

## National Unit Specification: general information

**UNIT** Music: Performing (Higher)

**CODE** DV46 12

**COURSE** Music (Higher)

### SUMMARY

This Unit is intended for candidates who wish to develop performance skills in Music. At this level candidates will be expected to have previous experience of solo and/or group performance in one of the combinations below:

- ◆ two instruments
- ◆ one instrument and voice
- ◆ one instrument/voice and accompanying

Candidates may study the Unit as part of a general education, as a leisure interest or for vocational reasons. It is likely that candidates will have reached a level equivalent to Standard Grade Music at Credit Level or Intermediate 2 Music.

This Unit can be studied on its own or as part of the Higher Music Course. It is one of a series of Performing Units which progresses from Access to Advanced Higher. It builds on previous levels of attainment by making increased demands in terms of length of performance programme and of levels of technical and musical difficulty.

The minimum level of technical and musical difficulty is exemplified in SQA's *National Qualifications in Music: Performing*.

### OUTCOME

Perform music in various styles.

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### Administrative Information

**Superclass:** LH

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## **National Unit Specification: general information (cont)**

**UNIT**                      Music: Performing (Higher)

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade Music at Credit level
- ◆ Music; Performing Unit Intermediate 2

### **CREDIT VALUE**

1 credit at Higher (6 SCQF credit points at SCQF level 6\*)

*\*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 Skill components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT Music: Performing (Higher)**

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**

Perform music in various styles.

#### **Performance Criteria**

- a) Perform the chosen pieces with sufficient accuracy in pitch and rhythm to communicate the sense of the music
- b) Perform the chosen pieces musically, by maintaining the musical flow and by realising and interpreting the composer's intentions with regard to tempo, phrasing and dynamics

## National Unit Specification: statement of standards (cont)

### UNIT Music: Performing (Higher)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence supported by an assessor's written record of all performance evidence is required to demonstrate satisfactory attainment of the Outcome measured against the Performance Criteria.

Assessment will take place under controlled conditions in the course of live performances of the prepared programme by the candidate. The pieces may be performed and assessed in a single event or assessment evidence may be gathered on a number of occasions during delivery of the Unit. Performances may take place in the presence of the assessor only, or in the presence of an audience, at the discretion of the centre.

Lists of permitted instruments and combinations of instruments and exemplification of appropriate levels of difficulty are given in SQA's *National Qualifications in Music: Performing*.

Performance evidence will be based on:

#### *Either*

- (a) A performance programme on one instrument/voice, solo and/or in a group containing at least two contrasting pieces of music, and lasting 10 minutes *and*
- (b) A performance programme on another instrument, solo and/or in a group containing at least two contrasting pieces of music, and lasting 5 minutes

#### *or*

- (a) A performance programme on one instrument/voice, solo and/or in a group containing at least two contrasting pieces of music, and lasting 10 minutes *and*
- (b) A programme of prepared instrumental and/or vocal accompaniments. The programme should contain at least 2 contrasting accompaniments and last 8 minutes *and*
- (c) A performance of accompaniments played at sight and lasting 2 minutes.

Candidates should be allowed 5 minutes private preparation time prior to performing these previously unseen accompaniments. The assessor should play the melody which the candidate is required to accompany, and should give an indication of the tempo before beginning.

The National Assessment Bank item for this Unit exemplifies the standard and provides an assessor's pro forma. Centres wishing to devise their own assessment materials should refer to the National Assessment Bank to ensure a comparable standard.

## **National Unit Specification: support notes**

### **UNIT Music: Performing (Higher)**

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**

Candidates will have the opportunity to extend, develop and refine their technical and musical competence in performing through the study of a variety of musical styles and genres. They will demonstrate their competence in the performance of pieces which meet the standard benchmarked for this level by SQA's *National Qualifications in Music: Performing*.

For candidates studying this Unit as part of the Higher Music Course, where an integrated understanding arises from the experience of performing, listening and composing, the acquisition, through practical activity, of conceptual knowledge and understanding will be of particular relevance.

Details of the appropriate concept and literacy content for this level are given in the Course Specification.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This Unit can be delivered in a variety of teaching situations: in class and/or in the course of individual or group instrumental lessons, either in or outside the centre. A variety of repertoire in addition to that used for assessment purposes could be explored, with candidates having the opportunity to play solo and in group as appropriate. Since the focus of the Unit is performing, opportunities could be created to enable candidates to perform to members of their class and to others. While the development of musical literacy is to be encouraged, it is not a mandatory route to performing, except for those candidates who opt to perform accompaniments and who are required to play at sight. Where this Unit is being taken as part of the Higher Music Course candidates will gain from the repertoire studied an understanding of style and compositional techniques.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Centres will know from their ongoing preparation of candidates and from formative assessment of work in progress, when candidates are ready for formal Unit assessment. Time should be allowed for re-assessment. Candidates who are also being presented for the Higher Music Course may find that a single event, end of Unit assessment provides good preparation for performance in the Course assessment.

Centres will find that the National Assessment Bank item for this Unit provides a useful pro forma and guidance for assessing candidate performance against the Performance Criteria detailed in the Statement of Standards.

## **National Unit Specification: support notes (cont)**

**UNIT**      Music: Performing (Higher)

### **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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).