



National Unit Specification: general information

UNIT Music: Organising a Community-based Musical Activity (SCQF level 7)

CODE F5E6 13

SUMMARY

This Unit is designed to introduce candidates to the variety of musical activities that can be delivered in a community setting, and to the various community groups who could benefit from these activities. Candidates will be required to plan, implement and evaluate the success of a community-based musical activity. They will have the opportunity to develop skills in time/resource management and will also have the opportunity to gain experience in interacting with people outside of their usual environment.

This Unit is an optional Unit within the National Certificate in Music (SCQF level 6) and the National Certificate in Sound Production (SCQF level 6), but can also be taken as a free-standing Unit.

This Unit is suitable for candidates who wish to gain experience in organising a community-based musical event. As such this Unit may be useful for candidates studying in the areas of music, music performance, music business, event management and/or community projects.

OUTCOMES

- 1 Investigate a range of community-based musical activities.
- 2 Produce a plan for a community-based musical activity.
- 3 Implement the plan and evaluate the community-based musical activity.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: LF

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CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication
- ◆ Problem Solving
- ◆ Working with Others

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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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 SQA.

OUTCOME 1

Investigate a range of community-based musical activities.

Performance Criteria

- (a) Identify a range of musical activities that could be delivered in a community setting.
- (b) Identify a variety of community groups and describe how they could benefit from a musical activity.
- (c) Select a community group, and investigate the suitability and potential funding opportunities of a specific musical activity.

OUTCOME 2

Produce a plan for a community-based musical activity.

Performance Criteria

- (a) Identify the key tasks required to implement the activity.
- (b) Identify the resources required to complete the activity.
- (c) Identify the key timescales and review dates of the activity.
- (d) Identify the end product(s) of the activity.

OUTCOME 3

Implement the plan and evaluate the community-based musical activity.

Performance Criteria

- (a) Carry out the key tasks identified in the plan.
- (b) Use the resources appropriately in accordance with the plan.
- (c) Carry out all practical activity efficiently and safely and in accordance with the needs of the community group.
- (d) Maintain a concise record of the implementation process.
- (e) Evaluate the overall activity.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1

For Outcome 1, written and/or oral evidence is required to demonstrate that the candidate has covered all of the Performance Criteria. This should be gathered under open-book, supervised conditions. Candidates should be assessed individually and must identify at least five musical activities suitable for delivery within a community setting.

They must identify three community groups who could benefit from such activities. They must describe how each community group would benefit in terms of social awareness, outreach and education.

The candidate will then select a specific community group and a suitable musical activity. They will investigate their choice of musical activity in terms of practicability, resources, potential funding opportunities and long-term benefits to the group.

Outcome 2

For Outcome 2, written and/or oral evidence is required to demonstrate that the candidate has covered all of the Performance Criteria. This should be gathered under open-book, supervised conditions.

The community group involved must be external to the centre.

The candidate must produce a plan for a community-based musical activity. The completed plan must be clearly structured and cover:

- ◆ what musical activity has been selected
- ◆ who the target community group is
- ◆ how the candidate intends to carry out the activity
- ◆ what resources are required (including personnel and equipment)
- ◆ when key tasks will be carried out

The completed plan will be submitted to the assessor for approval before commencing Outcome 3.

National Unit Specification: statement of standards (cont)

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Outcome 3

Performance evidence is required to show that the candidate has completed the implementation of the community-based musical activity in accordance with the plan. This evidence should be supplemented by an Assessor Observation Checklist used to record progress through each of the Performance Criteria. This checklist will show:

- ◆ candidate progress through the implementation process, with details of where they have adhered/deviated from the original plan
- ◆ strategies used by the candidate to address problems during implementation

This evidence should be gathered under supervised conditions on one assessment occasion.

Additional written and/or oral evidence will be required to show that the candidate has:

- ◆ recorded concise details of their progress through the implementation process
- ◆ briefly recorded any discussions with the assessor at the agreed review dates
- ◆ evaluated the activity in terms of strengths and areas for improvement

The review of progress at agreed times will determine if candidates are on track to meet their original objectives.

This evidence should be gathered under open-book conditions at appropriate points in the Unit.

National Unit Specification: support notes

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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

This Unit is an optional Unit within the National Certificate in Music (SCQF level 6) and the National Certificate in Sound Production (SCQF level 6), but can also be taken as a free-standing Unit.

This Unit is designed to give candidates both an appreciation of the wide variety of musical activities that can be used within a community setting, and an understanding of how music can be used to benefit groups within the community. Musical activities covered may include: group playing/singing; solo playing/singing; pre-recorded music; DJing; backing tracks, etc. Community groups covered may include children's groups, senior citizens, ethnic groups, individuals with additional needs, and special interest groups.

Candidates will have the opportunity to plan, deliver and evaluate a practical activity which could be used as a means for outreach and community development. There is also potential benefit to the wider community.

This Unit further develops skills introduced in the *Creative Project* (SCQF level 6) Unit and therefore there is potential for integration with this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

For full-time students it is expected that by timetabling this Unit for delivery in the later part of the academic year, candidates will have gained suitable knowledge, skills, experience and confidence with which to carry out this Unit effectively. The delivery of this Unit is designed to give the candidates the opportunity to use existing skills in a creative way.

Candidates will find it helpful in understanding how they might approach this Unit if they are given realistic examples of acceptable and achievable projects.

As Outcome 1 is concerned with the identification of community groups and suitable musical activities, learning and teaching approaches could include visits to community groups and guest speakers. The work of those already operating within the community music field would also be worth investigating. This Outcome can be used to identify the benefits of such outreach activities to both the candidate and community group. The benefit of music as therapy could also be explored.

For Outcomes 2 and 3, planning and implementing an activity could be explored by introducing candidates to various scenarios or case studies. This may help develop candidates' awareness of time/resource management.

National Unit Specification: support notes (cont)

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In Outcome 2 candidates must produce a plan for their musical activity. Depending on the type of event candidates should be encouraged to include in their plan such things as get in times, set up, sound check, performance and de-rigging.

Outcome 3 is also an opportunity for candidates to reflect on their particular activity. This can be used to reinforce the importance of effective planning. The ability to adapt a plan in the case of encountering unforeseen problems should also be addressed. Future recommendations for the delivery of similar activities could also be explored identifying any possible improvements.

Candidates are not required to perform themselves; therefore, this Unit can be undertaken by a wide range of candidates.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will be producing written and oral communication evidence as part of the assessment for Outcomes 1, 2 and 3. This offers ideal opportunities to develop aspects of the Core Skill of *Communication*.

Candidates will have the opportunity to develop aspects of the Core Skill of *Problem Solving* when investigating community-based musical activities and also during the production and implementation of their plan.

There are opportunities for candidates to develop aspects of the Core Skill of *Working with Others* if Outcomes 1, 2 and 3 are undertaken on a group basis or if candidates choose to liaise with people outwith their centre when planning and implementing their musical activity.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Each Outcome could be assessed using a variety of assessment methods. For example:

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|-------------------|--|
| Outcome 1: | short report or a presentation |
| Outcomes 2 and 3: | a single project concerned with the planning and delivery of a musical activity within a community setting. This project may or may not involve the community group selected in Outcome 1. It is recommended that the community-based musical activity takes place outwith the centre; however it is recognised that this may not always be possible. The students log could incorporate the evaluation element of this Outcome. |

Additional written and/or oral evidence is required for Outcome 3. This could be in the form of a brief log (not an exhaustive diary).

Candidates should be assessed on an individual basis; however, there is scope to assess each individual as part of a larger concert/activity, ie where a number of activities are staged as part of a larger event. Each candidate would be responsible for their segment of the activity and their plan would reflect this.

Time should be allowed for any necessary re-assessment.

National Unit Specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).