



## Higher National Unit specification: general information

**Unit title:** Music: Arranging for Tuned and Non-Tuned Percussive Instruments

**Unit code:** FN1F 34

**Superclass:** LF

**Publication date:** June 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to enable candidates to develop musical ideas and concepts and transcribe and arrange music for melodic and non-melodic percussion instruments in a chosen musical tradition. It will give candidates the knowledge and skills to examine and recognise the characteristic features of the musical form under study. It will prepare candidates as musicians by developing the necessary skills implicit in a musical tradition. The candidates will work through a series of musical examples and research into their chosen tradition in order to assist the creative process and assimilate the necessary underpinning Knowledge and/or Skills. This Unit is intended for Music: First Study drum or percussion instrumentalists who wish to broaden their musical knowledge and skills.

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

- 1 Critically respond to recordings of melodic and non-melodic percussion instrumental music and evaluate the musical arrangements.
- 2 Undertake research into a chosen style.
- 3 Transcribe and arrange music for melodic and non-melodic percussion instrumental ensembles.

### Recommended prior knowledge and skills

A basic knowledge of music and some notational skills. These may be demonstrated SQA Music at Intermediate 2 or equivalent. Candidates should also have good communication skills. These may be demonstrated by the achievement of Core Skill Communication at Higher level or by possession of Higher English and Communication or a suitable NQ Communication Unit (SCQF levels 5/6).

## General information (cont)

### Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7\*)

*\*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 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

This is an optional Unit included in the frameworks for HNC/D Music. It is recommended that it is taught and assessed within the context of the particular Group Award to which it contributes.

### Assessment

Three Instruments of Assessment, each relating to a specific Outcome, should be used to assess this Unit:

**Outcome 1** — A minimum of five exercises evaluating instrumentation and musical arrangements.

**Outcome 2** — Providing written answers to questions or a short essay demonstrating research into the chosen style.

**Outcome 3** — A portfolio containing a range of short arrangements demonstrating development, as well as a complete arrangement accompanied by a score in appropriate notation. Candidates should also provide audio evidence of arrangements recorded on a suitable medium.

Alternately a single holistic assessment may be used to present all required evidence.

## Higher National Unit specification: statement of standards

**Unit title:** Music: Arranging for Tuned and Non-Tuned Percussive Instruments

**Unit code:** FN1F 34

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

Critically respond to recordings of melodic and non-melodic percussion instrumental music and evaluate the musical arrangements.

#### Knowledge and/or Skills

- ◆ Rhythmic patterns
- ◆ Timbre
- ◆ Texture
- ◆ Structure and design
- ◆ Melody, if appropriate
- ◆ Instrumentation
- ◆ Genre-specific or stylistic techniques
- ◆ Country of origin

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can satisfactorily complete a minimum of five exercises evaluating recordings of melodic and non-melodic percussion instrumental music in terms of all items listed above.

#### Assessment Guidelines

Assessment may be divided into component parts, or as a single submission towards the end of the period of study allowing the candidate time to refine their skills through practical work and technical exercises.

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

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

**Unit title:** Music: Arranging for Tuned and Non-Tuned Percussive Instruments

### **Outcome 2**

Undertake research into a chosen style.

#### **Knowledge and/or Skills**

- ◆ Stylistic characteristics
- ◆ History of the genre
- ◆ Origin of composition
- ◆ Research skills
- ◆ Presentation skills

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can produce and present their research into the chosen style covering all items listed above.

#### **Assessment Guidelines**

This Outcome could consist of a written submission in the form of a short essay researching into their chosen style, or alternatively, a set question paper on the genre. A marking sheet/template could be utilised to ascertain that the knowledge/skills criteria are evident in the candidate's research. The assessment for this Outcome could be integrated with that of Outcome 3 as evidence of the process of arrangement and research into the candidate's chosen genre.

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

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

**Unit title:** Music: Arranging for Tuned and Non-Tuned Percussive Instruments

### Outcome 3

Transcribe and arrange music for melodic and non-melodic percussion instrumental ensembles.

#### Knowledge and/or Skills

- ◆ Transcription of simple rhythmic ideas
- ◆ Use of melody, where appropriate
- ◆ Musical arrangement adhering to the conventions of the chosen style
- ◆ Instrumentation
- ◆ Appropriate notation or method of writing out intentions/arrangements

#### Evidence Requirements

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

- ◆ Produce a portfolio containing a range of short arrangements demonstrating development.
- ◆ Produce a clear and legible complete written arrangement for a tuned and/or non-tuned percussion instrumental ensemble suitably notated in score or pattern form.
- ◆ Provide audio evidence of arrangements recorded on a suitable medium.

Candidates should demonstrate knowledge of form based on their chosen genre by applying this to their arrangements.

#### Assessment Guidelines

The assessment for this Outcome could be integrated with that of Outcome 2 as evidence of the process of arrangement and research into the candidate's chosen genre.

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

## Higher National Unit specification: support notes

### **Unit title:** Music: Arranging for Tuned and Non-Tuned Percussive Instruments

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 80 hours.

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

This Unit is designed primarily to enable First Study drum and percussion instrumentalists to develop the necessary skills and underpinning knowledge required for arranging music for tuned and non-tuned percussion ensembles. This will involve listening exercises to evaluate musical arrangements, then researching a chosen style and analysing, applying and synthesising knowledge gained from this in the final arrangement of a chosen music. The importance of basic research gives context to learning and gives the candidate a broader understanding by engaging with their choice of genre.

The percussion ensemble is probably the oldest musical ensemble in the world and tradition such as those found in African and Latin American percussion music are closely related. The music from these traditions evokes deep emotions. Cultural factors reflecting life and society generally are central to this music and study must mirror this and not be restricted to a limited range or musical genres. Delivery of the Unit must take account of these factors and tutors will be required to take a broad and open-minded approach. It is envisaged that much of the work will be undertaken within an ensemble context. Candidates will be encouraged to suggest works for analysis, tutors must decide if these are suitable.

There are two parts to each class: the first involves deconstruction, analysis and evaluation of genres, techniques, and so forth; the second involves the candidate in actual inventing — usually involving creative application of the previously studied techniques. Song structure; lyrical and melodic ‘hooks’; rhythm; tempo, and aspects of instrumental and vocal arrangements are likely to be central to study. As the evidence required takes the form of arrangements, candidates will be encouraged to add lyrics, where appropriate, to a melody. Candidates will transcribe and arrange their own compositions.

Outcomes 1 and 2 provide a route map and context for candidate’s learning. This research may often overlap with some of the historical understanding gained by researching for Higher National Music First Study 1: Instrument and provide incentive for the student to reapply this knowledge in the context of arrangement techniques, awareness of form and cultural setting. It is intended that this will deepen learning and broaden the candidate’s approach to study through integrating some of the influences from their Music First Study 1: Instrument and Music History 1 Higher National Units.

Outcome 3 involves candidates producing a finished arrangement, demonstrating their ability to write out musical patterns and/or appropriate notation of the piece of music. Set exercises and worksheets dealing with percussion instrumental arrangement would also help the candidate in developing these skills. It may also be possible for the candidate to integrate the final arrangement into their performance programme for Higher National Units Music First Study 1: Instrument or Music Live Performance 1.

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

**Unit title:** Music: Arranging for Tuned and Non-Tuned Percussive Instruments

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

This Unit is an option in the HNC/D Music Group Award. The research required for Outcome 2 may contribute to the material for Music History 1. Furthermore, the score/lead sheet and parts for Outcome 3 could contribute to Outcome 3 of First Study 1: Instrument as material for musicians to rehearse and perform. This would enable candidates to hear their work played live and to gain feedback from both players and audience response. It is anticipated that the delivery of this Unit will be carried out in small group tutorials combined with larger practical demonstrations and/or workshops.

A candidate centred, resource-based learning approach is recommended. During the work of the Unit, candidates should have opportunities to develop their practical skills and should be assessed at appropriate points. Terminology should be presented in context throughout the Unit. A database of recorded exemplars of the appropriate standard should be held by tutors. This will serve as a key reference material for assessment.

### Open learning

This Unit could be delivered by distance learning with suitable support material. Centres will require candidates to deliver the presentation Outcome in person so that they can gain additional evidence by question and answer.

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Opportunities for developing 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 Skill components.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## History of changes to Unit

Version	Description of change	Date

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## General information for candidates

### **Unit title:** Music: Arranging for Tuned and Non-Tuned Percussive Instruments

This Unit is designed to help you develop the necessary skills and underpinning knowledge required for arranging music for melodic and non-melodic percussion ensembles. This will involve you in listening exercises to evaluate musical arrangements, then researching a chosen style and analysing, applying and synthesising knowledge gained from this in the final arrangement of a chosen music. The importance of basic research will give you a context to your learning and broaden your understanding by engaging with music in a genre you have chosen.

Outcomes 1 and 2 will provide you with a route map and context for your learning. This research may often overlap with some of the historical understanding you will gain by researching for your Higher National Music First Study 1: Instrument Unit and allow you to reapply this knowledge in the context of arrangement techniques, awareness of form and cultural setting. It is intended that this approach will allow you to deepen your learning and broaden your approach to study through integrating some of the influences from your Music First Study 1: Instrument and Music History 1 Higher National Units.

Outcome 3 involves you in the production of a finished arrangement demonstrating your ability to write out musical patterns and/or appropriate notation of the piece of music. Set exercises and worksheets dealing with percussion instrumental arrangement will be used to help you in developing these skills.

It may also be possible for you to integrate the final arrangement into your performance programme for Higher National Units Music First Study 1: Instrument or Music Live Performance 1.

On completion of the Unit you should be able to:

- 1 Critically respond to recordings of melodic and non-melodic percussion instrumental music and evaluate the musical arrangements.
- 2 Undertake research into a chosen style.
- 3 Transcribe and arrange music for melodic and non-melodic percussion instrumental ensembles.

The assessment for this Unit will consist of three parts as follows:

**Outcome 1** — you will complete a minimum of five exercises evaluating instrumentation and musical arrangements.

**Outcome 2** — you will provide written answers to questions or a short essay to demonstrate your research into the chosen style.

**Outcome 3** — you will produce a portfolio containing a range of short arrangements demonstrating development, as well as a complete arrangement accompanied by a score in appropriate notation. You should also provide audio evidence of arrangements, recorded on a suitable medium.

Alternatively, a holistic approach may be taken where you will undertake one single assessment, combining all of the above.