

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0091647 -Session-1989-90
-Superclass- LH

-Title- ORGANISING MUSIC MAKING IN THE COMMUNITY 1

-DESCRIPTION-

Purpose This module is designed to develop and extend the student's musical and organisational skills through combining these to assist in introducing and leading informal music making in a community group.

The module is suitable for school pupils, students and anyone who is helping in community areas ranging from pre-school playgroups to homes for the elderly and is also appropriate for anyone with a general interest in encouraging music making in less formal contexts.

Although the Preferred Entry Level is 71610 Music Making: Group 1 and 71619-25 Music Making: Solo 1, it is important to note that the module may also be taken by anyone who has no formal qualifications in music but has a musical background equivalent to the stated preferred entry level.

Preferred Entry Level 71610 Music Making: Group 1
71619-25 Music Making: Solo 1

Learning Outcomes The student should:

1. assist in planning a music making programme;
2. assist in the implementation of a music making programme.

Content/
ContextCorresponding to Learning Outcomes 1-2:

Content/Context will depend on the nature of practical activities and the type of group with which the student will be involved. Care should be taken by the tutor to ensure that the Content/Context chosen is compatible with the student's musical skills and with his/her ability to communicate on a personal level.

The following are examples of typical community groups:

1. Pre-School Playgroup

information gained from tutor/group leader/parents on nature of activities; familiarity with action songs, singing games, percussion band; repertoire of songs and rhymes; use of appropriate language; instruments appropriate to age group and physical capabilities of children; safety procedures.

2. Youth Group

familiarity with style appropriate to group e.g. folk group, rock group, choir; information gained from tutor/group leader/members of group; repertoire appropriate to style; use of appropriate language and terminology; instruments appropriate to group; safety procedures; e.g. electrical safety.

3. Elderly People

discussion with tutor/care officer/members of group; musical styles familiar to group; repertoire of music appropriate to preferences of group; use of appropriate language; use of instruments appropriate to physical well being of members; safety procedures.

Suggested
Learning and
Teaching
Approaches

The centre will require to provide a list of suitable placements in which the student can practice and exercise the skills required to fulfil the Learning Outcomes: e.g. pre-school playgroup, community centre, children's homes, homes for the elderly, groups with special needs and others. Placements need not necessarily be outwith the presenting centre. For example, students could take a leading role in extra-curricular activities undertaken by the students themselves. Care should be taken to provide the student with a placement in which his/her personal musical skills can be used to best advantage. Care should also be taken to ensure that the student has the assistance of an adult leader at all times. Such support should be arranged by the tutor.

Whilst the student will be expected to show some initiative in the running of activities, care should be taken at the outset by the school or college to ascertain that there is some demand in the placements offered for activities of this kind and that personnel involved in the placement are supportive of the initiative.

Learning and Teaching should take place by means of a series of tutorials within the presenting centre and practical placement. Tutorials should cover the essential skills of communication as desirable and should be interspersed from time to time with demonstrations of ways in which these skills can be put into effect. This approach is aimed at familiarising the student with the needs and interests of the client group. Subsequently the student will be expected to organise an activity with some degree of independence.

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 will be achieved in the main through discussion and should be supported by tutors' checklists. Each student should keep a diary of work during this module. Diaries should be available to a Subject Assessor. It is recommended that each student should be issued with a record sheet at the outset of the module and that its various purposes should be explained:

- (a) it informs the students of the minimum which is taught and learned;
- (b) it informs the students of the learning/teaching activities they will undertake (this section of the record sheet is open and is completed by the tutor);
- (c) it provides a continuous record of attainment and should help both student and tutors to keep track of learning and teaching;
- (d) 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. A decision on whether or not a student has achieved the criteria should be taken only after she/he 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 Outcomes
IA Instrument of Assessment
PC Performance Criteria

LO1

ASSIST IN PLANNING A MUSIC MAKING PROGRAMME

PC The student:

- (a) communicates effectively with tutor, group leader and members;
- (b) in conjunction with tutor/group leader establishes individual musical interests, skills and aspirations;
- (c) summarises findings to suggest musical experiences which might benefit the group;
- (d) on the basis of his/her findings assists in the planning of a suitable music making programme which takes account of available resources for the group;
- (e) helps to ensure that each member will be involved in a practical musical activity balancing individual and corporate musical interests and abilities.

IA See LO2

LO2

ASSIST IN THE IMPLEMENTATION OF A MUSIC MAKING PROGRAMME

PC The student in conjunction with tutor/group leader:

- (a) assists in organising resources, equipment, venue and physical layout of group;
- (b) assists in the implementation of good working routines;
- (c) discusses with members their individual contributions and encourages them to come together in a satisfying group music making experience;
- (d) participates either as helper, player or group leader throughout the programme;
- (e) observes all safety procedures.

IA Learning Outcomes 1-2 Assignment and Logbook

The student will discuss with the tutor the types of community group placements which are available. After negotiation, the student will select a group with which he/she wishes to work. The tutor will then present the student with an assignment brief modelled closely on all the performance criteria. Throughout the assignment, the student will be required to maintain a logbook in the form of a diary.

Satisfactory performance will be based on all the performance criteria being met.

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