtle and internal parts to be fully controlled.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to perform two programmes of music effectively as a featured soloist.</p> <p>This involves a technically secure performance that is stylistically appropriate and confidently communicated to the audience.</p> <p>The standard requires that two programmes of music are performed – one programme is exemplified here.</p> <p>This student has performed a programme of music on bass guitar which demonstrates evidence of effective work, with generally consistent technical skills, stylistic understanding, and confident communication. All repetitions are controlled, and there is sufficient rhythmic flow and feel to the bass line to allow the performances to be mostly effective, particularly in the second piece.</p> <p>For a more secure Merit, rhythmic stability, sound quality and balance would need to be addressed in the first piece.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to perform two programmes of music as a featured soloist.</p> <p>This involves presenting music to a live audience. The performance demonstrates technical, musical, and presentation skills appropriate to students in at least their fifth year of instrumental study through group itinerant tuition. Each piece of music is of sufficient length to demonstrate these skills.</p> <p>The standard requires that two programmes of music are performed – one programme is exemplified here.</p> <p>This student performs on cornet as a prominently featured soloist. The student performs the head of both pieces and then plays generally effective passages of improvisation. There is sufficient technical control – the student plays in tune, breathes appropriately to maintain phrase integrity and demonstrates a range of articulations and inflections appropriate to the style of the music.</p> <p>To reach Merit, the student could be more confident in their communication to the audience, which would in turn allow for more expressivity and effectiveness.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to perform two programmes of music as a featured soloist.</p> <p>This involves presenting music to a live audience. The performance demonstrates technical, musical, and presentation skills appropriate to students in at least their fifth year of instrumental study through group itinerant tuition. Each piece of music is of sufficient length to demonstrate these skills.</p> <p>The standard requires that two programmes of music are performed – one programme is exemplified here.</p> <p>This student has demonstrated vocal skills in which we can hear a level of tonal concept and production (technical skills) appropriate for a fifth year of lessons. The sound and stylistic approach varies appropriately between the two pieces, with the second piece being more musically successful. There is evidence of consideration of aspects of musical crafting in both pieces.</p> <p>For a more secure Achieved, the student could develop their technical skills to allow stronger vocal support (breathing) and security of intonation. Memorising both songs would allow for a more confidently communicated performance and allow stylistic and presentation conventions to be met for this curriculum level.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to perform two programmes of music as a featured soloist.</p> <p>This involves presenting music to a live audience. The performance demonstrates technical, musical, and presentation skills appropriate to students in at least their fifth year of instrumental study through group itinerant tuition. Each piece of music is of sufficient length to demonstrate these skills.</p> <p>The standard requires that two programmes of music are performed – one programme is exemplified here.</p> <p>This student vocalist has performed an appropriate programme to demonstrate the skill level associated with a student in their fifth year of lessons. The student clearly has some of the required skills and a degree of natural ease as a musical performer.</p> <p>To reach Achieved, the student needs to work on tonal control and demonstrate more musical crafting. This includes understanding of the overall form, shape, and musical intentions of the pieces and utilising musical phrasing, dynamic variation, emphasis, articulation and timing. These aspects also need to be presented to the audience with more confidence.</p>