

National Unit Specification: general information

UNIT Music: Composing (Advanced Higher)

CODE DV45 13

COURSE Music (Advanced Higher)

SUMMARY

This Unit is intended for candidates who have an interest in creating their own music and who wish to develop their compositional skills. Candidates may study the Unit as part of a general education, as a leisure interest, or for vocational reasons. It is likely that candidates will have attained a level equivalent to Higher Grade Music.

This Unit can be studied on its own or as part of the Advanced Higher Music Course. It is one of a series of Composing Units which progresses from Access to Advanced Higher. It builds on previous levels of attainment by seeking a greater level of sophistication in the range of compositional techniques and an increase in product folio length.

Candidates will demonstrate the creative and technical skills required to complete an audio folio of two compositions, which may include elements of improvisation and/or arrangement, and which lasts at least three minutes in total.

In following the process which culminates in the production of their folio, candidates will make personal decisions about style, performance forces and compositional devices used. Where this Unit is being taken as part of the Advanced Higher Music Course it is likely that decisions will be informed by their experience of styles and compositional concepts in other areas of the Course.

OUTCOME

Produce original work which demonstrates development in the creative use of compositional techniques.

Administrative Information

Superclass: LH

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National Unit Specification: general information (cont)

UNIT Music: Composing (Advanced Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent:

- ◆ Music: Composing Unit at Higher

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 or Core Skill components in this Unit.

National Unit Specification: statement of standards

UNIT Music: Composing (Advanced Higher)

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 the Scottish Qualifications Authority.

OUTCOME

Produce original work which demonstrates development in the creative use of compositional techniques.

Performance Criteria

- a) Initial ideas are selected, explored, developed and refined over a period of time
- b) The development of melodic, rhythmic and harmonic possibilities is effective
- c) The deployment of performance forces is effective
- d) The structure of the pieces in the folio is effective
- e) Work included in the audio folio is original to the individual candidate and makes musical sense to the listener

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence requirements apply to the Unit as a whole.

Product and supporting documentary evidence is required to demonstrate that the candidate has achieved the Outcome and Performance Criteria. This will take the form of:

- ◆ an audio folio of at least 3 minutes duration containing two contrasting pieces of completed candidate work, each lasting a minimum of 1 minute 30 seconds; these may include elements of improvisation and/or arrangement
- ◆ a detailed programme note and score/performance plan for each piece; these will be produced by the candidate, will detail the compositional process and will assist understanding of the product recorded as audio evidence
- ◆ an assessor's, process observation checklist which records the compositional process over time, assists assessment by indicating candidate input and guides final product assessment. This will be maintained and kept up-to-date by the assessor

A range of compositional techniques identified at Advanced Higher level is included in the Appendix to this Unit; it is expected that in their folio candidates will employ a range of techniques from all levels, from Access 3 through to Advanced Higher, and that compositional devices will be used convincingly and in a consistent style; candidates are not however limited to the techniques listed in the Appendix, and may wish, for example, to use a more sophisticated harmonic vocabulary. Musical ideas at this level should be more complex than at lower levels, and candidates should devise structures to accommodate their expression, imaginative development and resolution. Well considered and imaginative use of a number of performance parts will be integral to the candidates' creative use of compositional techniques.

Details of the concept content specified for this level are given in the Appendix to this Unit.

National Unit Specification: statement of standards

UNIT Music: Composing (Advanced Higher)

Exemplification of an assessor's pro forma and assessor's process observation checklist is to be found in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessment and documentation it should do so in line with this exemplification.

National Unit Specification: support notes

UNIT Music: Composing (Advanced Higher)

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

Candidates will have the opportunity to develop their musical creativity and their technical competence in composition. Conceptual knowledge and understanding acquired through the study of a variety of musical styles encountered while listening and/or performing will help to inform this development of creativity. An appreciation of compositional concepts achieved through studying this Unit is of particular relevance to those studying the Advanced Higher Music Course, where an integrated understanding arises from the experience of composing, performing, and listening.

Details of the concept and literacy content specified for this level are given in the Appendix to this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit can be delivered in a variety of teaching situations: in class or by individual or group learning.

Teachers and lecturers may wish to deliver class instruction in compositional techniques to prepare candidates for individual work on their folio, and group work may provide a useful teaching and learning process for developing creative compositional skills in the approach to the production of an individual folio. It is more likely, however, that at this level, where candidates are frequently taught in mixed-level classes and where there is no increase in mandatory concept content, that candidates will increasingly benefit from individual guidance towards more independent learning and by reference to the work of other composers. Since the focus of the Unit is an audio recording of composition, it is likely that candidates will be motivated by hearing performances of their own work and that of other candidates.

Musical literacy is not an outcome of the Unit, but as candidates begin to work more independently they will be assisted by an increasing knowledge of musical notation.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is likely that assessment of the final product will take place towards the end of the Unit, allowing time for any re-working and re-assessment which may be required.

It is important that the assessor's observation checklist and candidate programme note are maintained throughout the Unit in order to inform assessment of the candidate's development in the creative use of compositional skills.

Centres should refer to the National Assessment Bank item for this Unit for guidance on appropriate documentation and on product assessment in line with the statement of standards.

National Unit Specification: support notes (cont)

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CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

APPENDIX

ADVANCED HIGHER

CONCEPT CONTENT

There is no additional concept content at this level.

COMPOSITIONAL TECHNIQUES						CONTEXTS	
	MELODIC	HARMONIC	RHYTHMIC	STRUCTURAL	TIMBRE	STYLES/ FORMS	
ACCESS 3	<ul style="list-style-type: none"> ◆ Ascending ◆ Descending ◆ Stepwise, Leaping ◆ Broken chord ◆ Repetition ◆ Sequence ◆ Phrase ◆ Question, Answer 	<ul style="list-style-type: none"> ◆ Chord ◆ Chord change ◆ Discord 	<ul style="list-style-type: none"> ◆ Repetition ◆ Faster, Slower ◆ Pause ◆ Accented ◆ Beat/Pulse ◆ Simple Time: 2/3/4 Beats in the bar ◆ On the beat, Off the beat ◆ Pattern ◆ Drum fill ◆ Scotch snap 	<ul style="list-style-type: none"> ◆ Single line ◆ Unison/Octave ◆ Harmony ◆ Solo ◆ Ensemble ◆ Ostinato/Riff ◆ Round ◆ Accompanied ◆ Unaccompanied ◆ Repetition, Contrast ◆ Section 	<ul style="list-style-type: none"> ◆ Sound/Silence ◆ Louder/Softer ◆ Sustained, Staccato, Legato ◆ Striking, Blowing, Bowing, Strumming, Plucking, Slapping ◆ Orchestra: Woodwind, Brass, Strings, Percussion ◆ Bands: Brass, Pipe, Rock, Steel, Scottish Dance, Wind/Military ◆ Groups: Folk, Pop, Jazz ◆ Instruments: Electric Guitars Acoustic Guitar Drumkit Keyboards: Piano, Organ, Synthesiser Accordion, Fiddle, Pipes ◆ Voice, Vocal, Choral, Lead vocals, Backing vocals 	<ul style="list-style-type: none"> ◆ Baroque ◆ Jazz ◆ Rock ◆ Pop ◆ Scottish ◆ March ◆ Strathspey ◆ Reel ◆ Waltz ◆ Latin American 	

APPENDIX (cont)

		COMPOSITIONAL TECHNIQUES				CONTEXTS	
		MELODIC	HARMONIC	RHYTHMIC	STRUCTURAL	TIMBRE	STYLES/FORMS
INTERMEDIATE 1		<ul style="list-style-type: none"> ◆ Theme ◆ Variation ◆ Imitation ◆ Ornament ◆ Scales: Pentatonic, Major, Minor, Chromatic ◆ Semitone, tone ◆ Scat singing 	<ul style="list-style-type: none"> ◆ Chord Progressions using I, IV, V in Major ◆ Tonality: Major, Minor ◆ Vamp ◆ Drone ◆ Change of key 	<ul style="list-style-type: none"> ◆ Down beat, Up beat ◆ Anacrusis ◆ Compound time ◆ Speed Change: Accelerando, Rallentando, Rubato ◆ Syncopation 	<ul style="list-style-type: none"> ◆ Chords ◆ Cluster ◆ Arpeggio ◆ Walking Bass ◆ Descant ◆ Contrary Motion ◆ Canon ◆ Binary, Ternary ◆ AB, ABA, AABA ◆ Minuet and Trio ◆ Rondo ◆ Theme and Variations ◆ Programme ◆ Middle 8 	<ul style="list-style-type: none"> ◆ Crescendo, Diminuendo ◆ Individual instruments: Orchestra, Keyboard, Folk, Scottish, String Recorders, Pan pipes ◆ Voices: Soprano, Alto, Tenor, Bass ◆ Effects: Bending, Rolls Distortion, Reverb, Delay ◆ Electronic drums ◆ Ghanaian drum ensemble ◆ Gamelan ◆ Latin percussion ensemble ◆ Ceilidh band ◆ Chamber Music 	<ul style="list-style-type: none"> ◆ Blues ◆ Ragtime ◆ Swing ◆ Romantic ◆ Opera ◆ Musical ◆ Fanfare ◆ Concerto ◆ Symphony ◆ Gaelic Psalms ◆ Scots ballad ◆ Bothy ballad ◆ Waulking song ◆ Mouth music ◆ Slow air ◆ Ghanaian ◆ Indonesian gamelan ◆ Improvisation ◆ Jig ◆ Samba ◆ Salsa

APPENDIX (cont)

		COMPOSITIONAL TECHNIQUES				CONTEXTS	
		MELODIC	HARMONIC	RHYTHMIC	STRUCTURAL	TIMBRE	STYLES/ FORMS
INTERMEDIATE 2		<ul style="list-style-type: none"> ◆ Modulating ◆ Relative major ◆ Relative minor ◆ Tonal ◆ Atonal ◆ Grace note ◆ Trill ◆ Syllabic word setting ◆ Melismatic word setting ◆ Word painting ◆ Interval ◆ Blues scale ◆ Whole-tone scale 	<ul style="list-style-type: none"> ◆ Chord Progressions using I, IV, V & VI in Major and Minor Keys ◆ Modulation ◆ Modulation to Relative Minor ◆ Perfect Cadence ◆ Imperfect Cadence ◆ Tierce de Picardie ◆ Suspension ◆ Passing note ◆ Interval ◆ Consonance, Dissonance 	<ul style="list-style-type: none"> ◆ Groupings in Simple and Compound time ◆ Cross rhythms ◆ Triplets ◆ Dotted rhythms 	<ul style="list-style-type: none"> ◆ Pedal ◆ Inverted Pedal ◆ Ground Bass ◆ Alberti Bass ◆ Homophony ◆ Polyphony ◆ Contrapuntal ◆ Obbligato ◆ Countermelody ◆ Strophic ◆ Through-composed ◆ Coda ◆ Cadenza 	<ul style="list-style-type: none"> ◆ Voices: Mezzo-Soprano, Countertenor, Baritone ◆ Muted/Con sordino ◆ Glissando ◆ Flutter tonguing ◆ Double stopping ◆ Arco ◆ Pizzicato ◆ Col legno ◆ Tremolando/Tremolo ◆ Vibrato ◆ A cappella ◆ Register ◆ 12-String guitar ◆ Slide guitar ◆ Fretless bass guitar ◆ Sitar ◆ Tabla 	<ul style="list-style-type: none"> ◆ Dixieland ◆ Boogie-woogie ◆ Impressionist ◆ Minimalist ◆ Aleatoric ◆ Classical ◆ Scherzo ◆ Cantata ◆ Oratorio ◆ Passion ◆ Chorale ◆ Hymn tune ◆ Pibroch ◆ Recitative ◆ Aria ◆ Chorus ◆ Soul ◆ Country ◆ Indian

APPENDIX (cont)

COMPOSITIONAL TECHNIQUES						CONTEXTS	
	MELODIC	HARMONIC	RHYTHMIC	STRUCTURAL	TIMBRE	STYLES/ FORMS	
HIGHER	<ul style="list-style-type: none"> ◆ Mode ◆ Harmonic and Melodic minor ◆ Acciaccatura ◆ Appoggiatura ◆ Turn ◆ Mordent ◆ Microtone ◆ Tritone ◆ Tone row 	<ul style="list-style-type: none"> ◆ Plagal cadence ◆ Interrupted cadence ◆ Dominant 7th ◆ Diminished chord ◆ Diminished 7th ◆ Augmented chord ◆ Added 6th ◆ Polytonality 	<ul style="list-style-type: none"> ◆ Time changes ◆ Pulse and Beat ◆ Irregular metres ◆ Three against two ◆ Hemiola ◆ Augmentation ◆ Diminution 	<ul style="list-style-type: none"> ◆ Episode ◆ Exposition ◆ Subject ◆ Countersubject ◆ Transition ◆ Bridge ◆ Basso continuo ◆ Sonata form ◆ Antiphonal ◆ Inversion ◆ Retrograde ◆ Tonal answer ◆ Real answer ◆ Leitmotiv ◆ Stretto ◆ Ritornello 	<ul style="list-style-type: none"> ◆ Harmonics ◆ Coloratura ◆ Sprechgesang ◆ Consort ◆ Ripieno, Concertino 	<ul style="list-style-type: none"> ◆ Renaissance ◆ Nationalist ◆ Serial ◆ Neo-classical ◆ Late Romantic ◆ Jazz-funk ◆ Musique concrète ◆ Pavan & Galliard ◆ Plainchant ◆ Mass ◆ Motet ◆ Madrigal ◆ Overture ◆ Sonata ◆ Suite ◆ Concerto grosso ◆ Anthem ◆ Air ◆ Chant ◆ Chorale prelude ◆ Ballett ◆ Chaconne, Passacaglia ◆ Fugue ◆ Lied, Song cycle ◆ Symphonic/Tone poem ◆ Da capo aria 	

APPENDIX (cont)

ADVANCED HIGHER

LITERACY CONTENT

The Literacy Content at this level subsumes the content from previous levels.

APPENDIX (cont)

	MELODIC	HARMONIC	RHYTHMIC	TIMBRE
INTERMEDIATE 1	<ul style="list-style-type: none"> ◆ Treble Clef Stave: C – A' ◆ Notation of Repetitions and Sequences 	-----	<ul style="list-style-type: none"> ◆ Semibreve, Dotted Minim, Minim, Crotchet, Paired Quavers ◆ Barlines ◆ Double Barlines ◆ Repeat Signs ◆ 2/4, 3/4, 4/4 ◆ Accelerando, Rallentando ◆ Allegro, Andante, Adagio 	<ul style="list-style-type: none"> ◆ <i>f</i> Forte <i>p</i> Piano ◆ Crescendo, Diminuendo
INTERMEDIATE 2	<ul style="list-style-type: none"> ◆ Tones, Semitones, Accidentals ◆ Scales and Key Signatures: C, G and F Major, A Minor 	<ul style="list-style-type: none"> ◆ Chords of C, G and F Major, and A Minor 	<ul style="list-style-type: none"> ◆ Dotted Crotchet + Single Quaver ◆ Grouped Semiquavers ◆ Dotted Quaver + Semiquaver ◆ Scotch Snap ◆ 1st and 2nd Time Bars 	<ul style="list-style-type: none"> ◆ <i>ff pp</i>
HIGHER	<ul style="list-style-type: none"> ◆ Bass Clef: E,, - C ◆ Note-naming and Transposing into bass clef 	<ul style="list-style-type: none"> ◆ Chords: I, IV, V & VI in Major and Minor Keys ◆ Naming and writing diatonic intervals formed from the tonic 	<ul style="list-style-type: none"> ◆ 6/8 Time with straightforward note groupings, excluding dotted quavers ◆ Triplets ◆ Rests: Quaver – Semibreve ◆ Da capo, Dal segno, Fine 	<ul style="list-style-type: none"> ◆ Slurs ◆ Accents ◆ Staccato marks ◆ Phrase marks ◆ <i>sfz</i>

	MELODIC	HARMONIC	RHYTHMIC	TIMBRE
ADVANCED HIGHER	-----	<ul style="list-style-type: none"> ◆ Putting chords to cadence points and melodies ◆ Diminished 7th ◆ Dominant 7th ◆ Added 6ths ◆ Inversions 	<ul style="list-style-type: none"> ◆ Ties ◆ Notation of syncopated rhythms ◆ 5/4 Time signature 	-----