



National 3  
Unit  
Specification



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## Music: Composing Skills (National 3)

**SCQF:** level 3 (6 SCQF credit points)

**Unit code:** H23V 73

### Unit outline

The general aim of this Unit is to allow learners to experiment with and use straightforward compositional methods and simple music concepts in imaginative ways. Learners will develop their understanding of how musicians develop their ideas. They will, with support, reflect on their creative choices and decisions when developing their musical ideas.

On completion of the Unit, learners will understand the things that influence and inspire musicians' work and be able to create their own music.

Learners who complete this Unit will be able to:

- 1 Create original music

This Unit is a mandatory Unit of the National 3 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 *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 2 Performance Arts 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 Unit.

## **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 Create original music by:

- 1.1 Identifying the compositional methods and music concepts used in given examples of music
- 1.2 Experimenting and using simple music concepts and straightforward compositional methods in imaginative ways to develop and create original music
- 1.3 Reflecting, with some support, on their music

## 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.

In this Unit, Evidence Requirements are as follows.

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

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

- ◆ a basic understanding of compositional methods used by others
- ◆ imaginative use of music concepts and compositional methods
- ◆ reflecting with some support on their creative decisions

Exemplification of assessment is provided in *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**

#### 5.2 Understanding

#### 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:** April 2012 (version 1.0)

**Superclass:** LF

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## 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](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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