

# Draft National Unit Specification



---

**Unit title:** Music: Technology Skills and Performing Skills (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** to be advised

---

## Unit outline

The general aim of this Unit is to develop skills in the applied use of music technology while developing complementary performing skills relevant to a chosen instrument or voice. On completion of the Unit, learners will be able to use music technology to produce short pieces of music. They will also have developed their music and technical skills in a chosen instrument or voice, using regular practice and reflection.

Learners who complete this Unit will be able to:

- 1 Produce original music using music technology
- 2 Develop performing skills on a chosen instrument or voice

This Unit is an optional Unit of the Music (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides 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*.

## 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 4) Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## 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 Produce original music using music technology by:**
  - 1.1 Setting up equipment and using a variety of music technologies, techniques and processes appropriately during the creative process
  - 1.2 Developing a variety of experimental ideas for music, using selected music technologies
  - 1.3 Using music technologies effectively to creatively enhance short pieces of music

### Outcome 2

The learner will:

- 2 Develop performing skills on a chosen instrument or voice by:**
  - 2.1 Developing musical competence and handling skills on a chosen musical instrument or voice with sufficient accuracy in tempo, pitch and rhythm
  - 2.2 Playing a variety of selected music on a chosen instrument or voice and reproducing the composer's intentions for the piece or pieces of music
  - 2.3 Using critical self-reflection to improve and refine the quality of their playing and performing 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:

- ◆ producing three short pieces of music using a variety of music technologies
- ◆ playing and performing music

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**

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

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:** August 2011 (draft version 1.0)

**Superclass:** to be advised

---

### History of changes

| Version | Description of change | Authorised by | Date |
|---------|-----------------------|---------------|------|
|         |                       |               |      |
|         |                       |               |      |
|         |                       |               |      |
|         |                       |               |      |

© Scottish Qualifications Authority 2011

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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.