

## Performing Skills

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** H240 75

## Unit outline

The general aim of this Unit is to develop and refine performing skills on two selected instruments, or on one instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow and will, through regular practice and reflection, develop technical and musical performing skills. On completion of the Unit, learners will have developed performing, technical and musical skills across a range of music styles.

Learners who complete this Unit will be able to:

- 1 Perform music in a range of music styles

This Unit is 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*.

## **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 one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Music Course or relevant component Units

## **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 Perform music in a range of music styles by:**
  - 1.1 Developing musical and technical skills, showing clear understanding of the composers' intentions
  - 1.2 Self-reflecting on the quality and accuracy of their playing and performing, and identifying personal strengths and areas for improvement

### 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.

Evidence will be a combination of performance, written or oral and/or recorded evidence.

In this Unit, Evidence Requirements are as follows:

- ◆ a sufficient and consistent level of musical and technical control related to pitch and rhythm, tempo and musical flow
- ◆ performing on their two selected instruments, or one instrument and voice, conveying the mood and character of the music with secure intonation and good control of dynamics, tone and rhythm
- ◆ self-reflecting on their performing skills

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

## **5 Thinking skills**

5.3 Applying

5.5 Creating

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 of 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

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**Published:** December 2017 (version 1.0)

**Superclass:** LH

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## History of changes

Version	Description of change	Authorised by	Date

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