

# Draft National Unit Specification



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

**SCQF:** level 7 (8 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The aim of this Unit is to help learners develop, refine and consolidate their performing skills on two selected instruments or on one instrument and voice. They will assuredly perform level-specific music with sufficient accuracy and will maintain the musical flow, realising the composers' intentions and performing with flair and style. On completion of the Unit, learners will have developed a range of sophisticated performing, technical and interpretive skills across a range of music styles.

Learners who complete this Unit will be able to:

- 1 Perform music in a range of music styles

This Unit is a mandatory Unit of the Advanced Higher 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*.

The *Course Assessment Specification* for the Advanced Higher Music Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Music Course.

## 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:

- ◆ Higher Music Course or relevant component Units

## 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 Perform music in a range of music styles by:

- 1.1 Developing a range of advanced musical, interpretive and technical skills, showing clear understanding and sensitivity to the composers' intentions
- 1.2 Critically self-reflecting and evaluating the quality and accuracy of their performing, and refining their performing and technical skills

### 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 performance evidence and written or oral and/or recorded evidence.

In this Unit, learners will provide evidence of:

- ◆ secure and consistent levels of musical control, related to pitch and rhythm, tempo and musical flow
- ◆ convincing musical performing skills on their two selected instruments, or one instrument and voice, showing high levels of musical control, sensitivity, interpretation, flair and style
- ◆ critical self-reflection and evaluation skills

Exemplification of assessment is 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

#### 5.3 Applying

#### 5.4 Analysing and evaluating

#### 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 as 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:** October 2012 (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.