



Understanding and Analysing Music (Advanced Higher)

SCQF: level 7 (8 SCQF credit points)

Unit code: to be advised

Unit outline

The aim of this Unit is to develop learners' knowledge and understanding of music, music concepts, musical literacy and analytical skills. They will analyse the musical impact of social and cultural influences on music styles. On completion of the Unit, learners will be able to aurally analyse sections of musical movements or works, demonstrating in-depth understanding of the music.

Learners who complete this Unit will be able to:

- 1 Analyse sections of musical movements or works

This Unit is a mandatory Unit of the Advanced Higher Music 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 the *National Assessment Resource*.

The *Course Assessment Specification* for the Advanced Higher Music Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Music 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 one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher 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 Analyse sections of musical movements or works by:

- 1.1 Selecting suitable music for study
- 1.2 Identifying and analysing the use of level-specific and/or other music concepts, signs and symbols
- 1.3 Analysing the impact of social and cultural influences on the development of music with reference to style and form, melody, harmony and rhythm where appropriate

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 written or oral and/or recorded evidence.

In this Unit, learners will be required to provide evidence of:

- ◆ advanced levels of discriminatory aural awareness
- ◆ recognition and understanding of a wide range of music concepts, signs and symbols
- ◆ analysis of their chosen music
- ◆ analysis of the impact of social and cultural factors on the development of the music

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.

1 Literacy

1.1 Listening and talking

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.4 Analysing and evaluating

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 2013 (version 1.0)

Superclass: to be advised

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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