NZQA Approved



This task has been created by an experienced teacher to support the performance standards. It requires a recording device of some type if possible.

Remote Internal Assessment Resource

Music Level 3

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| This resource supports assessment against:Achievement Standard 91416RPerform two programmes of music as a featured soloist |
| Resource title: Bubble Wrap |
| 8 credits |
| This resource:* Clarifies the requirements of the standard for students when under COVID Level 4 or 3 restrictions.
* Outlines compromised assessment practices for students under COVID Level 4 or 3 restrictions.
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| Date version published by Ministry of Education | Based on task published December 2012 and reworked April 2020To support internal assessment due to COVID-19 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-5-2020-91416-01-6448 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard: Music 91416: Perform two programmes of music as a featured soloist

Resource title: Bubble Wrap

Credits: 8

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Perform two programmes of music as a featured soloist. | Perform two programmes of music effectively as a featured soloist. | Perform two programmes of music convincingly as a featured soloist. |

Student instructions – tick each one as you read them

**The Task**

In this “working from home” activity you can prepare up to *four* pieces of music, but best start with two. *Consider any instrument(s) you have in your bubble and then you can decide whether to sing or to play.*

Now that it is 2020 students are encouraged to learn some new songs or pieces for this task, and maybe include some you already worked on last year but didn’t finish or perform. *Think about your bubble – is there a kaiwaiata or kaiwhakatangitangi that you could ask for help?*

The two pieces you choose will make a “programme”, namely a mini concert with two in a row, sung or played back-to-back.

PS You can’t change instruments between the pieces.

Try to select music that shows your ability to put out different feelings, moods or musical skills.

When you feel ready you must perform your programme of two pieces to others in your bubble - they are your **audience** – but someone has to **film/video** the programme from start to finish in one go. *Think about this because it might mean you have to wait for COVID Level 3 or 2 before you can perform and film. There’s no rush.*

(Later on in the year you also have to get the film/video **to your teacher** back at your school or kura. This is so they can give you any grades or credits you have earned. *Make sure the person who films it doesn’t delete it.)*

You can have a helper or two to perform back-up with you, but don’t break any COVID Level 4 or 3 restrictions please. If you have helpers you need to be the main singer or player – you are the “featured soloist” – the star.

You may choose to perform traditional forms of Māori music such as waiata, moteatea or taonga puoro. *(Be super-careful about cleanliness and droplets).*

**How to Proceed**

Sometimes it is pretty hard to choose which pieces of music to get started on (especially when you’re stuck at home) so talk to your whanau or your bubble-people about it. They might have some skills or experiences they can share with you.

FYI your programme can include your own song(s) or music piece(s) if you want, but each would need to be at least 2.5 minutes long with three contrasting ideas/sections.

There are three things to prepare – a big one and two small ones:

*Big one :* Practice the music until you feel good about it. Make sure you work on the tricky bits as well as the easy bits! Take it slow if needed, especially if that helps you keep it steady.

*Small one* : Practice a spoken introduction for the video. “Kia ora, ko *XXX XXXX* tōku ingoa. Here is my NCEA Level 3 programme.”

*Small one :* Practice looking up, feeling good, smiling, even a little bow to acknowledge your audience. These things are better than looking at your feet or at the floor when you are doing the filming.

Tips for singing – if you’re not using an instrument or there are none in your bubble.

Train yourself to breathe low into the bottom of your lungs, near your belly. Some people develop this by breathing in through their nose while relaxing the stomach muscles. It helps your notes and help you be calm and steady.

Always warm your voice up before you sing, with some long humming, then some sweeping sirens that go up and down and up and down.

How to get the Best Grades

When you have completed your assessmentyour teacher will award you one of these four grades.

Not Achieved

*Kia kaha* : Too many interruptions or mistakes so keep working at it. Or maybe try something more challenging – this programme was too easy for NCEA Level 3. Remember your performance needs to reflect a level of skill appropriate to a student in at least their fifth year of musical tuition.

Achieved

*Pai* : You did it ! A bit awkward or shy maybe, but the audience definitely could see the hard work you have put in.

Merit

*Tino pai* : *.* You presented the whole programme confidently. Quite tricky, well played throughout and you played different pieces or sections with emotional contrasts. The music had *ihi.*

Excellence

*Kei runga noa atu* : You really made it special. The music had *ihi*, and the audience felt the different moods you put across really get to them. They had *wehi.*

To get Eight Credits

In order to get the full 8 credits, you will need to prepare and perform another programme of music in which you are the featured soloist. This will need to involve different music from what you presented the first time and may take place after you return to school or from home, depending on how the rest of this year plays out.. Overall you will have performed two programmes of music that were Achieved or higher. Doesn’t matter whether these were done at home or at school so long as there was an *audience*, and they were *filmed,* and the *teacher* got to see the film.

STUDENTS WRITE ON THIS PAGE

|  |  |
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| Is there someone in my bubble who is good at music? |  |
| Is there someone I could walk to and talk to from their front gate ? *(DON”T pass instruments between you though)* |  |

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| Music pieces/songs to consider. Remember to think about music pieces that show your ability and need different moods or techniques. You can control your workload for your programme if not all the pieces are from “I can’t do any of it”. Mix up things you can already do with things that are new. | I can’t do any of it | I can do bits of it | I’m quite good at it | I can already nail it |
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PRACTICE DIARY

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| Date | Time | What went well ? | Next time I will… |
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