



Higher
Coursework
Assessment Task



Higher Music Performance Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It **must** be read in conjunction with the course specification.

Valid from session 2018-19 and until further notice.

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Introduction

This document contains recording documentation and instructions for candidates for the Higher Music performance. You must read it in conjunction with the course specification.

This performance is worth 60 marks. This is 50% of the overall marks for the course assessment.

This is one of three course assessment components. The other components are a question paper and an assignment.

This performance has two sections.

Section 1 'instrument 1' has 30 marks.

Section 2 'instrument 2' has 30 marks.

Recording documentation

This section includes a scaling table and an exemplar candidate assessment record for illustrative purposes.

The number of pieces of music performed by candidates varies. The final marks for each piece of music are added together by the SQA visiting assessor, and scaling is used to determine a final overall mark for each instrument/voice.

Candidate assessment record

Instrument 1 or voice	(9-10) Excellent	(7-8) Secure	(5-6) Mainly accurate	(3-4) Inconsistent	(0-2) Poor	Mark /10	Comments
Piece 1 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 2 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 3 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 4 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							

Instrument 1 or voice	(9-10) Excellent	(7-8) Secure	(5-6) Mainly accurate	(3-4) Inconsistent	(0-2) Poor	Mark /10	Comments
Piece 5 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 6 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 7 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 8 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
TOTAL MARK – instrument 1 or voice							
FINAL SCALED MARK – instrument 1 or voice							/30

Instrument 2 or voice	(9-10) Excellent	(7-8) Secure	(5-6) Mainly accurate	(3-4) Inconsistent	(0-2) Poor	Mark /10	Comments
Piece 1 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 2 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 3 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 4 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							

Instrument 2 or voice	(9-10) Excellent	(7-8) Secure	(5-6) Mainly accurate	(3-4) Inconsistent	(0-2) Poor	Mark /10	Comments
Piece 5 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 6 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 7 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 8 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
TOTAL MARK – instrument 2 or voice							
FINAL SCALED MARK – instrument 2 or voice							/30

Higher Music performance – scaling table

Scaled mark	Number of pieces						
	2	3	4	5	6	7	8
1				1-2	1-2	2-3	2-3
2	1	2	2-3	3-4	3-4	4-5	4-6
3	2	3	4	5	5-6	6-8	7-9
4		4	5	6-7	7-8	9-10	10-11
5	3	5	6-7	8-9	9-10	11-12	12-14
6	4	6	8	10	11-12	13-15	15-17
7		7	9	11-12	13-14	16-17	18-19
8	5	8	10-11	13-14	15-16	18-19	20-22
9	6	9	12	15	17-18	20-22	23-25
10		10	13	16-17	19-20	23-24	26-27
11	7	11	14-15	18-19	21-22	25-26	28-30
12	8	12	16	20	23-24	27-29	31-33
13		13	17	21-22	25-26	30-31	34-35
14	9	14	18-19	23-24	27-28	32-33	36-38
15	10	15	20	25	29-30	34-36	39-41
16		16	21	26-27	31-32	37-38	42-43
17	11	17	22-23	28-29	33-34	39-40	44-46
18	12	18	24	30	35-36	41-43	47-49
19		19	25	31-32	37-38	44-45	50-51
20	13	20	26-27	33-34	39-40	46-47	52-54
21	14	21	28	35	41-42	48-50	55-57
22		22	29	36-37	43-44	51-52	58-59
23	15	23	30-31	38-39	45-46	53-54	60-62
24	16	24	32	40	47-48	55-57	63-65
25		25	33	41-42	49-50	58-59	66-67
26	17	26	34-35	43-44	51-52	60-61	68-70
27	18	27	36	45	53-54	62-64	71-73
28		28	37	46-47	55-56	65-66	74-75
29	19	29	38-39	48-49	57-58	67-68	76-78
30	20	30	40	50	59-60	69-70	79-80

An exemplar candidate assessment record is provided on the following page. In the exemplar, two pieces are awarded a total of 14 marks.

Using the scaling table above, the SQA visiting assessor would select 2 for the number of pieces (top row), then follow down that column to the grid square that contains 14, then look left to the scaled mark column to see a final mark of 21.

Exemplar candidate assessment record

Instrument 1 or voice	(9-10) Excellent	(7-8) Secure	(5-6) Mainly accurate	(3-4) Inconsistent	(0-2) Poor	Mark /10	Comments
Piece 1 – ‘ABC’						8	A high standard of technique and ability but dynamics largely ignored.
Melodic accuracy and/or intonation	✓						
Rhythmic accuracy	✓						
Tempo and flow		✓					
Mood and character		✓					
Tone		✓					
Dynamics				✓			
Piece 2 – ‘XYZ’						6	A few rhythmic errors and a performance lacking in confidence that affected tone and character a little.
Melodic accuracy and/or intonation			✓				
Rhythmic accuracy		✓					
Tempo and flow		✓					
Mood and character			✓				
Tone			✓				
Dynamics			✓				
Piece 3 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
Piece 4 –							
Melodic accuracy and/or intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and character							
Tone							
Dynamics							
TOTAL MARK – instrument 1 or voice							14
FINAL SCALED MARK – instrument 1 or voice							21/30

Marking instructions

The marking instructions for the Higher Music performance are in the course specification.

Instructions for candidates

This assessment applies to the performance for Higher Music.

This performance is worth 60 marks. This is 50% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ performing a prepared programme of music at the appropriate level (Grade 4 or above) on two selected instruments, or one instrument and voice, either solo and/or in a group setting
- ◆ performing accurately in terms of melody, harmony, rhythm, tempo and flow, mood and character, and tone and dynamics

This performance has two sections.

Section 1 'instrument 1' has 30 marks.

Section 2 'instrument 2' has 30 marks.

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In this assessment, you have to:

- ◆ select a minimum of two complete pieces of contrasting music for each of your two selected instruments, or for your selected instrument and voice
- ◆ agree your choice of music with your teacher or lecturer and combine this into an overall 12-minute programme of music
- ◆ perform the 12-minute programme of music either solo and/or in a group setting to an SQA visiting assessor
- ◆ demonstrate your musical and technical skills when performing

Administrative information

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History of changes

Version	Description of change	Date

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

Security and confidentiality

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