

Draft National Unit Specification



Unit title: Understanding Music (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 knowledge and understanding of music, music concepts and musical literacy. On completion of the Unit, learners will be able to understand and identify a variety of specific concepts and musical features in a range of musical styles and genres. They will also appreciate and analyse the musical impact of social and cultural influences on music.

Learners who complete this Unit will be able to:

- 1 Recognise specific music concepts and musical features
- 2 Analyse the impact of social and cultural factors on music

This Unit is a mandatory 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 Recognise specific music concepts and musical features by:**
 - 1.1 Identifying and distinguishing a variety of specified music concepts in excerpts of music
 - 1.2 Describing, using specific and accurate music terms, the use of music concepts in a range of composers' music

Outcome 2

The learner will:

- 2 Analyse the impact of social and cultural factors on music by:**
 - 2.1 Identifying the social and cultural influences that influenced the development of a variety of musical styles and genres
 - 2.2 Analysing the musical impact of the use of specified music concepts and features for creative effect in a variety of familiar musical styles/genres

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:

- ◆ understanding of specified music concepts and a related level of musical literacy
- ◆ discriminatory aural awareness
- ◆ analysis of the impact of social and cultural factors on three music styles

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.

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



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Superclass: to be advised

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 to ensure they are using the most up-to-date version of the Unit Specification.