



National Unit specification: general information

Unit title: History of Stringed Musical Instruments: Classical to Modern Periods (SCQF level 6)

Unit code: H1YA 12

Superclass: LF

Publication date: October 2012

Source: Scottish Qualifications Authority

Version: 02

Summary

This Unit enables candidates to gain knowledge and understanding of the history and development of stringed musical instruments from the classical to modern periods. Developments in the history of stringed musical instrument making will be identified and put into context in broad chronological order. Key events occurring in the development of stringed musical instruments will be evaluated and candidates will then choose a topic for further investigation.

This is an optional Unit within the National Certificate in Stringed Musical Instrument Making and Repair at SCQF level 6 but can also be taken as a freestanding Unit.

Outcomes

- 1 Demonstrate an understanding of the chronological development of stringed instruments from the classical to modern periods in a selected context.
- 2 Evaluate key events in the development of stringed musical instruments from the classical to modern periods in a selected context.

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:

- ◆ English or Communication at SCQF level 5
- ◆ History of Stringed Musical Instruments: Medieval to Baroque (SCQF level 5)

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 6

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

Unit title: History of Stringed Musical Instruments: Classical to Modern Periods (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

Demonstrate an understanding of the chronological development of stringed instruments from the classical to modern periods in a selected context.

Performance Criteria

- (a) The information presented is relevant.
- (b) The information presented demonstrates accurate understanding of the issue.
- (c) The knowledge is applied to address a specific historical issue.

Outcome 2

Evaluate key events in the development of stringed musical instruments from the classical to modern periods in a selected context.

Performance Criteria

- (a) The historical issue is placed in context.
- (b) The explanation is valid in terms of the historical issue being addressed.
- (c) The response is appropriately structured.
- (d) The evaluation makes use of historical evidence.
- (e) The conclusion is relevant to the issue and is supported by the evidence presented.

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.

Candidates will be set an assignment in which they demonstrate knowledge and understanding, and evaluation of the chronology and key events relating to the history and development of stringed musical instruments, in a selected context.

The individual topics will be agreed between candidate and tutor.

Candidates must explain a minimum of three key developments relating to one particular musical instrument. This must include the chronology of the events and the relationship of the developments between music, instrument and social events.

This should be gathered under open-book conditions and could be in the format of an essay, folio or presentation.

National Unit specification: support notes

Unit title: History of Stringed Musical Instruments: Classical to Modern Periods (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

This is an optional Unit within the National Certificate in Stringed Musical Instrument Making and Repair at SCQF level 6 but can also be taken as a freestanding Unit. The Unit is an introduction to music and musical instruments relating to the Classical to Modern periods, which may include the following:

- ◆ Classical
- ◆ Romantic
- ◆ Early 20th Century
- ◆ Modern

The methods of construction, materials used and developments in musical instrument making are identified and links with the parallel changes in music and social context discussed.

The range of instruments that might be considered includes: harp, lute, zither, hurdy-gurdy, violin, viol, viola, cello, arch lute, vihuela, classical guitar, flamenco guitar, steel string guitar, bouzouki, cittern, mandolin, electric guitar, bass guitar, double bass, harp guitar, banjo, ukulele, hammer dulcimer and Appalachian dulcimer.

The range of musical developments that might be considered includes: 18th century classical music, romanticism, opera, symphony and concerto, chamber music, early 20th century music, atonality and modern developments, popular music, individual composers, blues, rock, folk and jazz.

The range of social or historical developments that might be considered includes: availability of materials, influence of travel, fashion, changing tastes, costs, patronage, the Church, industrialisation, availability of new materials and processes, changes in political system, colonisation/slavery, etc.

Guidance on learning and teaching approaches for this Unit

Tutor input will be beneficial in providing a background to music and musical instrument history. Whole class activities could include listening to music from different periods and genres, plus visits to museums and/or concerts. Early instruments can be illustrated by showing examples from painting, sculpture and other forms of art. Examples of instruments being played can be seen on the internet.

Individual research by candidates will involve gathering the information necessary to produce an essay, presentation or folio.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

A holistic approach to assessment can be used and one essay, presentation or folio assignment gathered as evidence for both Outcomes.

The recommended assignment to be set is either a 1,500 word response, or 1,200 word response with 20 photographs/pictures/diagrams.

This should be gathered under open-book conditions and could be in the format of an essay, folio or presentation.

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)*.

Opportunities for developing Core Skills

In this Unit the candidates will learn about the history of stringed musical instrument making and music.

Candidates will:

- ◆ Research information
- ◆ Record and discuss research
- ◆ Relate music and musical instruments to their historical context

This means that as candidates are undertaking this Unit they may develop aspects of the Core Skills of *Communication* and *Problem Solving*.

In addition, candidates may develop aspects of the Core Skill of ICT through use of computers for research, discussion and presentation of material.

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 6.

National Unit specification: support notes (cont)

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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 6 embedded.	09/10/2012

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