

## Higher National Unit Specification

### General information for centres

**Unit title:** Instrumental Instruction: An Introduction

**Unit code:** DR0X 35

**Unit purpose:** This Unit is designed to give candidates an understanding of the practical aspects associated with instrumental instruction. Candidates should develop knowledge and understanding of the learning process and how to assess progress. An awareness of professional issues and responsibilities related to the teaching situation should be acquired together with the skills necessary for managing effective learning in the context of instrumental tuition. This Unit is intended for those wishing to work as a music tutor/educator or plan to undertake further studies.

On completion of the Unit the candidate should be able to:

- 1 Define and discuss a range of professional issues.
- 2 Demonstrate teaching approaches in the context of learning materials.
- 3 Plan and evaluate a series of instrumental lessons.

**Credit points and level:** 1 HN Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8\*).

*\*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.*

**Recommended prior knowledge and skills:** Access to this Unit will be at the discretion of the centre. It would be beneficial if candidates had strong communication and interpersonal skills. These may be demonstrated by the possession of Core Skill Communication at Higher level or Higher English and Communication or a suitable NQ Communication Unit (SCQF level 6).

**Core skills:** There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

**Assessment:** Evidence of knowledge and understanding will be assessed through three Outcomes, which demonstrate the candidate's ability to undertake the professional role of instrumental instructor. There is a strong emphasis on oral presentation to reflect the vocational context.

## **General information for centres (cont)**

**Unit title:** Instrumental Instruction: An Introduction

**Outcomes 1 and 2** may be integrated as one assessment or may be assessed individually. Both Outcomes should be assessed as oral presentations.

**Outcome 3** will be assessed through a written case study report reflecting on their teaching practice.

## **Higher National Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Define and discuss a range of professional issues

#### **Knowledge and/or skills**

- ◆ Range of professional issues
- ◆ Relevant current legislation
- ◆ Communicate effectively

#### **Evidence requirements**

Candidates should provide oral evidence to demonstrate their knowledge and/or skills by showing that they can define and discuss a range of relevant professional issues in the context of the instrumental lesson environment including:

- ◆ ethics of teaching
- ◆ inclusion
- ◆ motivating learners
- ◆ communicating with parents/guardians/employers
- ◆ current legislation including child protection (Disclosure Scotland)
- ◆ health and safety

The assessment should be in the form of an oral presentation covering all of the areas stated.

The presentation should be recorded as evidence for external moderation on a high quality video format.

Candidates may use visual aids or notes but should be able to deliver the presentation clearly and confidently without complete reliance on notes.

#### **Assessment guidelines**

The assessment of this Outcome may be combined with Outcome 2

Should there be ambiguity regarding a candidate's response, oral questioning may be used to clarify the candidate's understanding. The lecturer should note questions and responses.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Instrumental Instruction: An Introduction

### **Outcome 2**

Demonstrate teaching approaches in the context of learning materials

#### **Knowledge and/or skills**

- ◆ Demonstrate the teaching of technical and musical skills
- ◆ Communicate effectively

#### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ explain teaching points clearly within the context of learning materials
- ◆ provide demonstrations to support learning
- ◆ communicate effectively

The assessment should be in the form of an oral presentation. This should be recorded as evidence for external moderation on a high quality video format.

Candidates should deliver the presentation communicating with clarity and positive body language. Direct reference may be made to learning materials selected but without dependence on additional notes.

The content of the presentation may be based on actual teaching experience or drawn from observation of teaching and findings of research. Candidates should demonstrate a clear understanding of teaching approaches in the context of learning materials.

#### **Assessment guidelines**

The assessment of this Outcome can be combined with Outcome 1.

The content of the presentation could be based on the candidate's work for Outcome 3 or drawn from observation of teaching and findings of research.

Learning materials could range from: pieces in standard notation or tab, lead sheets, chord charts or backing tracks.

Should there be ambiguity regarding a candidate's response, oral questioning may be used to clarify the candidate's understanding. The lecturer should note questions and responses.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Instrumental Instruction: An Introduction

### **Outcome 3**

Plan and evaluate a series of instrumental lessons

#### **Knowledge and/or skills**

- ◆ Planning and management of learning
- ◆ Analysis of relevant learning and teaching methods
- ◆ Selection of appropriate learning materials
- ◆ Critical evaluation and reflection on teaching

#### **Evidence requirements**

Candidates will need to provide written evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ assess initial ability and potential of the learner/ group of learners
- ◆ plan and evaluate a series of instrumental lessons with either an individual learner or group of learners showing clear aims and objectives
- ◆ anticipate challenges within appropriate learning material
- ◆ define and justify teaching strategies for development of technical and musical skills
- ◆ evaluate learner progress at the end of the series of lessons
- ◆ reflect critically on their own teaching

Candidates should submit a written case study report based on their own teaching experience.

Candidates will be required to demonstrate that they can plan and evaluate for effective learning and teaching.

The series of lessons should be a minimum of three and maximum of ten.

#### **Assessment guidelines**

The case study report could reflect the candidate's knowledge from Outcomes 1 and 2.

Candidates may choose to provide appendices containing examples of learning materials that they have developed.

Should there be any ambiguity regarding a candidate's response, oral questioning in viva voce style may be used to clarify the candidate's understanding. The lecturer should note questions and responses.

## Administrative Information

**Unit code:** DR0X 35

**Unit title:** Instrumental Instruction: An Introduction

**Superclass category:** GC

**Date of publication:** August 2005

**Version:** 02

### History of changes:

Version	Description of change	Date
02	Removal of Word Count and Presentation Length.	27/05/11

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title:** Instrumental Instruction: An Introduction

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

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit has been developed as an optional Unit in the framework for the HND Music Group Award. The Unit is intended to introduce candidates to the skills and knowledge necessary for employment as instrumental instructors.

The Unit offers candidates the opportunity to gain experience through practical, vocationally relevant tasks and will introduce them to current educational and professional thinking in relation to instrumental instruction. The ability to communicate clearly and effectively is paramount, as are skills of planning and reflection.

Outcomes 1 and 2 focus on the requirement for strong oral communication skills.

Outcome 1 allows candidates to explore a range of professional issues including:

- ◆ ethics of teaching
- ◆ inclusion
- ◆ motivating learners and communicating with parents/guardians/employers
- ◆ knowledge of current legislation is essential for those intending to work with others in a professional capacity and candidates should consider child protection (Disclosure Scotland) and health and safety as these relate to the instrumental lesson environment

Outcomes 1 and 2, in the context of practical experience of instrumental teaching, should have an emphasis on planning and evaluation.

Outcome 2 encourages candidates to explore the context for learning in relation to the ‘what, when, why and how’ of instrumental instruction. The ability to select relevant learning materials to facilitate musical and technical progress, and to anticipate learning challenges is a key factor in effective tuition. Learning materials could range from: pieces in standard notation or tab, lead sheets, chord charts or backing tracks.

Appropriate communication, essential to the learning process, is dependent on interaction between the teacher and the learner/s. The candidate should draw on his/her own experience of teaching.

Outcome 3 provides the opportunity for candidates to plan and evaluate a series of instrumental lessons. This enables them to reflect on their own experience.

The Music Teacher’s Companion, P Harris and R Crozier (ABRSM publishing 2000) is a useful resource as is Music Teacher magazine (Rhinegold).

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Instrumental Instruction: An Introduction

### **Guidance on the delivery and assessment of this Unit**

Lecturers should ensure that candidates are fully aware of their responsibilities relating to child protection and health and safety prior to any instrumental teaching within the community or in schools and colleges. Candidates may prefer to work with peers as guinea pig pupils or may choose to teach a friend or family member.

Evidence for Outcomes 1 and 2 should be recorded in video format allowing candidates to demonstrate positive body language as a strong contributory factor in creating an effective learning environment.

Assessment of Outcomes 1 and 2 may be combined into one oral presentation. Alternatively each Outcome could be carried out separately.

Outcome 3 will be assessed by submission of a written case study report.

### **Open learning**

This Unit could be delivered by open learning with suitable support materials. The candidate would require to appear in person for assessment of Outcomes 1 and 2 to ensure authenticity of the candidate's work.

For further information and advice please refer to *Assessment and Quality Assurance for Open and Sistance Learning* (SQA, — publication code A1030).

### **Candidates with additional support needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk).



## **General information for candidates**

### **Unit title:** Instrumental Instruction: An Introduction

This Unit will introduce you to the skills and knowledge required for employment as an instrumental instructor. There are opportunities for self-employment in this field, either as a freelance instructor or as an instructor in schools or colleges.

You will require to gain experience of instrumental instruction in order to complete the Unit and to investigate current legislation in relation to employment for those intending to work with young people. Working with peers is an effective way of acquiring experience although you may choose to teach a friend or family member.

On completion of the Unit you should be able to:

- 1 Demonstrate awareness of professional responsibilities.
- 2 Manage learning within the context of the instrumental lesson.
- 3 Plan, reflect and evaluate for effective learning and teaching.

### **Assessment**

Evidence of knowledge and /or skills will be generated through the three Outcomes. There is a strong emphasis on oral presentation to allow you to demonstrate the communication skills required for teaching. Outcomes 1 and 2 may be integrated as one oral assessment or may be assessed individually.

### **Outcome 1**

*Define and discuss a range of professional issues*

Oral presentation which allows you to explore a range of professional issues including ethics of teaching, inclusion, motivating learners and communicating with parents/guardians/employers.

Knowledge of current legislation is essential for those intending to work with others in a professional capacity and you should consider child protection (Disclosure Scotland) and health and safety as these relate to the instrumental lesson environment.

The internet is a good source of information, ie The Incorporated Society of Musicians (ISM) website.

### **Outcome 2**

*Demonstrate teaching approaches in the context of learning materials*

Oral presentation based on how you would go about teaching using your own selection of learning material. These could range from: pieces in standard notation or tab, lead sheets, chord charts or backing tracks.

## **General information for candidates (cont)**

**Unit title:** Instrumental Instruction: An Introduction

### **Outcome 3**

*Plan and evaluate a series of instrumental lessons*

A written case study report based on a series of lessons (minimum three, maximum ten), which you have taught to one learner or group of learners.