



National Unit Specification: general information

UNIT Performing Music on One Instrument or Voice (SCQF level 7)

CODE F3F4 13

SUMMARY

In this Unit candidates will develop skills in solo instrumental or vocal performance to an advanced level. They will rehearse a varied programme of music, develop a broad knowledge of their chosen instrument/voice and its repertoire, and present a musical performance.

This Unit is designed for those who already have substantial experience of performing. It is available as a free-standing Unit, which may be studied as part of a general education, as a leisure interest, or for vocational reasons. It is one of a series of *Performing Music on One Instrument or Voice* Units which progress from SCQF level 3 to SCQF level 7.

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

OUTCOMES

- 1 Carry out an effective music practice routine.
- 2 Describe music chosen for performance.
- 3 Perform music in contrasting styles.

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:

- ◆ Performing Music on One Instrument or Voice (SCQF level 6)
- ◆ Higher Music

Administrative Information

Superclass: LH

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Advanced Higher (8 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 is no automatic certification of Core Skills 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 SQA.

OUTCOME 1

Carry out an effective music practice routine.

Performance Criteria

- (a) Identifies appropriate programme content and initial targets.
- (b) Practices independently, regularly, and in an organised fashion.
- (c) Reviews and evaluates progress effectively.
- (d) Sets future targets based on evaluation.

OUTCOME 2

Describe music chosen for performance.

Performance Criteria

- (a) Briefly places music performed in context and provides background information.
- (b) Identifies key features of the composer's use of the instrument or voice.
- (c) Briefly describes distinctive compositional and stylistic features of the music performed.

OUTCOME 3

Perform music in contrasting styles.

Performance Criteria

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

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The requirements for the three Outcomes include:

Outcome 1

Written or oral evidence, gathered throughout delivery of the Unit, which:

- ◆ lists the pieces chosen for the performance programme, lasting 15 minutes
- ◆ details the initial and future targets set
- ◆ summarises the candidate's record of practice
- ◆ records candidate's and assessor's review comments

Outcome 2

Written or oral evidence, gathered in open-book, supervised conditions, in which the candidate provides a description in the form of a programme note (around 200 words) for **one** of the pieces performed.

Outcome 3

Performance evidence, supplemented with an assessor observation checklist, based on a live performance programme which contains at least two contrasting pieces, and which lasts 15 minutes in total.

Candidates may be assessed on a piece by piece basis, as they are ready, during delivery of the Unit; alternatively their performance of the entire programme may be assessed in a single event, towards the end of the Unit.

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

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessment for this Unit they should be of a comparable standard.

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.

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, the primary focus of which is instrumental or vocal performance, provides candidates who have had substantial previous performing experience with an opportunity for further development of performing skills. Efficient rehearsal practices will lead to the establishment of technical and musical competence at an advanced level, and knowledge of the repertoire will be considerably broadened at this level through the study of a wide variety of musical styles and genres. Candidates 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*.

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.

At this level candidates will study longer and more complex pieces and it continues to be important that they are given guidance, in consultation with the tutor, in how to plan programme content, set targets and practise effectively in order to secure advanced techniques. The log or diary, an interactive document involving the student and the tutor, should play a major part in this process, though candidates should now demonstrate greater independence in their practice.

An advanced and detailed knowledge of the background, compositional techniques and stylistic features of the music studied will enable candidates to perform with greater understanding. Tutors should aim to develop this knowledge and understanding as opportunities arise during the delivery of the Unit. The knowledge gained in this process will help inform the candidates' programme notes.

In order to develop performance skills and to sustain motivation, a variety of repertoire in addition to that used for assessment purposes could be explored; although not appropriate to assessment purposes in this Unit, this additional repertoire might include pieces for group performance.

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. This will help to increase their experience and confidence in performing longer and more complex programmes.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In studying this Unit candidates will have opportunities to develop a number of Core Skills. In relation to *Problem Solving*, successful management of their music practice routine will require them to plan and organise effectively and to review and evaluate their progress on an ongoing basis. In addition, the requirement to describe music performed through the medium of a programme note will further their written and/or oral *Communication* skills.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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 communications 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)*.

An awareness of assessment requirements and arrangements at an early stage in the delivery of the Unit will lend purpose to candidates' learning.

Centres will know from their ongoing preparation of candidates, and from formative assessment of work in progress, when candidates are confident and ready for formal Unit assessment of Outcomes 2 and 3; appropriate timing will help to maintain candidate confidence.

Assessment of performance, while involving some sense of occasion and communication with an audience (perhaps only the assessor), should be conducted in a candidate-friendly and encouraging atmosphere.

Time should be allowed for any necessary re-assessment.

The NAB item for this Unit provides a useful checklist and guidance for assessing candidate performance against the Performance Criteria detailed in the Statement of Standards.

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).