



National 5
Course
Specification



National 5 Music Course Specification (C750 74)

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

Course title: National 5 Music
SCQF: level 5 (24 SCQF credit points)
Course code: C750 74

Mandatory Units

H240 75 Music: Performing Skills (National 5) 6 SCQF credit points

Or

H6NP 75 Music: Performing Skills with a Scottish Context (National 5)* 6 SCQF credit points

H23V 75 Music: Composing Skills (National 5) 6 SCQF credit points

Or

H6NR 75 Music: Composing Skills with a Scottish Context (National 5)* 6 SCQF credit points

and

H23X 75 Understanding Music (National 5) 6 SCQF credit points

and

Course assessment 6 SCQF credit points

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

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

- ◆ National 4 Music Course or relevant component 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 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 and consolidate practical skills in performing and creating music, while developing a broader understanding of a range of music styles and 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 a variety of challenging music in solo and/or group settings using their voice or their selected instrument(s). Through music, learners will extend their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music. In the Course, learners will develop a breadth of knowledge and understanding of music concepts and musical literacy. They will develop their ability to recognise and distinguish level-specific music signs, symbols and music concepts as they perform, create and listen to music.

Across the Course, skills and experiences which complement and supplement each other are developed. Performing and creating music allows learners to express themselves musically and to self-reflect on their learning. This encourages learners to think imaginatively and to explore and develop their own creative ideas and music, making use of their understanding of music concepts and applying this to their own practice. Understanding music through listening enables learners to build on and extend their knowledge and understanding of music, bringing depth to their learning and raising their social and cultural awareness of the influences on musicians and composers.

The Course also provides opportunities for learners to further acquire and develop the attributes and capabilities of the four capacities.

Purpose and aims of the Course

The purpose of the Course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for own learning.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

The Course enables learners to develop their skills and creative capabilities as a musician. Performing music, for example, demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to increase confidence and self-esteem. The practice required to develop these skills can promote perseverance, among other things, as well as helping learners to learn how to learn. 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 their two selected instruments, or on one instrument and voice
- ◆ performing challenging music with sufficient accuracy while maintaining the musical flow
- ◆ create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- ◆ develop knowledge of the influence of social and cultural factors on music
- ◆ broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- ◆ self-reflect on their own work and that of others

Information about typical learners who might do the Course

This Course is a broad-based qualification. It is suitable for learners with an interest in developing their musical skills and general understanding of music. The Course allows learners to consolidate and reinforce prior musical skills, and knowledge and understanding of music developed through other qualifications or experience. 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 for using 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 learner needs, interests and aspirations.

On completing the Course, learners will be able to: perform a programme of music with accuracy and maintaining musical flow; create their own original music; self-reflect on and evaluate their own work and that of others; listen to music with awareness, understanding and discrimination; and identify and improve their musical creativity and performing skills.

Course structure and conditions of award

Course structure

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

To achieve the Course, learners must successfully complete the three mandatory Units, and the Course assessment. Each of the component Units of the Course are designed to provide progression to the corresponding Units at Higher.

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 5)

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

Music: Composing Skills (National 5)

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

Understanding Music (National 5)

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Skills, knowledge and understanding

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. These are:

- ◆ preparing and performing a solo and/or group programme of music on two selected instruments, or on one instrument and voice
- ◆ performing sections of music with sufficient accuracy and maintaining the musical flow
- ◆ self-reflecting on and evaluating their musical and creative skills and identifying areas for improvement
- ◆ understanding the creative process and approaches used by composers when composing, arranging or improvising music
- ◆ understanding the effect of social and cultural influences on music
- ◆ creating original music using compositional methods and music concepts in creative ways that make musical sense and realise their creative intentions
- ◆ the ability to recognise and understand level-specific annotated music signs and symbols
- ◆ recognising and distinguishing between a range of level-specific music concepts and styles of music

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).

Assessment

Information about assessment standards for the Course is included in the *Course Assessment Specification*, which provides full details including advice on how a learner's overall attainment for the Course will be determined.

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 pass/fail within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

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

Music: Performing Skills (National 5)

In this Unit, learners will be required to provide evidence of musical performing skills on their two selected instruments or one instrument and voice. Learners will maintain the musical flow and play, with acceptable accuracy, sections of level-specific music, showing clear understanding of the composer's intentions. They will also evidence the ability to self-reflect on the quality and accuracy of their performing skills.

Music: Composing Skills (National 5)

In this Unit, learners will be required to provide evidence of understanding the creative process and the things that influence and inspire the work of musicians. They will also provide evidence of experimenting with and using compositional methods and music concepts to develop, refine and create their own music, and will self-reflect on their creative decision making.

Understanding Music (National 5)

In this Unit, learners will be required to provide evidence of a breadth of knowledge of music concepts and music literacy. They will listen to music excerpts, identifying level-specific music concepts used in the music, and analyse the impact of social and cultural factors on the sound and structure of specific music styles. They will also identify and understand the meaning of level-specific music signs, symbols and terms.

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge and application.

In the National 5 Music Course, added value will focus on challenge and application.

¹ Definitions can be found here: <http://www.sqa.org.uk/sqa/58409.html>

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a performance and a question paper².

The performance will be underpinned by knowledge and understanding of music and will be sufficiently open and flexible to allow for personalisation and choice.

The question paper will require demonstration of depth and breadth of knowledge and understanding of music, music concepts and musical literacy, developed across the Units and the Course.

² See link above for definitions.

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

5.3 Applying

5.4 Analysing and evaluating

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 — 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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