

Draft National Unit Specification



Unit title: Music: Performing Skills (Access 3)

SCQF: level 3 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' performing skills on their two selected instruments or their selected instrument and voice. Learners will develop their music and technical skills using regular practice and reflection.

On completion of the Unit, learners will have developed basic performing, technical and musical skills across a range of contrasting styles of music.

Learners who complete this Unit will be able to:

- 1 Play a range of contrasting music

This Unit is an optional 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 Play a range of contrasting music by:**
 - 1.1 Developing a basic level of musical and technical skill on their two selected instruments, or instrument and voice
 - 1.2 Identifying strengths and areas for improvement in their playing and performing related to pitch and rhythm, tempo and musical flow
 - 1.3 Performing contrasting pieces of music, showing an understanding of the composers' intentions for the piece

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 evidence and performance 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 playing contrasting pieces of music of a relatively short duration while demonstrating a basic level of musical and technical control.

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

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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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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