



National Unit specification: general information

Unit title: History of Stringed Musical Instruments: Medieval to Baroque (SCQF level 5)

Unit code: FX3J 11

Superclass: LJ

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Version: 01

Summary

The purpose of the Unit is to enable the candidate to gain knowledge and understanding of the history and development of stringed musical instruments and music, linking the key developments in musical instrument making and music history. The Unit is intended as an introduction to the history of music in relation to stringed instruments.

This is an optional Unit within the National Certificate in Stringed Musical Instrument Making and Repair (SCQF level 5), but can also be taken as a freestanding Unit.

This Unit is suitable for candidates with no previous knowledge of musical instruments and will facilitate progression to further study in this area.

Outcomes

- 1 Identify stringed instruments and music from the medieval to baroque periods.
- 2 Describe key factors in the development of stringed musical instruments and music from the medieval to baroque periods.

Recommended entry

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

- ◆ English or Communication at SCQF Level 4

General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**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 component in this Unit.

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

National Unit specification: statement of standards

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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 stringed instruments and music from the medieval to baroque periods.

Performance Criteria

- (a) Identify stringed musical instruments from the medieval to baroque periods.
- (b) Identify music from the medieval to baroque periods.

Outcome 2

Describe key factors in the development of stringed musical instruments and music from the medieval to baroque periods

Performance Criteria

- (a) Describe the development of stringed musical instrument making and music across the medieval to baroque periods.
- (b) Describe the relationship between developments in instrument making and music and their historical context during the medieval to baroque periods.

Evidence Requirements for this Unit

Written and/or oral evidence is required to demonstrate that candidates have achieved the Outcomes and Performance Criteria. Evidence can be gathered holistically for both Outcomes.

The evidence will be produced in open-book conditions and will demonstrate a basic knowledge and understanding of developments in the history of stringed musical instruments and of music.

Evidence must include:

- ◆ Identification and description of two instruments from the following periods. The choices should come from two different periods.
 - Medieval
 - Renaissance
 - Baroque
- ◆ For each instrument, a description of the development of the instrument and of the music associated with the instrument.

National Unit specification: statement of standards

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- ◆ Identification of two factors linking developments in instrument making and music to the historical context of the times describing an example of each.

National Unit specification: support notes

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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 Unit is a brief introduction to music and musical instruments from early history to baroque. It may include music and instruments relating to the following periods:

- ◆ Medieval
- ◆ Renaissance
- ◆ Baroque

The methods of construction, materials used and developments in musical instruments are investigated together with the parallel changes in music and social context. A range of western instruments and music can be discussed, relating them to instruments and music from other areas of the world where appropriate.

The range of instruments that might be considered include: harp lute, psaltry, vielle, zither, dulcimer, oud, hurdy-gurdy, rebec, lira de braccio, violin, viol, arch lute, vihuela, renaissance guitar, cittern, mandolin.

The range of musical developments that might be considered include: Gregorian chant, polyphony, troubadours, secular and religious music, individual composers, notation and musical scales.

The range of social or historical developments that might be considered include: availability of materials, influence of travel, fashion, changing tastes, costs, patronage, the Church, etc.

Candidates completing this Unit will be working towards aspects of the following Creative and Cultural Skills National Occupational Standards.

Design: DES14 Explore the history and social impact of creativity and how it can influence your own design work

Design: DES15 Research and evaluate the nature of design in a specific industry context

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Guidance on learning and teaching approaches for this Unit

Tutor input will be beneficial in providing a background to music and musical instrument history, however the focus should be on individual research with tutor guidance. 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 the candidate will involve gathering the information necessary to produce an essay, power-point presentation or folio.

National Unit specification: support notes (cont)

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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 their historical context

This means that as candidates are undertaking this Unit they will be developing aspects of the Core Skills of Communication and Problem solving.

- ◆ In addition, candidates may develop aspects of the Core Skill of ICT through using the internet for research and discussion

Guidance on approaches to assessment for this Unit

A range of assessment instruments could be used, for example:

- ◆ One 800 word essay, or
- ◆ A ten minute slide presentation of around 20 slides with 600 words of accompanying text, or
- ◆ A folio of around 20 photographs with a 600 word descriptive commentary

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 e-checklists. 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)*.

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

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