



# Music | Puoro Level 3 NCEA Course Outline 2025

Welcome to your Level 3 NCEA Music for 2025, and to an exciting year of learning. Your course is planned to provide you with opportunities to achieve success in NCEA Level 3 while really honing your craft as a musician.

***Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa***

*Artistic excellence makes the world sit up in wonder*

***He ika kai ake i raro, he rapaki ake i raro***

*As a fish nibbles from below, so the ascent of a hill begins from the bottom*

While the Rangi Ruru Music programme includes the study, creation and performance of music within a diverse range of global music traditions, it is grounded in the fact that we are musicians of, and in, today's Aotearoa New Zealand. Music is a social document; an expression of, and a way of connecting with, language, identity and culture; it is a waka to explore diverse worldviews. Understanding your own musical whakapapa, and how it intersects with that of the music that you are performing, creating or studying, is crucial for you to successfully make meaning of it in their own time and place. Exploring the tikanaga of making music – both as a performer (making use of *ihi*, the energy that resides within every person) and an audience member (*wehi*, the emotional response to *ihi*, and *wana*, the collection of energy and emotion that unites and connects people) – is a core component of being a Rangi Ruru musician.

## What will I learn in Music this year?

There are many standards available in Level 3 Music. Students select a personalised course that caters to their strengths and interests, in consultation with their teacher. A full-time course should ideally consist of between 16 and 24 credits. See below for the standards that are available. Entering Scholarship Music, in either Performance or Composition, is encouraged for students working at an especially high level, as it challenges and extends students beyond the Level 3 NCEA requirements.

Many skills and dispositions reflective of the **Rangi Graduate** and **Rangi Values** are developed that are crucial for musicians, and these form the basis of teaching and learning in the course:

- **Confidence, self-belief and resilience:** Every performance is a risk. Successful musicians embrace this and, while demonstrating **Rikarika | Endeavour** and striving for their best, accept that there is no such thing as a 'perfect' performance.
- **Creativity:** Music is a creative pursuit. In senior Music classes, you really begin to develop your own voice and style as a performer and creator. Being true to your own musical voice is a demonstration of **Tika | Integrity**.
- **Self-management:** motivating and organising yourself to consistently practice your instrument and work on composition. Preparing for performance and creating original music are processes that require **Rikarika | Endeavour**, and consistent time over a sustained period.
- **Collaboration, empathy and connectedness:** Creating and making music are collaborative processes. There are many opportunities to share and be inspired by the other members of the class and wider Rangi Music whānau. **Aroha, Whakautu | Respect** and **Manaakitanga | Generosity of Spirit** are all crucial to the successful functioning of this whānau.

## What sorts of things might I do?

**Janet Kingsbury** is the classroom teacher for Level 2 and 3 Music. Due to student numbers, these two levels are combined into a single class, with four periods per week of teacher contact time. A significant amount of teaching and learning will occur with all students from both year levels together. However, a key attribute of a successful musician is the ability to self-motivate and self-organise, and students in both year levels will be required to self-direct their learning for some time each week. Support will be provided to develop these skills.

### 1. Performing music



- a) Performing on your instrument/voice, as a soloist, in public performance. Two programmes of music *on the same instrument* are assessed for AS 91416 (Solo Performance) – see below.
  - o Students who are proficient on more than one instrument may also enter AS91417 (Second Instrument Performance) and be assessed for one programme of music on this instrument.
- b) Performing as part of various groups, both in and out of class. One group performance, consisting of two substantial pieces of music, is assessed for AS91418 (Group Performance).
- c) Students entering Scholarship Music for Performance will use their second solo programme as the basis of this submission. This programme has a maximum length of 15 minutes, plus a 3,000-word critical reflective analysis.

*Students entering the Performance standards are required to be having regular tuition on an instrument/voice for the full year. You should also be part of a Rangī co-curricular music group for the full year.*

*Please see the document **NCEA Music Performance Standards, Levels 2 and 3, Guidelines 2025**, for further information about this aspect of the course.*

## 2. Creating music

- a) Composing three original pieces of music, with visual representation and a recording, which are assessed for AS 91419 (Composition).
- b) Compositing three original songs, with visual representation and a recording, which are assessed for AS 91849 (Songwriting).
- c) Creating two arrangements for an ensemble by reworking or adapting existing musical material for a different context, with a notated score, for AS 91424 (Arranging).
- d) Students entering Scholarship Music for Composition submit a portfolio of original music drawn from their Composition, Songwriting and/or Arranging submissions, lasting no more than 15 minutes, plus a 3,000-word critical reflective analysis.

## 3. Studying music

A high level of musical literacy – both in musical notation and conventions, and the language of music – is required to succeed in the study of Music at Level 3 and Scholarship. You will develop your musical literacy, and the ability to communicate your understanding, through the following components of the course:

- a) Analysing a substantial work of music, focussing on the musical, compositional, and structural elements and features. This is assessed in for AS 91422 (Music Works) and is recommended for Scholarship Music students.
- b) Examining the context of a substantial music work, focussing on how the context of its creation combined to shape the conception, production, and interpretation of the work. This is assessed in the external exam 91423 (Context).
- c) Demonstrating understanding of harmonic and tonal conventions in a range of music scores. This is assessed in the external exam AS 91421 (Harmony) and is recommended for Scholarship Music students.
- d) Defining, formulating, conducting, and communicating the research of a music topic of your choice. This is assessed for AS 91425 (Research).

## 2025 Music Level 3 Course Outline

NCEA Level 3 Music is divided into two separate strands: Making Music (MM) and Music Studies (MS).

In consultation with their teacher, students choose a course drawn from the following standards, across one or both strands. A full-time course should ideally consist of 16-24 credits.

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits
<a href="#">91416</a>	MM 3.1	2	Perform two programmes of music as a featured soloist	Internal	8
<a href="#">91417</a>	MM 3.2	2	Perform a programme of music as a featured soloist on a second instrument	Internal	4
<a href="#">91418</a>	MM 3.3	2	Demonstrate ensemble skills through performing two substantial pieces as a member of a group	Internal	4

<a href="#">91419</a>	MM 3.4	2	Communicate musical intention by composing three original pieces of music	Internal	8
<a href="#">91849</a>	MM 3.11	1	Compose three original songs that express imaginative thinking	Internal	8
<a href="#">91421</a>	MS3.6	3	Demonstrate understanding of harmonic and tonal conventions in a range of music scores	External	4
<a href="#">91422</a>	MS3.7	2	Analyse a substantial music work	Internal	4
<a href="#">91423</a>	MS3.8	2	Examine the influence of context on a substantial music work	External	4
<a href="#">91424</a>	MS3.9	2	Create two arrangements for an ensemble	Internal	4
<a href="#">91425</a>	MS3.10	2	Research a music topic	Internal	6

### [Scholarship Music](#) requirements

#### How and when will my work be assessed?

Assessment for learning is an ongoing process of self-reflection throughout the course. We encourage students to give themselves and others positive and next-step feedback.

You will self-reflect on assessed performances before receiving teacher feedback.

The Solo Performance and Arranging standards have two submissions, at different times of the year. Feedback without a grade will be provided after the first submission, including next steps for development. Following the second submission, an overall grade is awarded. The Composition and Songwriting standards are the same, except that they have three submissions. All these standards expect and encourage progression across the submissions.

The Music Work and Harmony standards will be assessed in a practice exam during Week 2 of Term 4, and the NCEA exam in Term 4.

#### Key dates

##### 1. Solo Performance AS 91416 and Second Instrument AS 91417

- a. Assessed performance 1:  
Thursday 26 June (Week 9, Term 2), 6:30pm, Merivale Lane Theatre.
- b. Assessed performance 2: either
  - 91416 students only: Wednesday 15 October (Week 2, Term 4), 6:30pm, Merivale Lane Theatre
  - Music Scholarship in Solo Performance students only: Thursday 18 September (Week 9, Term 3), 6:30pm, in The Chamber at The Piano

*There will be no resubmission/reassessment opportunity beyond these dates. Note that both performances for 91416 must be on the same instrument. A Second Instrument performance may occur on either of the MLT performance dates.*

Scholarship Music portfolios and dissertations are submitted to NZQA early in Term 4. If you are intending to enter this, discuss it with your teacher early in the year to ensure that your performance programme and dissertation are both designed to meet the specific Scholarship requirements.

##### 1. Group Performance AS 91418

This assessment will occur during Term 2 at one of the regional music festivals that take place during that time (e.g. Chamber Music, RockQuest), or at a school group performance event if required.

##### 2. Composition AS 91419, Songwriting AS 91849 and Arranging AS 91424

These will be prepared and assessed in consultation between the class and teacher.

*As these are portfolio-based standards with regular and ongoing student/teacher dialogue there should be no requirement for a further resubmission/reassessment opportunity. However, in extenuating circumstances, one further opportunity may be granted, in accordance with school policy.*

Scholarship Music portfolios and dissertations are submitted to NZQA early in Term 4. If you are intending to enter this, discuss it with your teacher early in the year to ensure that your composition portfolio and dissertation are both designed to meet the specific Scholarship requirements.

**3. Music Work AS 91422, Context AS 91423, Harmony AS 91421**

These will be prepared and assessed in consultation between the class and teacher.

- a) Practice exam (AS 91422, AS 91421): Week 2 Term 4.
- b) NCEA exam: Friday 21 November, morning.

*If you have any questions about the course and/or assessment please contact your classroom teacher or Head of Curriculum Music, Mr Thin.*

*The Director of Music, Mrs Kingsbury, can answer general music enquiries, including regarding itinerant music lessons and co-curricular music groups.*

*Ms Schönberger can answer questions regarding Rock Bands and the Commercial Music programme.*

**Be your best and enjoy your music!**