



Music Performance (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H242 74

Unit outline

This is the Added Value Unit in the National 4 Music Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Music Course. This will be through successfully performing an agreed programme of music which will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will be able to carry out a musical performance which shows that they can apply their creative and technical music skills and understanding of music in a new context when they:

- 1 Perform an agreed programme of music

This Unit is a mandatory Unit of the National 4 Music Course, and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course Support Notes*, which provide advice and guidance on delivery and assessment approaches. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the National 4 Music Course:

- ◆ Music: Performing Skills (National 4)
- ◆ Music: Composing Skills (National 4)
- ◆ Understanding Music (National 4)

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. For further information, please refer to the *Course Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will carry out a musical performance which shows that they can apply their creative and technical music skills and understanding of music in a new context when:

- 1 Performing an agreed programme of music by:**
 - 1.1 Selecting, with some support, two or more pieces of music for two contrasting instruments, or one instrument and voice
 - 1.2 Performing the agreed music on their selected instruments, or one instrument and voice, with sufficient technical accuracy in pitch and rhythm
 - 1.3 Maintaining musical flow throughout the programme of music in solo and/or group performances
 - 1.4 Realising the composers' intentions with regard to phrasing and dynamics
 - 1.5 Reflecting on the strengths and weaknesses of their performance

Evidence Requirements for the Unit

This Unit will be assessed through controlled assessment which meets the Evidence Requirements below.

The assessment method for this Unit will be a performance of a programme of music on either two selected instruments, or on a selected instrument and voice. The programme can be solo and/or in a group setting.

The programme of music should last a total of eight minutes.

The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of two minutes within the overall eight-minute programme. Learners should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice.

The performance will assess learners' skills in selecting music for the programme, performing and evaluating their performance.

The performance is:

- ◆ set by centres within the SQA guidelines described below
- ◆ conducted under some supervision and control

Evidence will be internally marked by centre staff in line with SQA guidelines.

All assessment is subject to quality assurance by SQA.

Setting the assessment

The performance will be set by centres within the following guidelines:

- ◆ All learners should be provided with a clear outline of the assessment, including when and how they will be assessed. The agreed music programme should allow the learner to demonstrate a range of musical skills.
- ◆ The scope and nature of the music programme will be agreed between the learner and the teacher/lecturer. The teacher/lecturer should offer the learner guidance on an appropriate choice of music.
- ◆ The teacher/lecturer will provide overall guidelines for the performance, including questions/tasks/prompts which will lead learners through the assessment in clear stages. This should involve advice which assists the learner to describe and explain the key features of the performance.
- ◆ The teacher/lecturer will also determine the nature and amount of support required and may offer learners guidance to help them to progress through the stages of the assignment.

Conducting the assessment

The performance will be conducted under some supervision and control. This will take the form of the following:

- ◆ The learner should complete the performance in solo and/or group settings.
- ◆ The performance should be 'live' and will be carried out in front of an audience in a familiar classroom setting. In this case, an audience is defined as one or more observers, which may include other learners or teacher/lecturers.
- ◆ The learner will be allowed time for planning, preparing for and carrying out the performance of the programme of music and evaluating their performance.

Teachers/lecturers can provide guidance and support to help learners prepare for and evaluate the performance. This could be, for example:

- ◆ by helping the learner to select suitable music and to consider how this could be combined in a programme
- ◆ by providing guidance to help the learner reflect on and evaluate strengths and areas for improvement of the performance

Judging the evidence

Evidence will be internally marked and verified by centre staff in line with SQA guidelines.

All assessment is subject to quality assurance by SQA.

Assessment evidence should include the following:

Performance evidence — the learner will perform with sufficient accuracy to realise the composers' intentions for the pieces with regard to phrasing and dynamics, as appropriate. They will effectively use the required musical technique(s) and convey the pitch and rhythm of notes correctly and at the appropriate tempo.

An observation checklist should be used to record individual learners' achievement during the performance.

An evaluation of their performance showing their ability to identify two strengths and two areas for improvement the evaluation (one strength and one area for improvement for each instrument/voice) — this can be presented using any combination of written/visual/oral/multimedia formats.

The Unit will be assessed by the teacher/lecturer on a pass/fail basis.

Re-assessment

In relation to Unit assessment, SQA's guidance on re-assessment for Units applies. Further information is provided in the exemplification of assessment in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

Development of skills for learning, skills for life and skills for work

Please refer to the *Course Specification* for information about skills for learning, skills for life and skills for work.

Further mandatory information on Course coverage for the National 4 Music Course

The following gives details of mandatory music concepts and skills, knowledge and understanding for the National 4 Music Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above.

This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course:

- ◆ preparing and performing a solo and/or group programme of music on two selected instruments, or on one instrument and voice
- ◆ performing a variety of music extracts with sufficient accuracy while maintaining the musical flow
- ◆ reflecting on and evaluating their musical and creative skills and identifying areas for improvement
- ◆ understanding the creative process and common approaches used by composers and musicians to create their music
- ◆ a basic understanding of the social and cultural influences on music
- ◆ creating original music using straightforward compositional methods and level-specific music concepts in imaginative ways to realise their creative intentions
- ◆ the ability to identify and recognise familiar annotated music signs and symbols
- ◆ recognising and distinguishing level-specific music concepts and music styles

Mandatory music concepts (National 4)

At this level, learners' knowledge and understanding of music will include and build on the mandatory music concepts for the National 3 Course in addition to those shown below.

Contexts for learning				
Knowledge and understanding of music will be developed by performing, listening to and composing music in this Course.				
Styles	Melody/harmony	Rhythm/tempo	Texture/structure/form	Timbre/dynamics
Baroque Ragtime Romantic Swing Concerto Opera Scots ballads Mouth music Reggae African music Rapping	Major/minor (tonality) Drone Broken chord/arpeggio Chord progression — chords I, IV and V (major keys) Change of key Pedal Scale Pentatonic scale Octave Vamp Scat singing Ornament	Syncopation Scotch snap Strathspey Jig Simple time — 2 3 4 4 4 4 and compound time Anacrusis Andante Accelerando Rallentando A tempo Dotted rhythms	Canon Ternary — ABA Verse and chorus Middle 8 Theme and variation Cadenza Imitation	Brass band, wind band Violin, cello, double bass, harp Flute, clarinet, saxophone, pan pipes, recorder Trumpet, trombone Timpani — snare drum, bass drum, cymbals, triangle, tambourine, guiro, xylophone, glockenspiel Harpsichord bass guitar Distortion Muted Soprano, alto, tenor, bass backing vocals
Music literacy content				
	Treble clef staff C-A' sequences	Semi quaver Grouped semi quavers paired quavers Repeat signs		mf — mezzo forte mp — mezzo piano piano

Administrative information

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Superclass: LH

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Changes to 'Conducting the assessment' and 'Judging the evidence' sections. Bullets added in 'Further mandatory information on Course coverage' section.	Qualifications Development Manager	June 2013

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