



---

## Music Technology in Context (National 4)

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

**Unit code:** H247 74

### Unit outline

The general aim of this Unit is to enable learners to develop and use technical and creative skills in a range of real-life contexts such as live performance, radio broadcast, composing for film, TV themes, adverts and computer gaming.

Learners who complete this Unit will be able to:

- 1 Produce audio masters in straightforward contexts

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 *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Added Value Unit Specification* for the National 4 Music Technology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 Music Technology Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ National 3 Music Technology Course

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## **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 *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Produce audio masters in straightforward contexts by:**
  - 1.1 Using basic skills in audio capture
  - 1.2 Using basic skills to manipulate audio and sequenced data
  - 1.3 Mixing down to an audio master in appropriate file format(s)

### Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners must provide evidence of their ability to use music technology skills. These must be demonstrated across at least two clearly different contexts, which might include recorded live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming, at least one of which must include musical content. Sequenced data could include MIDI, virtual instruments, samples or loops.

Evidence will be the audio master(s) of brief examples, supplemented by observational evidence of the Assessment Standards.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **3 Health and wellbeing**

### 3.1 Personal learning

## **4 Employability, enterprise and citizenship**

### 4.2 Information and communication technology (ICT)

## **5 Thinking skills**

### 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

---

**Published:** April 2012 (version 1.0)

**Superclass:** LH

---

## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if it is reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at **[www.sqa.org.uk](http://www.sqa.org.uk)**.

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.

© Scottish Qualifications Authority 2012