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## Music Technology Assignment (National 4)

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** H248 74

### Unit outline

This is the Added Value Unit in the National 4 Music Technology Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Music Technology Course through the successful completion of an assignment which will allow the learner to demonstrate challenge and/or application.

Learners who complete this Unit will be able to:

- 1 Plan and carry out a short creative production using music technology

This Unit is a mandatory Unit of the National 4 Music Technology Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course Support Notes*, which provide advice and guidance on delivery and assessment approaches. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the Units in the National 4 Music Technology Course:

- ◆ Music Technology Skills (National 4)
- ◆ Understanding 20th and 21st Century Music (National 4)
- ◆ Music Technology in Context (National 4)

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### **1 Plan and carry out a short creative production using music technology by:**

- 1.1 Planning, with guidance, a short creative sound production
- 1.2 Applying basic recording and editing skills
- 1.3 Applying basic mixing skills
- 1.4 Using sounds and/or music creatively and appropriate to the context
- 1.5 Producing final output in an appropriate file format
- 1.6 Carrying out a simple evaluation of the production

## Evidence Requirements for the Unit

This Unit will be assessed through controlled assessment which meets the Evidence Requirements below.

The assessment method for this Unit will be an assignment in which the learner will plan, implement and evaluate a short creative production using music technology. The learner will draw on and apply skills and knowledge developed through the units of the Course. The creative production may be in any appropriate context, such as (but not limited to) live performance, radio broadcast, creative selection/design of music and/or sound for film, TV themes, adverts and computer gaming.

The assignment is:

- ◆ set by centres within the SQA guidelines described below
- ◆ conducted under some supervision and control

Evidence will be internally marked by centre staff in line with SQA guidelines.

All assessment is subject to quality assurance SQA.

### Setting the assessment

The assignment will be set by centres within the following guidelines:

- ◆ The specification for the assignment will be agreed between the learner and the teacher/lecturer.
- ◆ The assignment will be a meaningful and appropriately challenging task which should clearly demonstrate application of musical and technical knowledge and skills, at an appropriate level, as defined in the 'Further mandatory information on Course coverage' section of this document.
- ◆ An appropriate assignment will allow the learner to apply technical skills developed in the Music Technology Skills (National 4) Unit, show musical understanding developed in the Understanding 20th and 21st Century Music (National 4) Unit and understanding of context developed in the Music Technology in Context (National 4) Unit.

- ◆ The production should include a minimum of four parts, at least one of which should involve the use of a microphone.
- ◆ The teacher/lecturer will provide overall guidelines for the assignment and a list of questions, tasks and prompts that will lead the learner through the assignment in clear stages.

### **Conducting the assessment**

The assignment will be conducted under some supervision and control. This will take the form of the following:

- ◆ The assignment will be carried out under supervised open-book conditions.
- ◆ The teacher/lecturer may give learners some support and guidance, as appropriate to National 4 level, to help them progress through each stage of the assignment. The amount of support provided should be reflected in the assessment judgement.

### **Judging the evidence**

Evidence will be internally marked and verified by centre staff in line with SQA guidelines.

All assessment is subject to quality assurance by SQA.

- ◆ Evidence should include:
- ◆ the plan for the production (in written, electronic and/or oral form)
- ◆ the completed audio master
- ◆ a record of progress through the task (such as an electronic log produced by the learner)
- ◆ a short report evaluating the production (in written, electronic and/or oral form)

### **Re-assessment**

In relation to Unit assessment, SQA's guidance on re-assessment for Units applies.

Further information is provided in the exemplification of assessment in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

Please refer to the *Course Specification* for information about skills for learning, skills for life and skills for work.

## Further mandatory information on Course coverage for the National 4 Music Technology Course

The following gives details of mandatory skills, knowledge and understanding for the National 4 Music Technology Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course.

In each table, the concepts and terms listed below the dashed line are the concepts and terms for National 4 Music Technology which build on, and include, those in *italic* above the dashed line, which are assumed to have been developed through prior experience, such as the National 3 Music Technology Course

Learners are expected to study all of the concepts in the tables below.

Technological terms	Styles and genres
<i>Beat</i> <i>Capture</i> <i>Channel</i> <i>Distortion/overload</i> <i>Dry/wet</i> <i>frequency (Hertz, kHz)</i> <i>microphone</i> <i>MIDI</i> <i>Sequenced data</i> <i>Session log</i> <i>Track (names/list)</i> <i>Virtual instrument tracks</i> <i>Volume</i>	<i>Jazz</i> <i>Blues</i> <i>Rock</i> <i>Disco</i>
Apps Arrange window Arrangement Clipping Feedback File management Frequency response Intro/outro Lead vocal Polar patterns (cardioid and omnidirectional) Popping and blasting Proximity effect Sibilance Take Tempo	Ragtime Swing Skiffle Synth pop Electronica /dance music Rap

<b>Melody/harmony</b>	<b>Rhythm/tempo</b>	<b>Texture/structure/form</b>	<b>Timbre/dynamics</b>
<i>Ascending</i> <i>Descending</i> <i>Step (stepwise)</i> <i>Leap (leaping)</i> <i>Repetition</i> <i>Sequence</i> <i>Improvisation</i> <i>Chord</i> <i>Chord change</i>	<i>Accent/accented</i> <i>Beat/pulse</i> <i>Beats per minute</i> <i>Two, three or four beats in the bar</i> <i>On the beat/off the beat</i> <i>Repetition</i> <i>Slower/faster</i> <i>Pause</i> <i>Drum fill</i>	<i>Unison/octave</i> <i>Harmony/chord</i> <i>Solo</i> <i>Accompanied/unaccompanied</i> <i>Repetition</i> <i>Riff</i> <i>Ostinato</i>	<i>Acoustic/electronic</i> <i>Striking (hitting), blowing, bowing, strumming, plucking</i> <i>Acoustic guitar, electric guitar</i> <i>Piano, organ, synthesiser</i> <i>Drum kit</i> <i>Voice/vocals</i> <i>Crescendo (cres)</i> <i>Diminuendo (dim)</i>
Major/minor (tonality) Broken chord/arpeggio Change of key Pedal Scale Octave Vamp Scat singing	Syncopation 2 3 4 6 4 4 4 8 Anacrusis Accel(erando) Rall(entando) A tempo	Binary – AB Ternary - ABA Verse and chorus (song structure) Middle 8 Imitation	Woodwind instruments String instruments Brass instruments Percussion instruments Bass guitar Distortion Muted Backing vocals Voices – S A T B

Learners are expected to use a range of controls, effects and processes in their assignment, drawn from the following lists (those in *italic* are assumed from prior experience, such as study of the National 3 Music Technology Course):

### **Controls and effects**

*delay, EQ (equalisation), gain/trim, mono(phonic), panning, playback, record, reverb(eration), stereo(phonic), time domain*

compression/expansion, effects (FX), fader, line level, microphone level, tone control, transport bar/controls

### **Processes**

*backup copy, format, mix/mixing/balance, normalising, sampled, save, audio/stereo master, USB (port)*

click track, copy, cut and paste, dry mix/wet mix, effects pedals, final mix, general MIDI (GM), guide vocal, import/export, input/output, mute, overdub, peak, sequencer, signal path, synchronisation (sync), WAV/AIFF file

## Administrative information

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**Published:** June 2013 (version 1.1)

**Superclass:** LH

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Amended list of concepts.	Qualifications Development Manager	June 2013

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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