



National 3  
Course  
Specification



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# National 3 Music Course Specification (C750 73)

**Valid from August 2013**

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

<b>Course title:</b>	National 3 Music
<b>SCQF:</b>	level 3 (18 SCQF credit points)
<b>Course code:</b>	C750 73

### Mandatory Units

The Course comprises the following mandatory Units:

<b>H240 73 Music: Performing Skills (National 3)</b>	<b>6 SCQF credit points</b>
<b>Or</b>	
<b>H6NP 73 Music: Performing Skills with a Scottish Context (National 3)*</b>	<b>6 SCQF credit points</b>
<b>And either</b>	
<b>H23V 73 Music: Composing Skills (National 3)</b>	<b>6 SCQF credit points</b>
<b>Or</b>	
<b>H6NR 73 Music: Composing Skills with a Scottish Context (National 3)*</b>	<b>6 SCQF credit points</b>
<b>and</b>	
<b>H23X73 Understanding Music (National 3)</b>	<b>6 SCQF credit points</b>

\*Scottish Studies Award contributing Unit: This Course Specification should be read in conjunction with the relevant Scottish Studies Unit Specification on the [Scottish Studies Award web page](#).

### Recommended entry

Entry to this Course 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 2 Performance Arts Course or related Units

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

### Progression

This Course or its Units may provide progression to:

- ◆ other qualifications in Music or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

## **Equality and inclusion**

This Course 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 *Course Support Notes*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

The Course allows learners to develop practical skills in performing and creating music, while developing their understanding of a range of music styles and simple music concepts. It can meet the needs of a wide variety of learners with a range of musical interests.

The Course provides opportunities for learners to perform music in a variety of styles using their voice or their selected instrument(s). Through music, learners will develop their ability to express themselves and develop their personal creativity and self-confidence when performing and creating. In the Course, learners will develop their understanding and recognition of level-specific music signs, symbols and concepts as they perform, create and listen to music.

The Course provides scope for personalisation and choice, and provides flexibility to enable learners to achieve in different ways. Across the Course, learners will, with support, develop a variety of interrelated and complementary musical skills and knowledge.

The Course also provides opportunities for learners to develop and extend the attributes of the four capacities, including creativity and adaptability, enthusiasm and a willingness to learn, perseverance and confidence.

## **Purpose and aims of the Course**

The purpose of the Course is to provide a broad practical experience of performing and creating music and to develop related knowledge and understanding of music.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop a general interest in music and to develop performing skills on two selected instruments, or on one instrument and voice.

The Course also provides opportunities for learners to develop basic composing skills and their understanding of music.

The skills that learners gain throughout the Course will be valuable for learning, life and work.

The aims of the Course are to enable learners to:

- ◆ develop performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- ◆ create music using straightforward compositional methods and music concepts
- ◆ develop understanding of the things that influence composers and their work
- ◆ develop understanding of music and musical literacy by listening to music and identifying simple music signs, symbols and concepts
- ◆ identifying areas for improvement in their work, with support and guidance

### **Information about typical learners who might do the Course**

This Course is a broad-based qualification. It is suitable for learners with a general interest in music. The Course allows learners to consolidate and reinforce musical skills, knowledge and understanding of music developed through the experiences and outcomes. It could also provide a pathway for those who want to progress to higher levels of study.

The Course is practical and experiential, and there is considerable scope for personalisation and choice through the activities of performing, creating and understanding music, and through opportunities to use music technology to create music. This makes the Course accessible as it takes account of the needs of different learners and can be contextualised to suit a diverse range of learners' needs, interests and aspirations.

On completing the Course, learners will be able, with some support, to work in collaboration with others and/or develop confidence in working independently.

# Course structure and conditions of award

## Course structure

The Course has an integrated approach to learning and includes a mixture of practical learning, and appreciation and understanding of music. In the Course learners will draw on their understanding of music styles and concepts as they experiment with and use these when performing and creating music.

To achieve the Course, learners must successfully complete the three mandatory Units. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 4.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

### **Music: Performing Skills (National 3)**

In this Unit, learners, with guidance, will develop performing skills on two selected instruments, or on one selected instrument and voice. They will play level-specific sections of music with sufficient accuracy while maintaining the musical flow. Learners will, with support, reflect on their own performing skills.

### **Music: Composing Skills (National 3)**

In this Unit, learners will use their knowledge of music styles and concepts when creating their own music. They will experiment with and use straightforward compositional methods and simple music concepts in imaginative ways. Learners will, with support, reflect on their own creative choices and the creative choices of others.

### **Understanding Music (National 3)**

In this Unit, by listening to a range of music and music styles, learners will develop their understanding of level-specific music concepts. They will develop the ability to distinguish between different music styles and sounds, and will be able to identify and recognise simple music signs and symbols used in music notation.

## Conditions of award

To achieve the National 3 Music Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

National 3 Courses are not graded.

## Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course are given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section. These are:

- ◆ performing music on two selected instruments, or using instrument and voice, in solo and/or group programmes
- ◆ performing sections of music with sufficient accuracy while maintaining the musical flow
- ◆ reflecting, with some support, on their musical and creative skills
- ◆ a basic understanding of the creative process, the things that influence and inspire composers, and how they use music concepts in their music
- ◆ creating their own original music using straightforward compositional methods and simple music concepts
- ◆ the ability to identify and recognise level-specific annotated music signs and symbols
- ◆ recognising and distinguishing level-specific music concepts and music styles

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

# Assessment

Further information about assessment for the Course is included in the *Course Support Notes*.

## Unit assessment

All Units are internally assessed against the requirements shown in the *Unit Specification*.

They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows.

### **Music: Performing Skills (National 3)**

In this Unit, learners will be required to provide evidence of musical performing skills on their two selected instruments, or instrument and voice. Learners will maintain the musical flow and play, with acceptable accuracy, sections of level-specific music. They will also provide evidence of reflecting, with support, on their performing.

### **Music: Composing Skills (National 3)**

In this Unit, learners will be required to provide evidence of a basic understanding of the compositional methods used by others. They will evidence the ability to reflect, with some support, on their creative decisions while using straightforward compositional methods and music concepts to create their own music.

### **Understanding Music (National 3)**

In this Unit, learners will be required to provide evidence of their ability to listen to and identify simple level-specific music concepts in music excerpts. They will identify the distinctive features of music styles and demonstrate evidence of their understanding of simple music signs, symbols and terms.

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

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

## **3 Health and wellbeing**

3.1 Personal learning

## **5 Thinking skills**

5.2 Understanding

5.3 Applying

5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

# Administrative information

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Revised descriptions — skills, knowledge and understanding bullets, Units and Unit assessment.	Qualifications Development Manager	June 2013
	1.2	Scottish Studies Award Unit contributing information added. No other changes made to document content.	Qualifications Manager	September 2014

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

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