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## Understanding Music (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** H23X 75

### Unit outline

The general aim of this Unit is to develop learners' knowledge and understanding of music, music concepts and musical literacy. On completion of the Unit, learners will be able to recognise and identify a variety of level-specific music concepts and music styles. They will also analyse the impact of social and cultural factors which influence the distinctive sounds of specific music styles.

Learners who complete this Unit will be able to:

- 1 Recognise and identify music concepts and styles

This Unit is a mandatory Unit of the National 5 Music Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the National 5 Music Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 5 Music Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Music Course or relevant component Units

## **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 *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Recognise and identify music concepts and styles by:**
  - 1.1 Identifying and distinguishing between level-specific music concepts in excerpts of music
  - 1.2 Identifying and analysing the social and cultural influences which have influenced the distinctive sounds and structure of specific music styles
  - 1.3 Identifying and understanding the meaning of music signs, symbols and terms

### Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence will be a combination of written or aural and/or recorded evidence in this Unit.

Evidence Requirements are as follows:

- ◆ understanding of specified music concepts and musical literacy
- ◆ discriminatory aural awareness
- ◆ analysis of the impact of social and cultural factors on the sound and structure of music styles

Exemplification of assessment is provided in the *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in *Unit Support Notes*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.1 Personal learning

## **5 Thinking skills**

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** LF

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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