

National Unit Specification: general information

UNIT	Music: Performing with Technology (Access 3)
CODE	DV4F 09
CLUSTER	Music (Access 3)

SUMMARY

This Unit is intended for candidates who wish to develop their skills in performing and in the use of music technology. Candidates may study the Unit as part of a general education, as a leisure interest, or for vocational reasons. While candidates may have limited experience of performing, of using sequencing programmes with computers or of basic audio recording techniques, this Unit could be used as an introduction to a specific area of Music Technology, providing candidates with a basis for further study at Intermediate 1 and beyond.

This Unit can be studied on its own or as part of the Access 3 Music Cluster. It is one of a series of Performing with Technology Units which progresses from Access 3 to Advanced Higher. The focus of the Unit is practical, but candidates will also build their knowledge and understanding of basic concepts and techniques used in technology.

Candidates will develop performance skills on one instrument or voice. They will also produce audio folios of performances using MIDI Sequencing to record, edit and mix pieces of music using a computer with a music sequencing package; OR use multi-track recording equipment to record and mix musical performances from a variety of sources.

OUTCOMES

1. Perform music in various styles.
2. Demonstrate understanding of concepts and techniques involved in producing musical performances using technology.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass:	LJ
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CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3)

**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

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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

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

Evidence requirements for Outcome 1

Performance evidence supported by an assessor's checklist of all performance evidence is required to demonstrate satisfactory attainment of the Outcome and the Performance Criteria.

Assessment will take place under controlled conditions in the course of live performances by the candidate of the prepared programme. 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 to be found in *SQA's National Qualifications in Music: Performing*.

Performance evidence will be based on a programme on one instrument, voice solo and/or in a group containing at least two contrasting pieces of music, and lasting 3 minutes.

The National Assessment Bank item (NAB) for this Unit exemplifies the standard and provides an assessor checklist. Centres wishing to devise their assessment material should refer to the NAB to ensure a comparable standard.

National Unit Specification: statement of standards (cont)

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OUTCOME 2

Demonstrate understanding of concepts and techniques involved in producing musical performances using technology.

Performance Criteria

- a) Set up equipment for selected music technology effectively according to safe and correct practice
- b) Operate equipment for selected music technology effectively according to safe and correct practice
- c) Organise and manage practical tasks effectively
- d) Apply concepts and techniques skilfully and creatively in practical tasks to create, develop and refine recordings
- e) Accurately identify and explain concepts and techniques used in the selected area of music technology

Evidence requirements for Outcome 2

Written/oral and performance evidence is required which demonstrates satisfactory attainment of this Outcome and all of its Performance Criteria.

Evidence will be based on:

- ◆ Assessor observations – Candidates will be given an assignment brief which details the practical tasks to be undertaken in **either** MIDI Sequencing **or** Sound Engineering and Production. The assessor will record the candidate's progress on an observation checklist which must be maintained and kept up to date. The observation checklist must be retained for moderation purposes.

Candidates should base their work on published music scores, their own arrangements of music or on their own compositions.

- ◆ Test of knowledge and understanding – Candidates will respond to a set of questions testing knowledge and understanding, including questions about audio excerpts. Evidence should be produced in supervised, closed-book conditions with a time limit of 40 minutes. Responses may be written or in the form of an oral recording. The test will include alternative sections relating to MIDI Sequencing or Sound Engineering and Production.

National Unit Specification: statement of standards (cont)

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Details of the mandatory concepts and techniques specified for this level of music technology are given in the Appendix to this Unit.

Assessors should note the following conditions:

- ◆ In MIDI Sequencing candidates may not use commercial files or music files edited by anyone else as part of a submission for assessment.
- ◆ In Sound Engineering and Production candidates may not use professional recordings or material recorded by anyone else as part of a submission for assessment.

The National Assessment Bank item for this Unit (NAB) illustrates the standard to be applied, the breadth of coverage and includes an assignment brief, an assessor's observation checklist and a test of knowledge and understanding. Centres who wish to develop their own instrument of assessment should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Music: Performing with Technology (Access 3)

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 provides candidates with an opportunity to build strong foundations for further development of performing skills; they will be able to establish 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 publication National Qualifications in Music: Performing*.

For candidates studying this Unit as part of the Access 3 Music Cluster, 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 to be found in the Cluster Specification.

Candidates who study this Unit will develop basic knowledge, understanding and practical skills in either MIDI Sequencing *or* Sound Engineering and Production.

They will demonstrate their abilities in processes followed throughout the Unit and in a test of knowledge and understanding. Candidates should keep a log of their recordings to identify the equipment used, the music performed (with a score or a performance plan included), the performers, and the editing processes used.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit can be delivered in a variety of teaching situations:

Outcome 1

For performing, preparation may be 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 situations as appropriate. Candidates will have the opportunity to extend, develop and refine their technical and musical competence in performing. The study of a variety of musical styles and genres will provide a context for developing these performing skills and, through practical activity, conceptual knowledge and understanding.

In Performing, opportunities could be created to enable candidates to perform to members of their class and to others.

Where this Unit is being taken as part of the Access 3 Music Cluster, candidates will gain an understanding of style and compositional techniques from the repertoire studied.

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Outcome 2

In the chosen area of music technology, candidates will base their work on published music scores, their own arrangements of music, or on their own compositions to demonstrate creative use of MIDI Sequencing or Sound Engineering and Production. Personal decisions about setting up, creating tracks, evaluating the music and producing a final mix should demonstrate a basic understanding of the concepts and techniques involved in achieving an effective musical production. The mandatory concepts for the optional areas of music technology, detailed in the Appendix, should be used to indicate the breadth of candidates' practical skills in assignments which lead to completed recordings.

At this level it is anticipated that candidates will require help for a majority of class time with setting up, demonstrating and running the equipment necessary for the successful completion of this Unit.

Useful classroom activities might include tutor demonstrations of good practice, peer-group opinions and support, and some independent work.

The following conditions should be noted:

- ◆ In MIDI Sequencing candidates may not use commercial files or music files edited by anyone else as part of a submission for assessment.
- ◆ In Sound Engineering and Production candidates may not use professional recordings or material recorded by anyone else as part of a submission for assessment.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Centres will know from their preparation of candidates, and from formative assessment of work in progress, when candidates are ready for formal Unit assessment. It is likely that assessment of practical skills will take place towards the end of the Unit, allowing time for any re-evaluation, re-editing and re-assessment which may be required from the candidate. It is important that the assessor's observation checklist and a candidate's log are maintained throughout the Unit in order to inform assessment of the candidate's development in the creative use of technology.

The National Assessment Bank items for this Unit provide useful checklists and guidance for assessing candidate performance against the Performance Criteria detailed in the Statement of Standards.

Assessment of the Unit will consist of:

- a performance programme, solo and/or in group, on one instrument/voice, lasting 3 minutes
- evidence of attainment of Outcomes and Performance Criteria in MIDI Sequencing *or* Sound Engineering and Production derived from assessor observation checklists and from a test of knowledge and understanding

National Unit Specification: support notes

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CANIDIDATES 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).

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APPENDIX

Sound Engineering and Production Mandatory Concepts

ACCESS 3 (MANDATORY) Sound Engineering	EQUIPMENT, CONTROLS, EFFECTS, PROCESSES, TECHNIQUES AND TECHNICAL SPECIFICATIONS	OTHER MUSICAL FEATURES
	Amplifier CD Channel Connector Count-in Distortion Dry Echo Fader Fade in Fade out Gain Headphones Input Jack plug Lead/cable	: Level : Loudspeaker : Meter : Microphone : Microphone stand : Mix : Mono(phonic) : Noise : Output : Phono plug : Recorder : Stereo(phonic) : Track : Trim : Wet

OTHER SOUND ENGINEERING AND PRODUCTION CONCEPTS FOR INFORMATION AND SUPPORT IN THE UNIT

ACCESS 3 (Support concepts)	Acoustic Acoustic screen Arrangements Circuit breaker Control room Live room Mains multiblock Record	: Session : Signal : Take : Tape : Tone control : Track sheets : Two-track recorder (2-track)	Arrangements
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MIDI Sequencing Mandatory Concepts

ACCESS 3 (MANDATORY) MIDI Sequencing	GENERAL TERMS		EQUIPMENT
	Arrange window BPM(beats per minute) Copy/Cut and paste Count-in Event Local control Metronome/click MIDI MIDI files MIDI In MIDI Out Mix/Balance Pan	Record Save Silence Synthesizer Tempo Time signature Track (names) Transport bar/controls Undo Velocity Volume	Amplifier Headphones Interface Loudspeaker MIDI interface Sequencer Synthesizer

OTHER MIDI SEQUENCING CONCEPTS FOR INFORMATION AND SUPPORT IN THE UNIT

ACCESS 3 (Support concepts)	Application File management Format Signal Toolbox	CD Computer Jack connector Joystick port Keyboard controller Studio
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