

# Draft National Unit Specification



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**Unit title:** Music: Composing Skills (Access 3)

**SCQF:** level 3 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to allow learners to explore and experiment with using a variety of simple compositional methods to create their own music. Learners will explore how musicians develop their ideas. They will use their knowledge of music structure, styles and music concepts, combining these in imaginative ways when developing their own ideas and creating original music.

On completion of the Unit, learners will be able to create their own music.

Learners who complete this Unit will be able to:

- 1 Create original music

This Unit is a mandatory Unit of the Access 3 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 the *National Assessment Resource*.

## 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:

- ◆ Access 2 Performance Arts Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## 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 Create original music by:

- 1.1 Selecting a musical context, style, genre or theme
- 1.2 Identifying examples of composers' music that relate to their selected context, style, genre or theme
- 1.3 Exploring compositional methods used by musicians to create music
- 1.4 Using music concepts and straightforward musical structures in imaginative ways to develop and create music
- 1.5 Reflecting on the impact of their musical choices

## 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.

In this Unit, Evidence Requirements are as follows.

Evidence will be a combination of written or oral and/or recorded and practical evidence.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

In this Unit, learners will be required to provide evidence of:

- ◆ an understanding of compositional methods used by others
- ◆ the ability to develop and create their own original music
- ◆ using musical concepts and straightforward structures within their own music

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *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.

### **3 Health and wellbeing**

#### 3.1 Personal learning

### **5 Thinking skills**

#### 5.2 Understanding

#### 5.3 Applying

#### 5.5 Creating

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:** December 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

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.