

Draft National Unit Specification



Unit title: Understanding Music (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' knowledge and understanding of music, music concepts and musical literacy. On completion of the Unit, learners will be able to listen to music and identify and distinguish level-specific music concepts and features. They will be able to identify where these musical features are used in a range of music styles and genres, and will be able to analyse the musical impact of social and cultural influences on music.

Learners who complete this Unit will be able to:

- 1 Recognise how and where specific music concepts and musical features are used by others

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 Recognise how and where specific music concepts and musical features are used by others by:**
 - 1.1 Identifying where a variety of moderately complex level-specific music concepts are used in excerpts of music
 - 1.2 Describing how a range of moderately complex music concepts and features are used for creative effect in a variety of music excerpts
 - 1.3 Identifying vocal and instrumental groupings and concepts in a range of musical styles and genres
 - 1.4 Investigating the impact of social and cultural influences on level-specific musical styles and genres
 - 1.5 Analysing how composers and musicians have used a variety of level-specific music concepts and features for musical effect and impact
 - 1.6 Recognising and using a variety of complex music signs and symbols in music notation

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 or 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 be required to provide evidence of:

- ◆ understanding and use of specified music concepts, music signs, symbols and terms
- ◆ discriminatory aural awareness, analysis of the impact of social and cultural factors on level-specific music styles and genres

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

5.4 Analysing and evaluating

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



Published: November 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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