



Advanced Higher Music

Draft National Course Assessment Specification



Valid from August 2015

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

| | |
|--------------------------------|---------------------------|
| Course title: | Advanced Higher Music |
| SCQF level: | 7 (32 SCQF credit points) |
| Course code: | to be advised |
| Course assessment code: | to be advised |

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

| | |
|--|------------------|
| Component 1 — either a performance or a portfolio | 60 marks |
| Component 2 — question paper | 40 marks |
| Total marks | 100 marks |

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.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will 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 this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The added value consists of either:

- ◆ preparing and performing a programme of music on two selected instruments, or instrument and voice

or:

- ◆ producing a portfolio of music

Both of these activities will be underpinned by knowledge and understanding of music.

All learners will also:

- ◆ demonstrate in-depth knowledge and understanding of music, music concepts, and musical literacy developed across the Units and the Course

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: either a performance or a portfolio of music, and a question paper.

The portfolio option in Component 1 may offer learners an opportunity for progression from the Higher Music Technology Course.

In Component 1, learners will demonstrate their ability to integrate and apply their creative and technical music skills in a new context. They will demonstrate these skills by either:

- ◆ performing a programme of music

or:

- ◆ producing a portfolio of music

Component 1 — performance option

The purpose of the performance option is to allow learners to demonstrate advanced levels of creativity and applied musical skills when performing a prepared programme of music on either two selected instruments, or a selected instrument and voice.

The programme of music can be performed solo and/or in a group setting and should last a total of 20 minutes. A minimum of eight minutes must be performed on each of the two selected instruments, or instrument and voice, within the overall 20-minute programme.

The programme of music must include at least two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of an appropriate standard/level of difficulty.

This performance will give learners the opportunity to demonstrate the following skills:

- ◆ the ability to maintain musical flow and realise the composer's intentions
- ◆ interpretive flair and musicality
- ◆ the ability to perform music and respond to others when performing in a group

The performance will have 60 marks (60% of the total mark).

In the performance, marks will be awarded for the following:

- ◆ melodic accuracy/intonation
- ◆ rhythmic accuracy
- ◆ maintaining the tempo and flow of the music
- ◆ demonstrating musicality through mood, character and tone
- ◆ dynamics

Component 1 — portfolio option

The purpose of the portfolio is to allow learners to demonstrate their creativity when applying their knowledge and understanding of music when creating a portfolio of music. The portfolio will assess learners' ability to create original music and will include assessment of both the process and products of learning.

The portfolio will include a minimum of two contrasting pieces of music and will be presented in the form of an audio folio. This must include at least one original composition and may also include elements of improvisation and/or arranging. The pieces that make up the portfolio may be produced in a variety of ways and this may include music technology.

The pieces may be in any appropriate musical context and may be drawn from a wide variety of genres and styles. For each piece in the portfolio, the learner will produce supporting evidence of the compositional process. This might include, for example, programme notes/session logs and/or performance plans/scores.

The portfolio should include approximately 12 minutes of music that is original to the learner. The portfolio will have 60 marks (60% of the total mark).

Marks will be awarded for the following:

- ◆ developing and refining initial musical ideas
- ◆ creative and assured use of compositional methods
- ◆ selecting and applying music concepts in a sophisticated way: melody, harmony, rhythm, structure, timbre
- ◆ creating music that is original to the learner

Component 2 — question paper

The purpose of the question paper is to assess learners' knowledge and understanding of music concepts and music literacy.

Learners will demonstrate conceptual knowledge and understanding of music by responding to music excerpts and a range of questions in sophisticated and challenging musical contexts. All questions in the paper are compulsory.

The range of question types within the question paper will allow scope for assessing understanding of music literacy and the learners' ability to identify and analyse the use of music concepts. The question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

aural discriminatory ability

in-depth knowledge of a range of level-specific and other music concepts from other SQCF levels

knowledge and applied use of music literacy

This question paper will have 40 marks (40% of the total marks).

Marks will be awarded for:

- ◆ the ability to identify and analyse the use of music and styles in complex contexts
- ◆ knowledge and applied use of musical literacy skills

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 1 hour.

Controlled assessment — performance

This performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high degree of supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

Set by centres within SQA guidelines.

Conducting the assessment

Conducted under a high degree of supervision and control.

The programme for the performance will be agreed by the teacher/lecturer and learner. The teacher/lecturer will ensure that the programme of music is of an appropriate standard.

In preparation for the performance, the learner will require practice and rehearsal time. Centres should ensure that time before the performance is sufficient to prepare and warm up the instruments.

Controlled assessment — portfolio

The portfolio is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

Set by centres within SQA guidelines.

Conducting the assessment

Conducted under some supervision and control.

The scope and nature of the portfolio will be agreed by the teacher/lecturer and learner. Some aspects of the portfolio may be completed outside class time.

Further mandatory information on Course coverage

The following information provides details of the mandatory music concepts at Advanced Higher level and the coverage of skills, knowledge and understanding for the Advanced Higher Music Course. Course assessment will involve sampling the skills, knowledge and understanding from the Course. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Course assessment will require learners to draw on and apply knowledge of the mandatory concepts for Advanced Higher Music (see Appendix 2). In addition, learners' knowledge and understanding of music will include and build on the mandatory concepts for the National 3, National 4, National 5 and Higher Music Courses. These concepts tables should be read in conjunction with the descriptions of the performance/portfolio and question paper.

Performance option

In the performance, learners will perform a programme of music showing a sufficient level of technical, interpretive and musical skills for this SCQF level. In the performing programme, learners may include pieces of their own original music and/or perform improvised sections of music, where this is appropriate to the genre/style. However, all music performed must meet the minimum standard for Advanced Higher level.

Where learners intend to perform, for assessment purposes, pieces which are not:

- ◆ included in SQA's National Qualifications in Music, **or**:
- ◆ included in the syllabus of ABRSM, Trinity Guildhall, Rockschoo, London College of Music, or Royal Conservatoire of Scotland (RCS) Scottish Traditional Music Grade Exams, **or**:
- ◆ previously approved for your centre by SQA

SQA should be contacted to ensure the proposed programme meets the expected standards of difficulty for this level.

A list of approved instruments and combinations of instruments for the Course is provided in Appendix 1 and centres should adhere to this list.

Portfolio option

In the portfolio, learners will consolidate, develop and refine the skills developed in the Units of the Course. This option will allow the learner to demonstrate advanced creative, technical and musical skills and their applied understanding of music concepts when making personal decisions about genre/style and compositional methods.

Musical ideas should be coherent and compositional methods will be used convincingly and in a consistent style. Well considered and imaginative use of instrumentation/voices will be integral to the learner's use of compositional methods.

Question paper

In the question paper, learners will apply skills of aural perception and aural discrimination. They will apply knowledge and understanding of music concepts and music literacy in sophisticated and challenging musical contexts. In addition, the question paper will assess learners' understanding of the relationship between music they hear and how music is written.

A list of the mandatory concepts for Advanced Higher level is provided in Appendix 2. These build on previous knowledge and understanding of music concepts in Music Courses at lower SQCF levels.

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Appendix 2: Music concept list (Advanced Higher level mandatory concepts)

At this level, learners' knowledge and understanding of music will include and build on the mandatory music concepts for the National 3, National 4, National 5 and Higher level Courses, in addition to the Advanced Higher concepts listed below.

| Contexts for learning | | | | |
|---|---|---------------------|-------------------------------|------------------------|
| Knowledge and understanding of music will be developed by performing, listening to and composing music in this Course. Learners will be able to differentiate between the following concepts and styles of music at this level: | | | | |
| Styles | Melody/harmony | Rhythm/tempo | Texture/structure/form | Timbre/dynamics |
| Renaissance | Appoggiatura | Hemiola | Fugue | Consort |
| Pavan and Galliard | Turn | | Subject | Counter tenor |
| Motet | | | Countersubject | Sprechgesang |
| Madrigal | | | Answer | |
| Anthem | | | Stretto | |
| Air | | | | |
| Ballett | | | | |
| Neo-classical | | | | |
| Serial | | | | |
| Music literacy content | | | | |
| | Putting chords to cadence points and melodies | Ties | | |
| | Diminished 7th | Syncopated rhythms | | |
| | Dominant 7th | Time signature 5 | | |
| | Added 6th | 4 | | |
| | Inversions of major and minor triads | Dal segno ds | | |
| | Augmented triad | Fine | | |

Administrative information

Published: December 2012 (draft version 1.0)

Superclass: to be advised

History of changes to Course Assessment Specification

| Course details | Version | Description of change | Authorised by | Date |
|----------------|---------|-----------------------|---------------|------|
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Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version of the Course Specification.