

## National Unit Specification: general information

**UNIT** Music Making: Solo  
(Scottish Pipe Band Snare Drumming) 1

**NUMBER** D3NV 08

### COURSE

### SUMMARY

Developing elementary solo performance skills on a pipe band snare drum, demonstrating an understanding of elementary musical terms and directions within a programme of music, applying effective work/practice routines.

### OUTCOMES

- 1 Perform a programme of music in a variety of styles.
- 2 Interpret elementary musical terms and directions.
- 3 Operate an effective work/practice routine.

### RECOMMENDED ENTRY

This unit is for candidates undertaking the study of solo performance for the first time.

### CREDIT VALUE

1 NC Credit.

### CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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## Administrative Information

**Superclass:** LH

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## National Unit Specification: statement of standards

### UNIT Music Making: Solo (Scottish Pipe Band Snare Drumming) 1

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 the Scottish Qualifications Authority.

#### OUTCOME 1

Perform a programme of music in a variety of styles.

##### Performance criteria

- a) The performance of the music programme is fluent, demonstrating appropriate phrasing and awareness of style.
- b) Each performance item within the programme is accurate in terms of rhythm .
- c) The performance includes a variety of styles within the programme.

##### Note on range for the outcome

Time signatures: 2 4  
4 4

Contrasting programme: length should last between 4 and 8 minutes.

##### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

#### OUTCOME 2

Interpret elementary musical terms and directions.

##### Performance criteria

- a) The performance programme is accurate in terms of tempi.
- b) The interpretation of dynamics is appropriate.
- c) Appropriate articulation is applied.

##### Note on range for the outcome

Tempi: slow; moderate; fast;  
Dynamics (p); (f); crescendo; diminuendo.

Articulation: legato; phrasing; note and rest values (semibreve; minim; crotchet; quaver).

##### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

## National Unit Specification: statement of standards (cont)

**UNIT** Music Making: Solo (Scottish Pipe Band Snare Drumming) 1

### **OUTCOME 3**

Operate an effective work/practice routine.

#### **Performance criteria**

- a) The practice routine demonstrates working independently and/or in co-operation with others.
- b) Work practice routines include setting and completing targets, evaluating and reviewing performance.
- c) Musical instruments, materials and equipment are appropriately maintained.
- d) The practice and performance routine is regular and well organised.

#### **Note on range for the outcome**

Candidates diary: date; title of piece of music; musical and technical targets; candidate/tutor progress evaluation; completion/recording dates.

#### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

### **EVIDENCE REQUIREMENTS FOR THE UNIT**

Outcome 1

Audio recording of the performance programme.

Outcome 2

Performance and diary evidence should convey awareness of both written and oral musical terms and directions.

Outcome 3

Systematic and regularly maintained candidate diary. This diary should be interactive between candidate and tutor.

## **National Unit Specification: support notes**

### **UNIT**            Music Making: Solo (Scottish Pipe Band Snare Drumming) 1

This part of the unit specification is offered as guidance. The support notes 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**

The programme of pieces should be carefully selected to encourage the gradual development of solo performance skills appropriate to pipe band snare drumming.

Technical demands should include rudiments and exercises which develop the control and coordination necessary to give the candidates a proper grounding on the phrasing and style of the music.

Rhythmic patterns should be straightforward. Candidates should be encouraged to develop good techniques (e.g. appropriate sticking, phrasing and coordination of hands).

Centres may find the following supplementary guidance helpful in planning appropriate learning and teaching strategies:

#### **Scottish Pipe Band Snare Drumming**

Develop a proper stick grip with good playing position. Development of good stick control, demonstrating appropriate sticking/striking techniques. Encourage the drummer to play with a free and relaxed style.

Learning and teaching activities should provide opportunities for candidates to consider, discuss and review their experiences. Candidate-centred learning approaches should be encouraged. Candidates should be involved in setting targets, working independently and co-operatively with others. Systematically recording, reviewing and evaluating progress. Candidates should be encouraged to develop an appropriately positive regard for self, others and their needs. This should be demonstrated by taking responsibility for the care and maintenance of musical instruments and safe operation of equipment.

## National Unit Specification: support notes (cont)

**UNIT** Music Making: Solo (Scottish Pipe Band Snare Drumming) 1

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Corresponding to outcomes 1-3:

#### **Outcome 1**

Candidates should perform at least two contrasting pieces of music within the programme. The overall performance should be fluent. Any faltering or stumbling should not be so frequent as to destroy the overall effect of the performance.

#### **Outcome 2**

Candidates should be encouraged to develop an understanding of the meaning of musical terms and directions, and note these in their diary (e.g p – quiet, f – loud etc). At this level, the reading of standard notation is not obligatory.

#### **Outcome 3**

Candidates should be involved in an active learning process. The process should be evidenced through a diary showing:

- i) title and level of piece performed;
- ii) specific musical targets noted, providing opportunities for review and evaluation;
- iii) dates of completion of targets/performance/tape recording as appropriate;
- iv) areas of organisational responsibilities undertaken.

Formative assessment should operate an integral part of learning and teaching and should be considered when planning the delivery of the unit. Performances should be tape recorded throughout the course, encouraging review, evaluation and target setting. An interactive candidate diary should provide written evidence of this process.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Summative assessment should take the form of a tape recording of a solo performance programme, lasting a minimum of 4 minutes and maximum of 8 minutes. Recording should be audibly clear, with the candidate's work easily identifiable. Each individual candidate's performance evidence should be recorded as a coherent continuous programme.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).