

# Draft National Unit Specification



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**Unit title:** Music: Composing Skills (Higher)

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to allow learners to explore and experiment with using a range of compositional methods and level-specific music concepts to create music. Learners will analyse how music is created by others and will apply this understanding in their own work. On completion of the Unit, learners will be able to creatively combine music concepts and use a range of compositional methods to create their own music. Learners will also reflect on the effectiveness and musical impact of their choices.

Learners who complete this Unit will be able to:

- 1 Create original music

This Unit is a mandatory Unit of the 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 Higher Music Course gives further mandatory information on Course coverage for learners taking this Unit as part of the 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:

- ◆ Music (National 5) 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 Create original music by:

- 1.1 Selecting a musical context, style, genre or stimulus
- 1.2 Identifying different methods and approaches for composing music and the distinctive features of their work
- 1.3 Analysing the creative impact of composers' use of melody and harmony, rhythm and tempo, musical texture, structure, form and timbre
- 1.4 Developing musical ideas which use imaginative combinations of music concepts and a variety of compositional methods
- 1.5 Reflecting on the impact of their choices and refining musical ideas when either creating a composition or arrangement or improvisation

### 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 and practical 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 provide evidence of:

- ◆ identifying and analysing the music concepts and distinguishing features in selected composers' work
- ◆ creating their own music by developing original ideas for music compositions, arrangements or improvisations
- ◆ using selected musical concepts and compositional methods imaginatively and effectively

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

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

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.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.1 Personal learning

## **5 Thinking skills**

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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**Published:** November 2011 (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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