



Access 3 Music — draft Course rationale and summary

August 2011



This edition: August 2011, draft version 1.0

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow G2 8DQ
Ironmills Road, Dalkeith, Midlothian EH22 1LE

www.sqa.org.uk

© Scottish Qualifications Authority 2011

Contents

Course rationale	1
Background	1
Relationship between the Course and Curriculum for Excellence values, purposes and principles	2
Purpose and aims of the Course	2
Information about typical learners who might do the Course	3
Course summary	5
Course outline	5
Course structure and conditions of award	5
Assessment	7

Course rationale

Background

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

This Course enables learners to develop skills in creating, understanding and performing music. It allows for a flexible approach, which can meet the needs of learners with a range of musical interests.

The Course engages the learner through practical musical activities and provides scope for personalisation and choice. Learners can, for example, perform music in a variety of styles on their own choice of instrument. Learners will develop their ability to express themselves through music, which encourages creativity and self-confidence. The Course also enables learners to gain the knowledge and understanding of music concepts and styles of music.

Across the Course, learners will develop a variety of interrelated and complementary skills. Creating music encourages learners to think imaginatively and to explore and develop their own ideas as they use music concepts and knowledge of music. Understanding music through listening enables learners to build their appreciation and understanding of music, bringing depth to their learning and raising their appreciation of the variety of music styles and genres. Performing music allows learners to express themselves musically and can help them to self-reflect on their own learning.

The Course provides opportunities for learners to continue to develop the attributes and capabilities of the four capacities, including: creativity, flexibility; enthusiasm for learning and the motivation to learn; perseverance, independence, responsibility and reliability; and confidence.

Purpose and aims of the Course

The Course enables learners to develop skills in creating, understanding and performing music in variety of contexts. It provides the opportunity for learners to develop a general interest in music, and to develop performing skills on their chosen instrument, instruments or voice. The Course also provides opportunities for learners to develop, with some support, a range of basic skills in the use of music technology.

The skills that learners gain throughout the Course will be valuable for learning, life and work.

The aims of the Course are to enable all learners to:

- ◆ develop skills in creating music, using simple compositional techniques
- ◆ develop skills in appreciating and understanding music, and learn to discriminate between different styles and genres of music
- ◆ develop their appreciation and understanding of music through an understanding of simple music concepts
- ◆ reflect on their own work and that of others

For those learners completing the optional Unit *Music: Performing Skills*, the aims of the Course are also to enable learners to:

- ◆ perform music on their chosen instrument, instruments and/or voice with accuracy

For those learners completing the optional Unit *Music: Technology Skills with Performing Skills*, the aims of the Course are also to enable learners to:

- ◆ use music technology when producing music

Developing skills in creating, understanding and performing music allows for Course activities in which learners can either work independently or in collaboration with others. In addition, activities can help learners to take more responsibility for their own learning. The practical and experiential nature of the Course gives learners opportunities to show imagination and creativity when developing their musical ideas.

The Course provides opportunities for vertical and lateral progression to National Courses, and to other SQA qualifications in music and other related fields.

Information about typical learners who might do the Course

This Course is suitable for learners with a general interest in music. The Course allows learners to develop musical skills and knowledge and understanding developed through the experiences and outcomes for Music¹. The Course enables learners to develop skills in creating, understanding and performing music. It could also provide a pathway for those who want to progress to higher levels of study.

The Course is practical and experiential in nature and there is considerable scope for personalisation and choice through the activities of creating, understanding and performing music, and through the use of music technology.

¹ Expressive arts experiences and outcomes

www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/expressivearts/andoss/index.asp

successful learner, confident individual, responsible citizen, effective contributor

This makes the Course accessible as it takes account of the needs of different learners and can be contextualised to suit a diverse range of learner needs, interests and aspirations.

On completing the Course, learners will be able to, with some support, work in collaboration with others and/or develop confidence in working independently.

Draft

Course summary

Course title: Access 3 Music

SCQF level 3 (18 SCQF credit points)

Course outline

Mandatory Units

Music: Composing Skills (Access 3) (6 SCQF credit points)

Understanding Music (Access 3) (6 SCQF credit points)

Optional Units

Music: Performing Skills (Access 3) (6 SCQF credit points)

Music: Technology Skills with Performing Skills (Access 3) (6 SCQF credit points)

Course structure and conditions of award

The Course has an integrated approach to learning and includes a mix of practical learning, and appreciation and understanding of music. Musical understanding, awareness and knowledge of simple music concepts and styles of music are developed in the *Understanding Music* Unit. Learners will use this understanding when creating music in the *Music: Composing Skills* Unit, and when developing their performing techniques in the *Music: Performing Skills* optional Unit.

The optional Unit *Music: Technology Skills with Performing Skills* provides learners with increased flexibility and choice for learning through and about music. In this Unit, learners can use music technologies to enhance their own performance and/or the performance of others.

There are two routes to the Access 3 Music Course, which will be distinguished by the choice of optional Unit made by each learner.

To achieve the Course award, learners must successfully complete the two mandatory Units, *Music: Composing Skills* and *Understanding Music*, and **either** the *Music: Performing Skills* Unit **or** the *Music: Technology Skills with Performing Skills* Unit.

Each of the component Units of the Course is designed to provide progression to the corresponding Units at National 4.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

Mandatory Units

Music: Composing Skills (Access 3)

In this Unit, learners will develop skills in creating music when creating their own original music. This Unit allows learners to explore, experiment with, and apply simple compositional techniques.

Understanding Music (Access 3)

In this Unit, through listening, learners will develop knowledge and understanding of simple music concepts and will develop their ability to distinguish different styles and music sounds. They will also develop the ability to recognise simple musical notation.

Optional Units

Music: Performing Skills (Access 3)

In this Unit, learners will develop performing skills appropriate to their two chosen instruments, or to their chosen instrument and voice. They will develop the ability to play accurately at this level,² and maintain musical flow. Through regular practice and reflection, learners will develop technical and musical skills.

Music: Technology Skills with Performing Skills (Access 3)

In this Unit, learners will explore and develop skills in using music technology. They will also develop performing skills on their chosen instrument or voice. They will develop musical and technical skills as they self-reflect on their use of music technologies and on their own performing skills.

To achieve the Access 3 Music Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 3 Courses are not graded.

² Equivalent to Grade 1, Associated Board of the Royal Schools of Music (ABRSM).

Assessment

All Units are internally assessed against the requirements shown in Unit specifications.

They will be assessed pass/fail within centres.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Exemplification of possible assessment approaches for Units will be provided in the *National Assessment Resource*.

Draft