



# **Advanced Higher Music — draft Course rationale and summary**



This edition: March 2012, draft version 1.0

Published by the Scottish Qualifications Authority  
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# 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 and broaden skills and experiences in music developed during the Higher Music Course. Performing, creating and understanding music is the essence of this Course. The Course can meet the needs of learners with a range of musical interests. Across the Course, skills and experiences which complement and supplement each other are developed.

The Course engages the learner through practical musical activities, and provides scope for personalisation and choice within the contexts for learning. Learners can, for example, perform music in a variety of styles on their selected instruments, or on an instrument and voice. Performing music allows learners to express themselves musically and develops their ability to critically reflect on technical and musical skills and learning.

Throughout the Course, learners will develop their creativity when expressing themselves through music. Creating music encourages learners to think imaginatively and to explore creating ideas for original music. When creating music, learners can apply understanding of musical ideas and concepts.

The Course also provides scope for learners to broaden and deepen their understanding of music through in-depth study into a selected area of music. By listening to music, learners enhance their aural discriminatory capability and develop understanding of music concepts, styles and genres and musical literacy.

In this Course, learners will become more autonomous as they develop the ability to think independently, and to self-direct and manage their learning.

The Course also provides opportunities for learners to develop and extend the attributes and capabilities of the four capacities, including flexibility and adaptability; perseverance, independence and resilience; responsibility and reliability; and confidence.

## **Purpose and aims of the Course**

The Course enables learners to develop skills in performing, creating and understanding music. It enables learners to develop, extend and apply their applied music skills, and to develop greater depth of understanding of music through listening.

It provides learners with the skills they need to create original music and to perform music with accuracy and fluency, realising the composers' intentions for the piece. The Course also helps learners develop aural skills and demonstrate the understanding of music through researching and commenting on complete movements or works.

The Course enables learners to develop their skills and capabilities as a musician. The skills that learners gain throughout the Course will be valuable for learning, life and work.

The aims of the Course are to enable learners to:

- ◆ develop creative skills in performing, sustaining acceptable levels of technical skill and musicality throughout the performance
- ◆ develop individual creativity and self-expression when creating original music
- ◆ develop advanced skills in musical analysis and aural discrimination relating to music concepts and styles
- ◆ develop musical literacy and knowledge of music through in-depth study of music
- ◆ evaluate their own work and that of others

The Course includes activities in which learners can work independently and in collaboration with others. These activities can help learners to plan and organise, to make decisions, and to take responsibility for own learning.

The Course also provides opportunities for progression 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 and for learners specifically interested in performing music. The Course allows learners to consolidate and extend musical skills, knowledge and understanding developed through the Higher Music Course. It also provides a pathway for those who want to progress to advanced 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. This makes the Course accessible, as it can be contextualised to suit a diverse range of learners' needs, interests and aspirations.

The Course has an integrated approach to learning through practical activity. Learners will apply their understanding of music when performing and creating music. They will demonstrate creativity when preparing recital programmes and sustaining their performance or when creating their own composition, arrangement or improvisation. In the recital, they will perform in a variety of technically and musically challenging work.

Autonomy and independent thinking skills will also be developed across the Course as learners evaluate their own work and that of others.

## **Course summary**

**Course title: Advanced Higher Music**

**SCQF level 7 (32 SCQF credit points)**

### **Course outline**

#### **Mandatory Units**

The Course comprises the following mandatory Units:

<b>Music: Performing Skills (Advanced Higher)</b>	<b>8 SCQF credit points</b>
<b>Music: Composing Skills (Advanced Higher)</b>	<b>8 SCQF credit points</b>
<b>Understanding Music (Advanced Higher)</b>	<b>8 SCQF credit points</b>

#### **Course assessment**

**8 SCQF credit points**

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

# Course structure and conditions of award

## Course structure

The Course consists of three mandatory Units. Each of the component Units of the Course is designed to provide progression from the corresponding Units at Higher.

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

### **Music: Performing Skills (Advanced Higher)**

In this Unit, learners will develop performing skills appropriate to the two selected instruments, or to their one selected instrument and voice. Through regular practice and reflection, learners will develop and refine their technical and musical skills while exploring and performing a variety of technically demanding music.

### **Music: Composing Skills (Advanced Higher)**

In this Unit, learners will develop a range of skills in creating music. They will explore, experiment with and apply a range of complex compositional devices and techniques in creative ways when creating their own original music. Learners will use their understanding of music when developing music compositions, arrangements or improvisations.

### **Understanding Music (Advanced Higher)**

In this Unit, through listening, learners will develop understanding of music styles, music concepts and musical literacy. Learners will work independently, demonstrating aural skills and understanding, when investigating and critically commenting on complete movements or works.

## Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

# Assessment

Information about assessment for the Course is included in the *Course Assessment Specification*, which provides full details including advice on how a learner's overall attainment for the Course will be determined.

## Unit assessment

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

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Exemplification of possible assessment approaches for these Units is provided in the *National Assessment Resource*.

## Course assessment

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Advanced Higher Music Course, the added value of the Course will focus on:

- ◆ breadth
- ◆ application

The learner will draw on, extend and apply the skills they have learned during the Course. They will be assessed through either a [performance](#) or a [portfolio](#). All learners will complete a common question paper.

For the performance, learners will prepare and perform a live recital of music on two selected instruments or on the selected instrument and voice. This activity will be underpinned by knowledge and understanding of music. It will be sufficiently open and flexible to allow for personalisation and choice.

For the portfolio, learners will produce a portfolio containing a compositions and/or arrangements and/or improvisations. The portfolio will be underpinned by knowledge and understanding of music. It will be sufficiently open and flexible to allow for personalisation and choice.

The question paper will allow learners to demonstrate a depth of conceptual knowledge and understanding of music, music concepts, and musical literacy developed across the Units and the Course.