



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 91849

Compose three original songs that express imaginative thinking

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 compose three original songs that convincingly express imaginative thinking. This involves developing, structuring, refining and representing original lyrical and musical ideas with stylistic assurance and flair and communicating with impact. Representation expresses imaginative intent, in detail, and is appropriate to the genre.</p> <p>These students have collaboratively composed three contemporary songs in a digital environment (Logic), and the example provided here is entitled <i>Way</i>. The song has a clear and recognisable form which begins with the chorus (1), featuring a trap beat and sampled vocals over a simple 4-bar chord progression. Three verses/choruses follow, finishing with the chorus.</p> <p>There is a sophisticated blending of samples, lyrics, beats and electronic accompaniment throughout. The lyrics themselves express imaginative thinking on the theme of love, allowing the feelings of a young man to be explored and the “way” he feels.</p> <p>Many of the lyrics provide impact with clever rhymes and images (2) (3) (4).</p> <p>The representation of the song is appropriate to the electro-pop genre, with the provision of screen shots (only two included here) detailing the creative process (5) (6), together with a clearly mixed audio track of the duo performing their song.</p> <p>For a more secure Excellence, the students could further detail the written representation with the addition of chords to the lyrics, as they were outlined in one of the screen shots. The ending of the song could be reworked to be stronger and fully demonstrate flair for the genre, by using a fadeout, for example.</p>

Student 1: Low Excellence

Intended for teacher use only

Song: Way

Chorus: Way I'm,
Way I'm feeling right now,
Want this feel for life,
And right now,
I just need you right now,
Keep you by my side now,

1

Verse 1: How you got me feeling like this,
Feeling real ill like this, yeah

Love sick in a mix of emotions,
deep to the bone, deeper than all of the oceans,
People don't know cause they all on the coast,

2

And I don't even know how we got here all I wanna know is where we gon go,
And how we gon live, and how we gon grow,
And how we gon kiss, and how we gon hold,
And how we gon witness our lives unfold as I fall into the abyss of you,

Like a flower wilts is really how I feel when I'm any bit away from you,
but as soon as you step in the room,
I bloom,

3

Chorus

Verse 2: Pretty girl lover,
Pretty boy Stunna,

S on my Chest like superman,
You the woman like wonder,

4

Life a movie,
And we ridin through it,
Play this, Girl, ride to it,
Don't mess around we get right to it,
You know things I like, yeah,
You always got the ways to make me go do whatever,
You always know the way to make me stay, no I won't be gone forever,
How you got me feeling ways I've never known when we apart,
Got me feeling ways is how I know we needa stay together

Chorus

Verse 3/Interlude: In this lifetime I'm afraid,
That I can't make you mine and I'm afraid,
That somewhere down the line there'll come a time where you will say,
That feelings change,
I don't know what I would do,
Cause this girl,
I adore her every move,
Adore the way she more than make me lose,
Any sort of any ordered thought,

My heart is going overboard,
I'm sinking deep into the love I'm feeling,
and the way I'm,

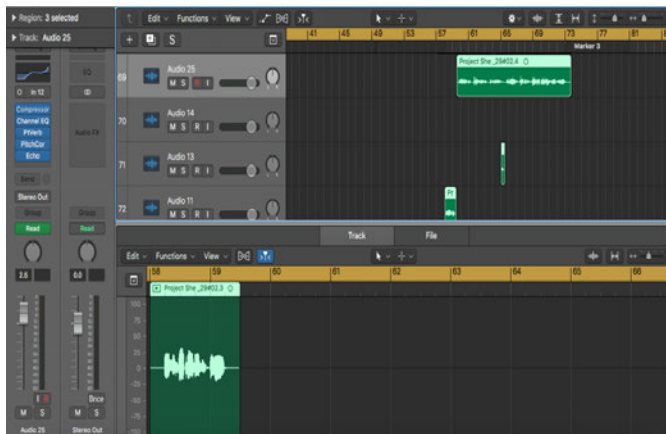
Chorus

Written representation:



Chorus Vocals + Plug-ins

The chorus vocals consisted of both (learner A) and my own, with my vocals backing his up. Learner A's vocals were only EQ'd, compressed, and given a slight Reverb. My vocals, the backup, were Equalized, Compressed, and Pitch Corrected.



Interlude vocals + Plug-ins

The interlude/last verse was given a pitch correction plug-in at A on the Major scale. This kept the voice in tune. Also, the vocals were Compressed, Equalized, given Reverb and Echo, which created the ominous atmosphere associated with his insecurities.

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to compose three original songs that effectively express imaginative thinking.</p> <p>This involves developing, structuring, refining and representing original lyrical and musical ideas skilfully with style and character. Representation expresses imaginative intent appropriate to the genre of songwriting.</p> <p>This student has written a contemporary song to express imaginative thinking on the feelings associated with their home coming. The song is clearly structured with an intro (1), verses (2), chorus, (3) an instrumental passage (4) and bridge (5). Together, the music and lyrics demonstrate style and character, with a degree of stylistic assurance. The melody and lyrics blend effortlessly.</p> <p>The lyrics develop a 1st person narrative around the songwriter's desire to return home after a stint in the city (6). Coming home to the "familiar" gives the narrator a sense of optimism and joy which is skilfully captured from the gently strummed guitar intro.</p> <p>The guitar accompaniment continues in a similar fashion to complement the clear audio recording of a singer who can employ an effective range of skills, including an improvised feel to the word "home". This is refined songwriting for this curriculum level.</p> <p>The representation is appropriate for genre, with a generally clear lyric/chord chart.</p> <p>To reach Excellence, the student could further develop the instrumental section of the song to make it more of a feature, and allow the songwriter to fully demonstrate flair for the genre. The lyric/chord chart also needs to be completed.</p>

Home

Intro on guitar

①

Verse 1

G

It's going to be okay this time

D

I'm coming home

Am7

I'm sick of all those city lights

D

Sleeping in a cold bed all alone

G

I've been travelling through that long black tunnel

D

Re-emerging into the light

Am7

Not believing everyone will fall for me

Em

And my glass slippers curfew set for midnight (7)

C G Am7

Midnight, midnight

②

⑥

Verse 2

G

It's going to be alright this time

D

I'm coming home

Am7

Evoked among familiar faces

D

And the sound of a trombone

G

And in the presence of the night

D

And I'm all by myself

Am7

I can hear the breathing of the fireplace

Em

No longer in a cold bed by myself

Chorus

C G Am7 D

I'm home, home, I'm home

③

You can count the seconds in my time
Cos I'm home
I'm home and I'll be fine (x2).

Instrumental

4

Bridge

5

I promise I'll listen this time
I'm coming home
You can tell me about the moon or mars
I promise I won't moan
About all the irrelevant things
Sometimes they become interesting

I just want to hear your voice
Not in writing or on the phone

Chorus

Home, home, I'm home
And you can count the seconds in my time
'Cos I'm home, I'm home and I'll be fine
Home and I'll be fine

Verse 3

Yeah I'm home and there ain't nothing else that I'll need
Except the warm familiar faces standing next to me (8)
And there ain't no where else I wanna be
In the warmth and company of friends and family

Final chorus

Home, home, I'm home
You can count the seconds in my time
'Cos I'm home, I'm home and I'll be fine
Home and I'll be fine
Because I'm home

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to compose three original songs that effectively express imaginative thinking.</p> <p>This involves developing, structuring, refining and representing original lyrical and musical ideas skilfully with style and character. Representation expresses imaginative intent appropriate to the genre of songwriting.</p> <p>This student has written a contemporary song, in the folk genre, entitled 'Picture to Burn'. The song has been structured in a clear and recognisable form, which includes an intro (1), verses (2), chorus (3), and a bridge section (4). This structure is clearly presented on the lyric/chord chart, with accurately indicated chord changes.</p> <p>There is a sense of style and character to the song through its directness in effectively expressing loss and heartache (5).</p> <p>The student shows a degree of skilful and coherent songwriting by setting up the poignancy of the song's subject matter from the introduction. Songwriting techniques such as repetition and build-up are used to develop and refine the song.</p> <p>The continuous finger-picked guitar accompaniment suits the somewhat 'naïve' character of the song, while the vocalist's sadness is effectively expressed with a melancholic timbre to the voice.</p> <p>For a more secure Merit, the student could further develop the lyrics to explore the theme of heartache and loss. Musical ideas could also be further explored, for example, the harmonic structure could be expanded upon from the current 3-chord palette, and the intro could potentially be filled out more. The accompaniment could also be additionally refined to include more variety in the guitar part.</p>

Picture To Burn

(Music for acoustic guitar on capo two)

Intro

Em, C, G

①

Verse 1

Em C

Heart, beating

G

Lungs, breathing

Em C G

Are you ready to throw it all away?

Em C

Hands, shaking

G

Chest, breaking

Em C G

Guess it's not really my say

②

Chorus

Em C G

But it's clear to see you're gone

Em C G

And it's clear to me, I'm not ready to move on

Em C G

It's clear it's just my turn

Em C

I'm just a young broken heart

G Em

With just another picture to burn

③

⑤

C, G

Verse 2

Em C

Life's, frozen

G

Stopped, motion

Em C G

Time's already flown away

Em C

Scared, for closure

G

Saying nothing just to hold her

Em *C* *G*
Could you hold me one last time?

Chorus

Em *C* *G*
But it's clear to see you're gone
Em *C* *G*
And it's clear to me, I'm not ready to move on
Em *C* *G*
It's clear it's just my turn
Em *C*
I'm just a young broken heart
G *Em C G*
With just another picture to burn

Bridge

Em *C*
So burn baby burn
G
Burn baby burn
Em *C* *G*
Burn baby burn, burn oh
Em *C*
I gave you the world
G
I told you that I loved you
Em *C* *G*
So burn baby burn

Chorus

Em *C* *G*
And it's clear to see you're gone
Em *C* *G*
And it's clear to me, I'm not ready to move on
Em *C* *G*
It's clear it's just my turn
Em *C*
I'm just a young broken heart
G *Em*
With just another picture to burn
Em *C*
I'm just a young broken heart
G *Em* *G*
With just another picture to burn.

4

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to compose three original songs that express imaginative thinking.</p> <p>This involves developing, structuring, refining and representing original lyrical and musical ideas coherently and purposefully.</p> <p>This student has composed a contemporary song entitled, 'Look What I Made'. It is structured in a mostly recognisable song format, with an intro (1), chorus (2) verses (3), and a distinctive bridge passage (4). The song has an alternative rock feel which is generally coherently and purposefully maintained. The guitar accompaniment includes a variety of strumming and picking patterns to provide additional musical coherence.</p> <p>The song is atypical in some regards, particularly with the chorus using non-repetitive lyrics, yet there is also a degree of character demonstrated, for example, in the use of a tense and dramatic bridge. The lyrics also demonstrate character and imaginative thinking, with a sense of emotional depth (5): "Look what I did/Thought I was a healer, I'm the problem".</p> <p>The vocalist adds to the emotional depth with a strong and powerful audio recording.</p> <p>To reach Merit, the student could further refine the song's lyrics to demonstrate stronger coherency and flow. For example, the switch from first person narrative to third person could be more subtly written to provide additional coherency, and assist in making the song fully effective.</p>

Student 4: High Achieved
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What I Made!

Intro – G

1

G Am9
 Look what I made
 Em Ebmaj7 G
 I walk through this river I wade
 Bm9

2

Look what I made
 Em Ebmaj7 G
 I sleep in this river, my parade

Bm Cmaj7 Fhalf-dim Em Eb7b5 D7sus4 D7
 I don't thi - nk, I doooooonnnn't think

C G
 Such a structure
 Am7 Bm7 C/G
 on the steep edge of a tall horse
 G

3

Obscure architecture
 Am7 Bm7 C/G
 What a strange feeling, late remorse

G Am9
 Look what I made
 Em Ebmaj7 G
 did that in my purpose colour
 Am9

Look what I made
 Em Ebmaj7 G
 I like its off kilter shelter

G Bm Cmaj7 Fhalf-dim Em Eb7b5 D7sus4 D7
 I don't thi - nk, I doooooonn't think

C G
 It doesn't matter
 Am7 Bm7 C/G
 He's loud because of his dad
 C/G G
 Leave dinner to platter

Am7 Bm7 C/G

Only dad he's ever had

G Am9
Look what we take
Em7 Ebmaj7 G
I innovate with cigarettes in my pockets
G AM7
Look what we take
Em7 Ebmaj7 G
I like being a doctor for the profit

Bm Cmaj7 Fhalf-dim Em Eb7b5 D7sus4 D7
I don't thi - nk, I dooooooonnnn't think

A Ab Dbdim Edim
I don't think this is
A Ab Dbdim Edim
I don't think this is
A Ab Dbdim Edim
I don't think this is
A Ab Dbdim Edim
I don't think that is
Gadd6 Gb7add4 E
No it's not healthy (x2)

4

G Am9
Look what I did
Em7 Ebmaj7 G

Worried through each wrong problem
G Am9
Look what I did
Em7 Ebmaj7 G
Thought I was a healer, I'm the problem

5

Bm Cmaj7 Fhalf-dim Em
I should try to thi - nk, I should try to think

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to compose three original songs that express imaginative thinking.</p> <p>This involves developing, structuring, refining and representing original lyrical and musical ideas coherently and purposefully.</p> <p>This student has composed a contemporary love song entitled, 'My Heart Won't Rest'. It is structured in a standard song format, with an intro (1), verses (2) pre-chorus (3), and chorus (4). The song has a country feel which is coherently maintained. The recording includes accompanying guitar, drums, piano and backing vocals which provide additional musical coherence.</p> <p>A lyric sheet is provided. The recording is at a very high standard and allows the lyrics to be clearly heard – this is an expectation for the Standard.</p> <p>For a more secure Achieved, the student could further develop the lyrical content. At this curriculum level, the expression of imaginative thinking needs sufficient complexity for lyrics to be considered purposeful. For example, use of extended metaphors, similes, other figurative language, and avoidance of clichés.</p>

My Heart Won't Rest

Intro

1

Verse 1

"My heart won't rest"

Capo 3

Verse

Em C G D
I seem to be running around in circles don't know why i'm chasing my tail
Em
C
G
D
I seem to be wanting you more then ever, my heart won't rest
Em C G D
Every time i see your face it shines, its shining
Em C G D
Something sparkling in your eyes, I want it

2

Pre chorus

C G D
But baby you're all i need when i'm alone
C G D
And baby i know you've had some tough stuff

3

Chorus

Em
But my heart won't rest
C
My heart won't rest
G D
My heart won't rest without you here
Em C G D
I used to know you but now you're gone, chasing all those other girls hearts

4

Verse

Em C G D
So i'll be left in the dark
Em C G D
Wanting you more, wanting you more and more in my heart ohh
Em C G D
My heart won't rest without you here, you here
Em C G D
Until you walk, til you walk in that door

Pre chorus

C G D
But baby you're all i need when i'm alone
C G D
And baby i know you've had some tough stuff

Chorus

Em

But my heart won't rest

C

My heart won't rest

G

D

My heart won't rest without you here

Em

C

G

D

I used to know you but now you're gone, chasing all those other girls hearts

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to compose three original songs that express imaginative thinking.</p> <p>This involves developing, structuring, refining and representing original lyrical and musical ideas coherently and purposefully.</p> <p>This student has composed a song entitled, 'Jump', which expresses the songwriter's imaginative thinking on how to 'jump' into life and not waste a single day. It is structured in a recognisable song format, for example use of titles for chorus (1), verse (2) etc. and is mostly coherent, with a logical chord sequence.</p> <p>There is some development, particularly in the use of repetition, and there is a distinction between the melodies of the verses and chorus. A lyric sheet has been completed, together with a recording using simple guitar accompaniment.</p> <p>To reach Achieved, the student could further refine the musical content to make the accompaniment more fluid and rhythmic. The recording also needs to be more representative of the lyrical content, for example, a clearer recording would allow the lyrics to be heard and make the overall effect more purposeful. Chords also need to be added to the lyric sheet.</p>

JUMP

Chorus

Take that step
Make that jump
We don't know what it's like
Until what we have is gone x2

1

Verse one

This next day could be your last
So take what you've got
And follow your path

2

Turn around
Negatives just pull you down
Look above
While others lost you still run

Pre Chorus

All you could have been
Drifted away don't you see
All you could have been
Drifted away don't you see

Chorus

Take that step
Make that jump
We don't know what it's like
Until what we have is gone x2

Verse Two

Hardships shouldn't take you down
Determination is what pulls you around
Stop and think what you have not what you need
Can't you see their lives aren't yours to dream

Pre Chorus

All you could have been
Drifting away don't you see x2

Chorus

Take that step
Make that jump
We don't know what it's like
Until what we have is gone x2

Bridge

Can't you see the past is gone
Selfish thinking life's so long

The stories we dream at night
Is the inspiration for our lives

Chorus

Take that step
Make that jump
We don't know what it's like
Until what we have is gone

Verse Three

People have lost while you last
The power you have
With your one and only chance

Ending

Take that step
Make that jump
We don't know what it's like
Until what we have is gone x4