



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

Exemplar for Internal Achievement Standard Music Level 3

This exemplar supports assessment against:

Achievement Standard 91417

**Perform a programme of music as a featured soloist on a second
instrument**

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 a programme of music convincingly as a featured soloist on a second instrument.</p> <p>This involves an assured and musically expressive performance that demonstrates interpretive understanding.</p> <p>This student's performances on electric guitar are convincing. There is musical understanding and expression, appropriate and fluent improvisation, and an assuredness brought about by a well-prepared and crafted performance.</p> <p>For a more secure Excellence, the student could connect fully with the audience by exhibiting a more open stage presence (possibly standing) to allow the performance to be fully assured.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to perform a programme of music effectively as a featured soloist on a second instrument.</p> <p>This involves a technically secure performance that is stylistically appropriate and confidently communicated to the audience.</p> <p>This vocal student has performed a programme of musically committed and generally technically secure performances. There is clear understanding of the genre, making the programme stylistically appropriate. The songs are confidently communicated to the audience.</p> <p>To reach Excellence, the student could secure their tonal control, which sometimes affects tuning, to enable their performances to be fully convincing.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to perform a programme of music effectively as a featured soloist on a second instrument.</p> <p>This involves a technically secure performance that is stylistically appropriate and confidently communicated to the audience.</p> <p>This student has performed a programme of music on saxophone which demonstrates evidence of effective work, with secure technical skills, stylistic understanding, and confident communication.</p> <p>For a more secure Merit, the student could overcome some of the technical challenges, maintain rhythmic accuracy and sense of pulse together with demonstrating a more secure connection with the accompaniment. Being at ease in the performances would also allow more a confidently communicated and fully effective musical programme.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to perform a programme of music as a featured soloist on a second instrument.</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>This student performs on drum-kit a piece in 5/4 metre which demonstrates varied stylistic demands and appropriate challenges for this curriculum level. A reasonable variety of patterns and kit use demonstrate technical and presentation skills that are stylistically appropriate.</p> <p>To reach Merit, the student could iron out any beat slips to demonstrate more precision and secure technical skills. More dynamic variety to ensure musical light and shade, together with fully secure rhythmic patterns would allow the performance to be effective and move into the Merit range.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to perform a programme of music as a featured soloist on a second instrument.</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>This student has demonstrated vocal skills appropriate for a fifth year of lessons. The tone is generally pleasant and intonation generally secure. The songs chosen for the programme are suitably substantial for this level.</p> <p>For a more secure Achieved, the student could develop their technical skills to allow stronger vocal support, security of intonation, and variety of colour. Aspects of presentation could also be worked on to present a stronger delivery which is less understated and more confident.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to perform a programme of music as a featured soloist on a second instrument.</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>This student has performed a Telemann sonatina on violin which presents various challenges appropriate for a student in their fifth year of lessons. There is some work out of first position, and the opportunity to demonstrate appropriate stylistic articulations and understandings. The tuning is generally accurate.</p> <p>To reach Achieved, the student could pick up the tempo to allow more musical and rhythmic shaping, for example, the opening figure needs to be interpreted as a triplet rather than a two semiquaver-quaver pattern. Securely demonstrating technical skills, such as accuracy of intonation, control of bow, contact with the strings and articulation would allow the music to be more stylistic, expressive and musical.</p>