

National Unit Specification: general information

UNIT Music: Listening to Music (Access 1)

CODE F141 07

SUMMARY

This Unit is part of a suite of Access 1 Units described as ‘Supported level’. The Unit has been designed primarily to give candidates an opportunity to listen to a variety of musical styles in a supported learning environment.

NOTE: The candidate will do this Unit with the appropriate level of support and resources. Some candidates may progress from requiring a high level of support, to working more independently, while others may always require full adult support. Levels of support are defined in Guidance on Learning and Teaching Approaches in the Support Notes Section.

OUTCOMES

1 Show a preference for a specific means of delivery of musical performance.

RECOMMENDED ENTRY

Entry to this Unit is at the discretion of the centre. No prior knowledge or experience is required.

CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

Administrative Information

Superclass: HC

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National Unit Specification: statement of standards

UNIT Music: Listening to Music (Access 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Show a preference for a specific means of delivery of musical performance.

Performance Criteria

- (a) Select and listen to a piece of music played on the audio device provided.
- (b) Select and listen to a preferred radio station.
- (c) Listen to a live vocal or instrumental performance.
- (d) Select a preferred means of delivery of musical performance.

Evidence Requirements

Performance evidence to demonstrate that the candidate can select a piece of music and listen to the music played on an audio device provided by the centre; select and listen to the preferred radio station; listen to a live vocal or instrumental performance and show a preference for one of these means of delivery of musical performance.

The audio device provided by the centre could be a tape recorder, CD player, MP3 player, or other appropriate player of pre-recorded music.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

The support notes outline the range of learning and teaching approaches which are suitable for the diverse needs of different candidates.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours. However, the individual needs of candidates must be taken into account and some will require more than 40 hours to complete the Unit. Teachers/lecturers are encouraged to provide a range of enriched experiences, which take account of the needs of the learner and the process of learning.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is a practical Unit and is aimed at introducing candidates to listen to a wide range of music in a supported learning environment.

The suite of ‘Supported level’ Units has deliberately been designed with a degree of overlap in content between some of the Units. This overlap is designed to take account of the need to retain and reinforce skills for candidates at this level. For this reason, it is strongly recommended that evidence of assessment from one Unit should not be used as evidence of assessment for any other Unit which covers the same task (for example *Music: Listening to Music* and *Music: Exploring Sound Outcome 2*) as this repetition gives the candidate the opportunity to demonstrate reinforcement and retention of skills.

While it is intended that candidates should engage in the total learning experience, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers should decide, on the basis of individual candidate needs, where the emphasis of learning should lie and when specific Outcomes or Performance Criteria should be assessed and recorded.

Equipment, processes and techniques.

The radio station and piece of music must be of a personal choice. Gesture, voice, sign or symbol may be used to indicate the choice made by the candidate.

Pieces of music could include:

Classical, Country and Western, Dance, Folk, Pop, etc.

Other Equipment could include:

An appropriate Switch, CD player, Microphone, Tape Recorder, MP3 player, etc.

The above list is neither prescriptive nor exhaustive, but merely offered as an example of the variety of instruments, styles of music and equipment that could be used to contribute to the enrichment of the learning experience for candidates.

National Unit Specification: support notes

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Levels of adult support

Candidates undertaking this Unit will require different levels of teacher/lecturer/assistant support.

This would include the following range:

- ◆ Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience.
- ◆ Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level.
- ◆ Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at participation level.
- ◆ Candidates functioning at a participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.
- ◆ Candidates who require constant prompting to engage in the practical task.
- ◆ Candidates who require reduced prompting to engage in the practical task.
- ◆ Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always require intermittent support for specific aspects of the task.
- ◆ Candidates, who through familiarity of routine, become independent in all aspects of the practical task and maintain the skills learned.
- ◆ Candidates with significant motor impairment, who require the total physical support to engage in the practical task, but whose cognitive ability allows them to understand either elements of the process or the whole process.

Choice

It is intended that in the planning and delivery of this Unit teachers/lecturers will ensure that choice is an integral part of the learning and teaching process at every level.

Language and Communication

The language and communication approach which has already been identified as appropriate for the individual candidate through normal centre review processes should be employed throughout this Unit. This approach should be integrated within the necessary level of adult support to ensure effective learning.

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The following list is not exhaustive and is given merely to illustrate the diverse range of communication approaches which may be required to meet an individual candidate's needs.

To illustrate how language and communication approaches should be implemented to support the candidate's engagement to task, the Performance Criterion (d) from Outcome1 is given as an example.

National Unit Specification: support notes (cont)

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Outcome 1

Show a preference for a specific means of delivery of musical performance

PC (d) Choose preferred means of delivering music from radio, other audio device (CD player, MP3 player, etc) or live music. Candidates could engage with this task in one or more of the following ways:

- ◆ Candidates will select the radio, audio device or live music. by matching for example:
 - pictorial to pictorial
 - symbol to symbol
 - symbol to pictorial
 - symbol to audio device
- ◆ Candidates who will select the radio, audio device or live music using symbol/pictorial with a single word.
- ◆ Candidates who will select the radio, audio device or live music using a single written word or simple phrase.
- ◆ Candidates who will select the radio, audio device or live music from a simple written list.
- ◆ Candidates who will select the radio, audio device or live music following an oral instruction with signing/gesture.
- ◆ Candidates who will select the radio, audio device or live music following oral instructions.

Depending on the needs of the individual candidate, teachers/lecturers may incorporate the above approaches with a demonstration of the entire task.

Resources to Support Learning and Teaching

The needs of the candidates will determine the resources required to ensure access to the Unit and engagement in the task. Recognition is given to the requirement of some candidates who may need either specialised equipment or ‘switching’ to participate in the practical activity. It is also recognised that for most candidates, language and communication resources in respect of the range of augmentative communication systems, will be prerequisite to effective functioning.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment of this Unit is based on the level of support required by the candidate to ensure access to the learning experience. It is recommended where appropriate that centres keep a record of each candidate’s progress while undertaking this Unit. This may be done by recording in Appendix 1 the appropriate support code given at the end of the Appendix. Some candidates may require the same level of support throughout.

National Unit Specification: support notes (cont)

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It is recommended that this record of candidate progress is made available to any other centre which the candidate may attend in future. It may also be included in, for example in the candidate's Personal Learning Plan or Progress File.

For those candidates who through practice may become less reliant on support, the assessment of their performance may be delayed until they have reached their maximum level of functioning.

For those candidates with significant motor impairment who require total support to engage in the physical aspects of the activity, but whose cognitive ability would allow them to indicate the steps and tasks within the process, it is this element of the activity that should be recorded and assessed.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required summative assessment, which is recorded for assessment purposes.

Records of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. Records must be kept of candidate performance. These could be in the form of checklists completed by the responsible person observing the performance or recording the responses to questions, or they may also be in the form of video, photographic or audio recordings of the candidate's response. All checklists and logs of video, photographic or audio recordings must be signed and dated by the assessor as an accurate record of the work of the named candidate.

The recording sheet provided at Appendix 1 can be used by centres to record the level of support individual candidates required to achieve each Performance Criterion, each Outcome and the overall Unit. The level of support required by candidates is not recorded on the Scottish Qualifications Certificate and this particular recording sheet is not therefore needed for SQA verification purposes. However, it is recommended that centres retain the completed recording sheets as an aid to track candidate progress and they can be used to pass information to receiving centres where candidates are transferred or move on.

The recording sheet includes space for up to three assessments in case the centre wants to re-assess the candidate at later stages to see if level of support required has improved. It should be noted, however, that candidates cannot be certificated more than once for a Unit and the certificate states only that a candidate has achieved an Access 1 level Unit, it does not state the level of support required.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Recording Sheet (refer to the Support Codes at the end of the Appendix 1)

Candidate’s name..... Class Session.....

Outcome: Show a preference for a specific means of delivery of musical performance

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
Select and listen to a piece of music played on the audio device provided						
Select and listen to the preferred radio station						
Listen to a live vocal or instrumental performance						
Select a preferred means of delivery of musical performance						

Overall level of support given to candidate to achieve the Unit was (enter code)

The named candidate has successfully achieved this Unit. The form completed above is an accurate record of the assessment undertaken by the candidate.

Teacher/Lecturer signature Date

Codes to Facilitate Recording

Teachers should exercise their professional judgement in determining the overall code for the Unit.

E1 (Experiential 1)

Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience.

E2 (Experiential 2)

Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level.

A (Awareness)

Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at a participation level.

P (Participation)

Candidates functioning at participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.

CP (Constant Prompting)

Candidates who require constant prompting to engage in the practical task.

RP (Reduced Prompting)

Candidates who require reduced prompting to engage in the practical task.

IS (Intermittent Support)

Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always, require intermittent adult support for specific aspects of the practical task.

Ind (Independent)

Candidates, who through familiarity of routine, become independent in most aspects of the practical task and maintain the skills learnt.

CA (Cognitive Ability)

Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements of the process, or the whole process.