

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
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GLASGOW G2 7NG**

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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

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<b>-Module Number-</b>	<b>0081660</b>	<b>-Session-1988-89</b>
<b>-Superclass-</b>	<b>LF</b>	

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<b>-Title-</b>	<b>LISTENING TO MUSIC 1</b>
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**-DESCRIPTION-**

Purpose	The purpose of this module is to enable the student to increase his/her enjoyment and understanding of music through personal and social development.
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Preferred Entry Level	No formal entry requirements.
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Learning Outcomes	<p>The student should:</p> <ol style="list-style-type: none"><li>1. demonstrate a basic knowledge of the main features of an area of study selected according to personal interest;</li><li>2. be acquainted with other musical styles/ genre;</li><li>3. be able to use a range of relevant resources.</li></ol>
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Content/ Context	<p>The content of the module is not prescriptive and should centre on students' preferences and experiences. The diverse interests present in the teaching group should therefore form the basis of a broad programme of music which can be shared by students in the group.</p> <p>The context of the module can be vocal or instrumental music or a combination of both and can embrace any style or type e.g. ethnic, folk, popular, jazz, rock, classical.</p>
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Corresponding to Learning Outcomes 1-3:

1. Each student should select and pursue a particular area for personal study for example:

the repertoire of:

- (a) a performer;
  - (b) an individual instrument;
  - (c) a band/group;
  - (d) an orchestra;
  - (e) a period;
  - (f) a style or type;
  - (g) any other category.
2. Students should develop a range of communication and social skills through listening to and expressing ideas about music introduced by other students and/or the teacher.
  3. Each student should learn to use a range of resources relevant to the facilitation of the listening habit to include for example:

Information sources

- (a) libraries (school, local, other);
- (b) discographies;
- (c) catalogues;
- (d) periodicals;
- (e) reference books.

Resource Equipment

- (a) audio and/or video tapes or discs;
- (b) hi-fi systems;
- (c) personal stereos;
- (d) radio;
- (e) television;
- (f) tape - slide presentation.

Suggested  
Learning  
and  
Teaching  
Approaches

The Learning Outcomes should be achieved through an integrated and progressive programme negotiated with the students. The main emphasis in the module should be placed on the students' development of listening skills and their active participation in the learning situation through private and group listening, discussion, research and use of equipment. Attendance at live performances of any nature should be encouraged where possible.

The teacher's role should be as adviser and facilitator. Whilst some direct teaching may be appropriate the delivery of lectures in musical appreciation is to be avoided. The importance of well structured routines should be outlined during induction and regularly reinforced. These should be designed to encourage students to take responsibility for their own learning and to develop personal and social skills.

Work should be undertaken in a range of groups according to purpose:

Individual e.g.:

- (a) private listening using personal stereo;
- (b) researching discographies, catalogues and periodicals for information;
- (c) keeping a diary.

Small Group e.g.:

engaging with others in exploration and discussion of the prominent features of the music, i.e. subjective reaction, mood, instrumentation, texture, relevant technical processes.

Whole-Class

- (a) introduction by the student of a piece of music to others in the group;
- (b) participating in discussion of music presented by other students;
- (c) demonstration by the teacher on the use of equipment, e.g.. discographies, reference material;
- (d) demonstration by the teacher of fundamental relevant musical points.

One possible sequence of learning and teaching would be:

- (a) introductory activities - groups forming, discussion of nature of the module;
- (b) negotiation of individual programmes and lesson routines;
- (c) identification of group programmes, through which students will broaden their repertoire by sharing and discussing listening experiences.

Throughout the teacher would offer guidance, support and advice and confirm the accuracy of the factual details for students' presentations and promote discussion where necessary.

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Assessment  
Procedures

Formative assessment should operate as an integral part of learning and teaching in the module. It may include assessment of the student's work by the teacher, by the student and by peers. This can be achieved in the main through discussion perhaps supported by checklists.

Each student should keep a log-book or diary which should be available to the subject assessor. It is recommended that students should be issued with a record sheet at the outset of the module and that its various purposes should be explained:

- it informs the student of the minimum which is to be taught and learned;
- it informs the student of the learning/teaching activities they will undertake;
- it provides a continuous record of attainment and should help both students and tutors to keep track of learning and teaching;
- it could be used by students to inform a third party (e.g., a potential employer) of what they have learned.

The performance criteria which follow provide tutors and students with a statement of the minimum performance which is judged to be acceptable in the key aspects of each Learning Outcome. Many students given the encouragement and the opportunity, may go well beyond the minimum performance. A decision on whether or not a student has achieved the criteria should be taken only after he/she has had the benefit of additional teaching support in areas of weakness and the opportunity to revise unsatisfactory efforts.

Acceptable performance in the module will be satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome  
IA Instrument of Assessment  
PC Performance Criteria

LO1

**DEMONSTRATE A BASIC KNOWLEDGE OF THE MAIN FEATURES OF AN AREA OF STUDY SELECTED ACCORDING TO PERSONAL INTEREST.**

PC (1) Presentations should be presented aurally and should be brief, clear and concise. The form of presentation should include a description of two of the salient features of the music, limited to a maximum of 2 minutes duration followed by an illustrative excerpt or complete item with a maximum playing time of 5 minutes. The student would then take part in a discussion of the music with others in the group.

There should be evidence of thorough preparation and accuracy in factual detail in such aspects as:

- (a) title, composer/producer;
- (b) instrumental and/or vocal groupings;
- (c) the style and category to which each piece belongs and how firmly it sits in that style;
- (d) performers;
- (e) texture and mood;
- (f) relevant technical processes.

IA (1) The student prepares three separate presentations of music of his own choice to deliver to the group.

PC (2) Diary Entries - should demonstrate that planning and preparations has been thorough and should contain details of the prominent feature of the music as listed (a)-(f) above.

IA (2) Student's diary.

- LO2 BE ACQUAINTED WITH OTHER MUSICAL STYLES/GENRE.
- PC (1) The student:
- (a) participates in listening to the presentations of others and contributes positively to discussion in terms of:  
  
instruments;  
style;  
lyrics (if appropriate).
  - (b) asks relevant questions about the music.
- IA (1) Observation on student used in conjunction with a checklist.
- PC (2) The student completes a diary which shows clearly that he/she has established and is on a regular basis implementing a practical routine of information and material gathering and study. It should give a clear record of the range of all music listened to indicating the title, composer and style of the music and the students comments on the effectiveness or non-effectiveness of each piece listened to.
- IA (2) Student's diary.
- LO3 BE ABLE TO USE A RANGE OF RELEVANT RESOURCES.
- PC The student:
- (a) uses the equipment carefully and sensibly;
  - (b) uses reference book, periodicals, discographies and other information sources effectively;
  - (c) is able to effectively use relevant disc and tape resources in the compilation of his/her programme.
- IA Observation of the student used in conjunction with a checklist.