



## Higher National Unit specification

### General information

**Unit title:** Music Theory 1 (SCQF level 7)

**Unit code:** H1M7 34

**Superclass:** LF

**Publication date:** October 2015

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

The focus of this Unit is the rudiments of music and the relationship of the written symbol to sound. The Unit is for learners who perform and/or compose and aims to promote knowledge and understanding of musical theory in context.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Identify note values, keys, scales and rhythmic groupings.
- 2 Identify chords and chord progressions.
- 3 Identify form/structure and performance directions.
- 4 Transpose music.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

### Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, as a guide, a basic familiarity with conventional terms and music notation would be useful, where learners are able to demonstrate prior knowledge and skills through their experiences in any of a wide range of programmes of study: National Certificate (NC) in Music, National Progression Award (NPA) in Music Performing, Higher Music or any relevant Music Unit(s).

## **Higher National Unit Specification: General information (cont)**

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### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

This is a mandatory Unit in the framework for HNC/HND Music. If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Identify note values, keys, scales and rhythmic groupings.

#### Knowledge and/or Skills

- ◆ The staff and music symbols
- ◆ Music notation, including note and rest values
- ◆ Key signatures: major and minor
- ◆ Scales: major, harmonic and melodic minor, major and minor pentatonic
- ◆ Diatonic intervals
- ◆ Simple and compound time signatures

### Outcome 2

Identify chords and chord progressions.

#### Knowledge and/or Skills

- ◆ Root position triads
- ◆ Four note chords
- ◆ Chord names, numbers and symbols
- ◆ Simple chord progressions
- ◆ Cadences

### Outcome 3

Identify form/structure and performance directions.

#### Knowledge and/or Skills

- ◆ Form and structure
- ◆ Performance directions

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Music Theory 1 (SCQF level 7)

### Outcome 4

Transpose music.

#### Knowledge and/or Skills

- ◆ Transposition

### Evidence Requirements for this Unit

#### Outcome 1

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify elements of written music notation.
- ◆ identify notated scales: major, harmonic and melodic minor, major and minor pentatonic.
- ◆ write major, harmonic and melodic minor, major and minor pentatonic scales.
- ◆ identify diatonic intervals within one octave (written and/or aural).
- ◆ identify time signatures of given excerpts of music (written and/or aural).

Written and/or oral evidence will be produced under controlled conditions at appropriate points in the Unit.

#### Outcome 2

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify root position triads of the major scale (written and/or aural).
- ◆ identify four note chords: 7th, major 7th, minor 7th (written and/or aural).
- ◆ identify cadences: perfect, plagal, imperfect and interrupted (written and/or aural).

Written and/or oral evidence will be produced under controlled conditions at appropriate points in the Unit.

#### Outcome 3

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify form/structure.
- ◆ select performance directions from a given list and mark them at the appropriate place on a score.

Written and/or oral evidence will be produced under controlled conditions at appropriate points in the Unit.

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Music Theory 1 (SCQF level 7)

### **Outcome 4**

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ transpose a melody.
- ◆ transpose a chord progression.

Written evidence will be produced under controlled conditions at appropriate points in the Unit.



## Higher National Unit Support Notes

**Unit title:** Music Theory 1 (SCQF level 7)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is about the rudiments of music and the relationship of the written symbol to sound. There are four Outcomes dealing with musical notation and symbols, keys, scales, time signatures, chord construction, cadences, form/structure, performance directions and transposition.

This Unit will support and underpin the knowledge and skills gained through study of a range of Units including: *Music First Study 1: Instrument (SCQF level 7)*; *Music First Study 1: Composition (SCQF level 7)*; *Music: Live Performance Skills 1 (SCQF level 7)*. It is possible and appropriate for this Unit to be delivered in conjunction with and integrated with other Units.

This Unit may also be delivered as a freestanding Unit and would be of interest to learners with experience in, eg performing and/or composing who would like to broaden and extend their musicianship skills.

### Guidance on approaches to delivery of this Unit

This Unit can be delivered primarily in a group/class context but there are many varied approaches to learning and teaching which can be explored. It is important that this Unit is not delivered in isolation, but in context; the contextualisation of the knowledge and skills of this Unit with performing, composing and listening to music activities. Where possible, the learning and teaching should also be related to the instruments the candidate plays. This is particularly useful for underpinning knowledge where visual recognition of music notation and symbols can be related to the sound being produced on an instrument.

The contextualisation of the contents of this Unit can also be promoted through a wide range of listening activities and learners can refer to material with which they are familiar and can follow music notation and structure while they listen to their own or recorded material.

There are many practical class activities which can enhance learning, eg rhythm clapping games or using a range of percussion instruments to teach groups how to read and respond to rhythmic notation and time signatures. In addition, tutors could illustrate pitch and key signatures by demonstrating different vocal ranges and keys used by brass and woodwind instruments.

## Higher National Unit Support Notes (cont)

**Unit title:** Music Theory 1 (SCQF level 7)

Where possible, learners should be encouraged in the classroom setting to use their own instruments to practise the aspects of music theory covered, eg chord progressions in different keys. In addition, the tutor could use musical material familiar to the learners to illustrate the relevance of music theory in practice.

The use of information technology is recommended to support learning and there are many online music theory sites and software packages currently available. This can help promote personalised learning and could be of particular benefit to learners working at a different pace to others.

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

All of the content listed in the Knowledge and/or Skills section must be taught and be available for assessment, but evidence for Outcomes is assessed on the basis of sampling.

The four Outcomes of this Unit may be assessed individually on an Outcome by Outcome basis or the assessment may be integrated. The assessment should involve written and practical tests.

One approach to assessment might be to provide learners with practical tests where they listen to music and are required to mark up a score or lead sheet. The score/lead sheet could contain gaps to complete, errors to rectify and specific components of the score to identify.

Should there be any ambiguity regarding a candidate's response, further oral questioning may be used to eliminate any doubt about the candidate's understanding. The assessor should note questions and responses.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Higher National Unit Support Notes (cont)

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### **Opportunities for developing Core and other essential skills**

In all Outcomes there are opportunities for learners to develop aspects of the Core Skill of *Communication* as they produce written and oral communication as part of the assessment requirements for the Unit.

In all Outcomes there are opportunities for learners to develop aspects of the Core Skills of *Numeracy* and *Problem Solving*.

If learners access IT and online theory sites and software to support their learning, this will provide relevant opportunities for them to develop aspects of the Core Skill of *Information and Communication Technology (ICT)*.

## History of changes to Unit

Version	Description of change	Date
02	The Evidence Requirements for Outcome 1 and 2 have been clarified to indicate how candidates are required to demonstrate their Knowledge and/or Skills by responding to written and/or aural stimulus. This document has also been transferred into the new Unit specification document shell.	27/10/15

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## General information for learners

### Unit title: Music Theory 1 (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to enable you to understand and identify the main components of the rudiments of music, which is the vocabulary of the musician.

This will help you to relate written music notation, signs and symbols to sounds and music you hear. This, in turn, will help you broaden your musicianship skills as you understand the relationship of what you hear to what you see and write in your work as a performer and/or composer.

You will learn about standard music notation and how to read and write this and throughout the Unit there will be a great deal of practical exercises — listening and writing — to help you through the process.

The Unit has four Outcomes, each of which covers particular aspects of the theory of music:

- 1 Identify note values, keys, scales and rhythmic groupings.
- 2 Identify chords and chord progressions.
- 3 Identify form/structure and performance directions.
- 4 Transpose music.

This Unit is in the mandatory section of the framework for HNC/HND Music. It is also available on a freestanding basis to any learners who are not undertaking the HN Group Award but would like to broaden and extend their musicianship skills.

The Unit is likely to be taught in a variety of ways from direct teaching in small or larger groups in practical sessions to online and desktop applications. Assessment will be practical and written tasks, some which will involve listening to music.