

Comparative document

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

Understanding Music (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H23X 76

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



Understanding Music (Higher) Unit

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Unit code: ~~to be advised~~ H23X 76

Unit outline

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

Learners who complete this Unit will be able to:

- 1 Identify and analyse the use of music concepts and styles

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 *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 **Identify and analyse the use of music concepts and styles by:**
 - 1.1 Identifying and distinguishing between ~~complex~~-level-specific music concepts in excerpts of music
 - 1.2 Analysing the impact of social and cultural influences on the development of specific music styles
 - 1.3 ~~Analysing~~**Identifying** and ~~using~~**understanding** a variety of music signs and symbols and terms

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 aural and/or recorded evidence.

In this Unit, learners will be required to provide evidence of:

- ◆ understanding ~~and use~~ of specified music concepts and music literacy
- ◆ high levels of discriminatory aural awareness
- ◆ analysis of the impact of social and cultural factors on specific music styles

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.

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: April ~~2012~~2014 (version 1.~~01~~)

Superclass: ~~to be advised~~LF

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; Assessment Standard 1.3: wording changed from 'Analysing and using' to 'Identifying and understanding'.</u> <u>Page 3 — Evidence Requirements for the Unit section: bullet point one revised to remove 'and use'.</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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