

National Unit Specification: general information

UNIT Music Making: Solo (Bugle) 1 (Access 2)

NUMBER D2Y9 08

COURSE

SUMMARY

Developing elementary solo performance skills on a bugle, 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 style appropriate to the instrument.
- 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 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).

Administrative Information

Superclass: LH

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National Unit Specification: statement of standards

UNIT Music Making: Solo (Bugle) 1 (Access 2)

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 style appropriate to the instrument.

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 pitch and rhythm.
- c) The performance includes a variety of styles within the programme.

Note on range for the outcome

Melodies in harmonic series.

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); cresc; dim.

Articulation: legato; phrasing; note and rest values (semibreve, minim, dotted minim, crotchet, quavers).

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)

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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

Candidate 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 (Bugle) 1 (Access 2)

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 the bugle.

Rhythmic features should be straightforward. Candidates should be encouraged to develop good techniques; (e.g. tonguing, breathing etc).

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

BUGLE

Encourage embouchure formation. Production of an even and sustained tone. Tonguing. Establish appropriate fingering techniques.

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.

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.

National Unit Specification: support notes

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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 as 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).