



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 91419

Communicate musical intention by composing three original pieces of music

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 communicate musical intention convincingly by composing three original pieces of music.</p> <p>This involves developing, structuring, and representing musical ideas imaginatively. The music demonstrates stylistic assurance and flair and communicates the intention of the composer(s) with impact. Representation conveys the intention of the composer(s) in detail.</p> <p>This student has selected musical text which allows very good potential to demonstrate compositional techniques together with imagination. The strophic nature of the verses is very well balanced and structured with cleverly interwoven musical textures over a secure harmonic foundation.</p> <p>The overall effect of the piece is a convincing and assured composition which has been appropriately represented in written and audio form.</p> <p>For a more secure Excellence, the student could reconsider the parts of the music where the vocalists are challenged to sing at the extremity of their vocal ranges. Care over tessitura would allow the student to fully demonstrate stylistic assurance.</p>

The Hungry Fish

♩ = 108, Percussive Text

Soprano *mf*
The gold-fish was a - swim-ming round, a - round the great big lake, He

Alto *p*
O - - - - - O -

Tenor *p*
O - - - - - O -

Bass *p*
O - - - - - O -

Soprano
said I want some choc - olate, boys, I want some choc - o - late

Alto

Tenor

Bass

Soprano
cake, He said I am so hun - gry boys that I will sure - ly die,

Alto
O - - - - -

Tenor
O - - - - -

Bass
O - - - - -

Soprano
So he ate the state of Tex - as and a ma - ple pe - can

Alto
So he O - - - - -

Tenor
O - - - - -

Bass
O - - - - -

Soprano *p*
pie. O - - - - -

Alto *p*
O - - - - -

Tenor *mp*
He swall-owed up three shins... of beef he ate a leg of

Bass *f*
He swall-owed up three shins... of beef he ate a leg of

4
21
S. *Only One*
A.
T.
B. ham, He thought that he was sure - ly full but then he ate a ham, He thought that he was sure - ly full but then he ate a

25
S. O
A. O
T. yam, He loved that sweet po - ta - to taste, yum-my yum-my yum-my yum-my
B. yam, He loved that sweet po - ta - to taste and so he had some

29
S.
A.
T. yum-my yum-my, and ate a spit-roast far-mer's ham as done in days of
B. more, yum-my yum-my, ate a spit-roast far-mer's ham as he'd done in days of

33
S. *Molto Legato*
A.
T. yore. Om nom nom, om
B. yore. Om nom nom, om

Three wom - bats and a griz - zly bear he swall-owed one by

37
S. one, Om nom nom, om
A. He ate a hef - ty hef - a - lump al - though it weighed a
T. nom nom, om nom nom, om
B. nom nom, om nom nom, om

41
S. nom nom, om nom nom, om
A. ton Om nom nom, om
T. nom nom, A vat of crisps and gin - ger bread, a stale we - ck old pork
B. nom nom, om nom nom, om

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to communicate musical intention effectively by composing three original pieces of music.</p> <p>This involves developing, structuring, and representing musical ideas skilfully to communicate the intention of the composer(s) with style and character. Representation accurately conveys the intention of the composer(s).</p> <p>This student has composed for mixed ensemble. They use complex rhythms to represent the idea of learning advanced mathematical concepts and gradually pull their musical intention together into a well-structured piece which demonstrates style and character.</p> <p>The composition is clearly represented with concise musical instructions provided; overall effectiveness is demonstrated in development of musical elements. Some imagination is shown in the way the music seems fragmented at the start but gradually gains coherence as the piece progresses, and the student begins to make sense of their mathematics class.</p> <p>To reach Excellence, the student could develop their musical ideas further to fully demonstrate compositional assurance and flair.</p>

THURSDAY AT 1:16
III. "THURSDAY AFTERNOONS"
OF I. PRELUDE II. COMPLEXITIES OF CALCULUS

♩ = 115

(TRUMPET) I

(ALTO SAXOPHONE) II

(TENOR SAXOPHONE) III

IV (TROMBONE)

TUBA

DRUM SET

mf

♩ = 115

I

II

III

IV

TSA.

DR.

f

p

11

I

II

III

IV

TSA.

DR.

mp

♩ = 115

14

I

II

III

IV

TSA.

DR.

FILL (QUINCESS)

IMPROV FILL WITHIN FEEL

2 CRASHES

mp

f

mp

Musical score for measures 19-24. The score is arranged in five staves: I (Violin I), II (Violin II), III (Viola), IV (Cello), TBA (Double Bass), and Or. (Orchestra). The key signature is one sharp (F#) and the time signature is 4/4. Dynamics include *mf* (mezzo-forte) and *mp* (mezzo-piano). The orchestra part features a rhythmic pattern of eighth notes.

Musical score for measures 25-30. The score is arranged in five staves: I (Violin I), II (Violin II), III (Viola), IV (Cello), TBA (Double Bass), and Or. (Orchestra). The key signature is one sharp (F#) and the time signature is 4/4. Dynamics include *mf* (mezzo-forte) and *mp* (mezzo-piano). The orchestra part features a rhythmic pattern of eighth notes.

Musical score for measures 31-34. The score is arranged in five staves: I (Violin I), II (Violin II), III (Viola), IV (Cello), TBA (Double Bass), and Or. (Orchestra). The key signature is one sharp (F#) and the time signature is 4/4. Dynamics include *mf* (mezzo-forte). The orchestra part features a rhythmic pattern of eighth notes.

Musical score for measures 35-40. The score is arranged in five staves: I (Violin I), II (Violin II), III (Viola), IV (Cello), TBA (Double Bass), and Or. (Orchestra). The key signature is one sharp (F#) and the time signature is 4/4. Dynamics include *f* (forte), *mf* (mezzo-forte), and *p* (piano). The orchestra part features a rhythmic pattern of eighth notes.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to communicate musical intention effectively by composing three original pieces of music.</p> <p>This involves developing, structuring, and representing musical ideas skilfully to communicate the intention of the composer(s) with style and character. Representation accurately conveys the intention of the composer(s).</p> <p>This student has composed a fanfare for three trumpets and snare drum.</p> <p>Compositionally, this music demonstrates the use of effective creative techniques. The trumpeting parts are layered well and create a pleasing sound which exhibits some style and character. The overall framework is well structured. Written representation is accurate and pays attention to details such as articulation and dynamics.</p> <p>For a more secure Merit, the student could alleviate some musical 'challenges' within the trumpet parts where instrumental ranges are sometimes less than comfortable. There are also moments when the music needs to have stronger harmonic focus, particularly in the middle section. Tidying up these details would allow the composition to be fully effective.</p>

20

Tpt.

Tpt.

Tpt.

S. D.

mf

23

Tpt.

Tpt.

Tpt.

S. D.

p

fp

ppp

26

Tpt.

Tpt.

Tpt.

S. D.

p

mf

ff

29

$\text{♩} = 130$

Tpt.

Tpt.

Tpt.

S. D.

$\text{♩} = 130$

mf

33

Tpt.

Tpt.

Tpt.

S. D.

mp

f

mp

f

36

Tpt.

Tpt.

Tpt.

S. D.

pp

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to communicate musical intention by composing three original pieces of music.</p> <p>This involves developing, structuring, and representing musical ideas coherently and purposefully to express the intention of the composer(s).</p> <p>This student has composed for two guitars and a percussion line. The composition has a sense of style and structure, and musical sections are clearly defined and articulated. There is rhythmic interest, which adds to the sense of forward movement and purpose to the music.</p> <p>To reach Merit, the student could work further on making the thematic ideas connect more to make the composition fully coherent and more skilfully developed.</p>

Student 4: High Achieved

Steel Guitar
Tune down 1 step
 ①=D ④=C
 ②=A ⑤=G
 ③=F ⑥=D

Steel Guitar
Tune down 1 step
 ①=D ④=C
 ②=A ⑤=G
 ③=F ⑥=D

♩ = 110

S-Gt

mf

S-Gt

mf

let ring

conbon

S-Gt

S-Gt

let ring

conbon

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to communicate musical intention by composing three original pieces of music.</p> <p>This involves developing, structuring, and representing musical ideas coherently and purposefully to express the intention of the composer(s).</p> <p>This student has composed a duet for guitar and bass guitar. The composition is structured, shows some development and is generally clearly represented.</p> <p>For a more secure Achieved, the student could use less repetition and develop musical ideas more fully. More exploration of the timbral qualities of the instruments would also allow the composition to demonstrate more musical purpose.</p>

i. Retro Video Games (village)
of parts ii. Battle iii. Peace

A ♩=108

Acoustic Guitar

Acoustic Guitar

4-string Bass Guitar

4-string Bass Guitar

5

A. Gtr.

A. Gtr.

Bass

Bass

9

A. Gtr.

A. Gtr.

Bass

Bass

2

13

A. Gtr.

A. Gtr.

Bass

Bass

17

B

A. Gtr.

A. Gtr.

Bass

Bass

21

A. Gtr.

A. Gtr.

Bass

Bass

25

A. Gtr.

A. Gtr.

Bass

Bass

29

A. Gtr.

A. Gtr.

Bass

Bass

32

A. Gtr.

A. Gtr.

Bass

Bass

35

A. Gtr.

A. Gtr.

Bass

Bass

39

A. Gtr.

A. Gtr.

Bass

Bass

43

A. Gtr.

A. Gtr.

Bass

Bass

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to communicate musical intention by composing three original pieces of music.</p> <p>This involves developing, structuring, and representing musical ideas coherently and purposefully to express the intention of the composer(s).</p> <p>This student has composed for keyboard. There is some evidence of structure and the beginnings of the development of musical ideas.</p> <p>To reach Achieved, the student could develop the musical ideas more fully to create a balanced and coherent piece of music. Establishing tempo, dynamic markings and other performance directions would be beneficial in enabling a clearer representation of the composer's musical intention.</p>

MY Composition

i. Music for Dance ii. Music for

Student 6

Measures 1-4 of the composition. The right hand features a steady eighth-note melody, while the left hand provides a harmonic accompaniment with chords and single notes.

Measures 5-8. The melody continues with eighth notes, and the accompaniment includes some sixteenth-note patterns in the left hand.

Measures 9-12. The right hand melody becomes more varied, including some quarter notes and rests. The left hand accompaniment remains consistent.

Measures 13-16. The melody returns to a steady eighth-note pattern. The left hand accompaniment consists of block chords.

Measures 17-20. The melody features eighth notes with some grace notes. The left hand accompaniment is primarily block chords.

Measures 21-24. The melody includes sixteenth-note runs. The left hand accompaniment is mostly block chords.

Measures 21-24. The right hand melody continues with eighth notes and rests. The left hand accompaniment features a mix of chords and single notes.

Measures 25-28. The melody includes some quarter notes and eighth notes. The left hand accompaniment is primarily block chords.

Measures 29-32. The melody features eighth notes and quarter notes. The left hand accompaniment includes some sixteenth-note patterns.

Measures 33-36. The melody includes quarter notes and eighth notes. The left hand accompaniment is primarily block chords.

Measures 37-40. The right hand melody consists of a continuous sixteenth-note run. The left hand accompaniment is primarily block chords.

Measures 41-44. The right hand melody features quarter notes and rests. The left hand accompaniment is primarily block chords.