

Comparative document

(Version 1.0 April 2012 compared with Version 1.1 April 2014)

Music: Performing Skills (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H240 76

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.



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Unit outline

The general 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 perform level-specific music with sufficient accuracy and will maintain the musical flow, realising the composers' intentions. On completion of the Unit, learners will have developed a range of 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 an optional 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 *Unit Assessment Support*.

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:

- ◆ National 5 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 ~~complex~~ musical, interpretive and technical skills, showing clear understanding of the composers' intentions
- 1.2 Critically self-reflecting and evaluating the quality and accuracy of their performing and refining their 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.

Evidence will be a combination of written or oral and/or recorded and practical evidence.

In this Unit, learners will provide evidence of:

- ◆ ~~secure~~ sufficient and consistent ~~levels~~ level of musical and technical control, related to pitch and rhythm, tempo and musical flow
- ◆ performing ~~musically convincing pieces of music~~ on their two selected instruments, or one instrument and voice, showing successfully conveying the composers' intentions with high ~~and consistent~~ levels of musical control and sensitivity
- ◆ critical self-reflection and evaluation skills

Exemplification of assessment is provided in *Unit Assessment Support*. 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 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: April ~~2012~~2014 (version 1.01)

Superclass: ~~to be advised~~LH

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
<u>1.1</u>	<u>Page 3 — Assessment Standard 1.1: ‘complex’ removed.</u> <u>Page 3 — Evidence Requirements for the Unit section: bullet points one and two reworded for clarity.</u> <u>Page 4 — Development of skills for learning, skills for life and skills for work section: ‘5.4 Analysing and Evaluating’ removed.</u>	<u>Qualifications Development Manager</u>	<u>April 2014</u>

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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.

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