



National Unit specification: general information

Unit title: Participate in a Community-based Music-making Activity (SCQF level 6)

Unit code: H1X2 12

Superclass: PN

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Version: 02

Summary

This Unit enables candidates to further develop and extend their knowledge and understanding of the different ways practical music-making can be applied in the context of community music-making. The Unit will allow candidates to explore possible approaches before participating in the delivery of a community-based musical activity. Candidates are required to research, plan, participate in and evaluate a music-making activity suitable for a community setting, and to show awareness of the links between theory and practice in the application of practical music-making in a community setting.

This Unit may be useful for candidates studying practical and/or performance based music, musical theatre, music and education, music for wellbeing, or music in a community setting.

This is a mandatory Unit within the National Progression Award: Music for Wellbeing (SCQF level 6), but can also be taken as a freestanding Unit.

Outcomes

- 1 Identify music which can be used in the context of a community setting.
- 2 Demonstrate the application of music in the context of music in a community setting.
- 3 Evaluate own skills base and performance in the application of music in the context of a community setting.

Recommended entry

While entry is at the discretion of the centre, it is anticipated that candidates will have a background in music and ability on one or more instruments. This could be evidenced by the following, or equivalent:

Performing Music on One Instrument or Voice (F3F4 11).

General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 6: (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

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

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(SCQF level 6)

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

Identify music which can be used in the context of a community setting.

Performance Criteria

- (a) Identify the aims and objectives of music in a community setting.
- (b) Identify music and music-making activities.
- (c) Explain the approaches and techniques identified.

Outcome 2

Demonstrate the application of music in the context of a community setting.

Performance Criteria

- (a) Select a specific music-making activity in the context of a community setting.
- (b) Identify the main aims and intended outcome of the music activity.
- (c) Identify the main tasks required to deliver the workshop to the recipient group.
- (d) Lead and/or direct part of a music activity.

Outcome 3

Evaluate own skills base and performance in the application of music in the context of a community setting.

Performance Criteria

- (a) Measure own skills base.
- (b) Evaluate own performance leading/directing part of a music activity suitable for a community setting.
- (c) Respond to feedback.
- (d) Identify strengths and areas for development in relation to own skills base and performance.

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.

Outcome 1

Written and/or oral recorded evidence is required in which candidates must:

- ◆ Identify a minimum of three aims of the use of music in a community setting
- ◆ Identify suitable music, and a minimum of three different music-making approaches, that could form part of a workshop in a community setting
- ◆ Present findings in a practical presentation which explains the approaches and techniques identified

Outcome 2

Product or performance evidence is required in which candidates must:

- ◆ Select a suitable community-based music-making activity appropriate to a group in a community setting
- ◆ Identify a minimum of two specific aims of the activity, and the intended Outcome
- ◆ Identify the main tasks required to deliver the workshop effectively to the recipient group
- ◆ Lead and/or direct a part of the music activity effectively

Outcome 3

Written and or oral recorded evidence is required in which candidates must:

- ◆ Measure their own skills base and comment on how it could contribute to music-making in a community setting
- ◆ Evaluate their own performance in having led/directed part of a music activity suitable for a community setting.
- ◆ Respond to feedback on their performance
- ◆ Identify a minimum of two strengths and two areas for further development in their own skills base in relation to leading/directing a community-based music activity

National Unit specification: support notes

Unit title: Participate in a Community-based Music-making Activity (SCQF level 6)

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

At the time of writing, there are no National Occupational Standards that this Unit can be mapped against. However, deliverers should consider National Occupational Standards as part of the context for delivering this Unit, when they are available.

This is a mandatory Unit within the National Progression Award: Music for Wellbeing (SCQF level 6), but can also be taken as a freestanding Unit.

The Unit is designed to give candidates the opportunity to appreciate a wide variety of musical approaches and techniques which would be suitable for inclusion in a community/music for wellbeing setting. Possible approaches could include, but are not limited to, the use of the candidates' own instruments. Possible areas for exploration might include group singing/playing, solo singing/playing, all forms of practical instrumental music-making and use of voice, the use of tuned and untuned percussion, eg gamelan or samba drumming, the use of found objects and environmental elements, and the use of live accompaniments and backing tracks.

The planned project could be led by one or more players/animateurs using improvised and/or pre-existent material and is designed to allow candidates to explore methods for working alone and as part of a team of musicians should they wish to do so.

Candidates should be encouraged to explore how to structure and manage music activities in a workshop/community setting, and to improve their knowledge and understanding of the necessary skills to do this successfully. Candidates should also have the opportunity to develop and improve awareness of the learning styles and engagement of others.

The kinds of recipient community groups envisaged may include children, the elderly, groups of individuals with specific needs and different ethnic groups.

Candidates will have the opportunity to research, plan, participate in and evaluate a practical activity which could be used as a means for outreach and community development.

Delivery and practical assessment aspects of this Unit could be integrated with the Unit: *Music: Organising a Community-based Musical Activity* (SCQF level 6). The Unit could also allow contextualisation of parts of the *Professional Practice* Unit offered as part of this NPA.

National Unit specification: support notes (cont)

Unit title: Participate in a Community-based Music-making Activity (SCQF level 6)

Guidance on learning and teaching approaches for this Unit

The opportunity for candidates to discuss and share ideas should be encouraged during the delivery of and feedback on Outcomes 1 and 2 in this Unit.

Candidates will find it useful if they are given examples of the kinds of activities which could form part of music-making projects of this kind. They will also find it useful to be given examples of projects and workshops which appeal to specific recipient groups. It is envisaged that an integral part of the delivery of this Unit will be to allow candidates to try out techniques which may be available to them first hand, with an initial emphasis on their own practical music-making skills.

It is recommended that ongoing feedback and discussion of the relative strengths and weaknesses of the various methods of music-making explored and the groups for whom these approaches may or may not be suitable should form the basis on which candidates go on to create their own music activity.

Outcome 1 is research based and it is recommended that candidates share their individual findings with each other in order to allow peer-learning within the cohort group. There may be opportunities for a tutor-led question and answer session, supported by observation checklists. Possible teaching and delivery methods could include presentations by visiting specialists and the opportunity to visit existing community music-making groups to see these approaches in practice.

Essential Skills

Within this Unit, there are opportunities for candidates to develop Essential Skills, as noted below.

Enterprise

Candidates are engaging in an activity with direct relevance to career development and entrepreneurship. They are also encouraged to develop their self-awareness and scope for improvement through engagement with this Unit.

Employability

There are opportunities to develop aspects of self-management, team working, employer and customer awareness, problem solving and communication and literacy through engagement with this Unit.

Citizenship

There are opportunities to develop aspects of citizenship since this Unit is intrinsically linked to community involvement, and to issues surrounding entitlement, diversity, decision-making, effective contributions and capacity building.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

This Unit could be assessed using three instruments of assessment.

Outcome 1 should be successfully achieved before commencing Outcome 2.

It is suggested that class discussion as well as tutor-led and peer feedback should play a part in the assessment of Outcomes 1 and 3.

Assessment of Outcome 1 is formative and could comprise written and/or oral recorded evidence supported by observation checklists. Written evidence could be presented as a workbook, folio and/or in an electronic format. This should not exceed 750 words.

Candidates should demonstrate an adequate understanding of their findings.

The practical presentation in which candidates present findings is recommended to be of around 3 to 5 minutes' duration.

Additional ways to assess this Outcome could include group discussion.

Evidence for Outcome 2 could comprise a workshop with the cohort group or with a community group, supported by the tutor. Candidates must show appropriate application of skills through one practical exercise lasting between 5 and 15 minutes. Assessors should use observation checklists. Supporting evidence, either as a paper document or in electronic form, could be supplied as supplementary evidence of each candidate's individual awareness and understanding.

In Outcome 3, the tutor will offer individual feedback after the practical assessment, and there will also be an opportunity for peers to discuss and provide feedback. The evidence will be generated after the practical assessment in supervised, open-book conditions and the recommended minimum word count is 500 words.

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 social software. 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)*.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

Candidates may produce written and/or oral communication evidence as part of the assessment for all Outcomes. This offers ideal opportunities to develop aspects of the Core Skill of *Communication*.

Candidates will have the opportunity to develop aspects of the Core Skill of *Problem Solving* when researching community-based musical activities and also during the creation of the plan for their music-making project.

In addition candidates may develop aspects of *Information and Communication Technology* through the use of the computers for research or presentation purposes.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

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

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	09/10/2012

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