



## Higher National Unit Specification

### General information

**Unit title:** Music: Live Performance (SCQF level 7)

**Unit code:** J01M 34

**Superclass:** LH

**Publication date:** May 2018

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit is designed to give learners an understanding of the practical aspects of working with other musicians to rehearse and stage a live performance. Learners will develop and evaluate the skills necessary for successful live performance in a professional environment. Learners will undertake a series of rehearsals before performing a set live. The unit is aimed at learners who wish to develop proficiency in the live performance of music.

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Prepare and rehearse a set for live performance.
- 2 Perform a set live with professional conduct.
- 3 Evaluate live performance from an individual and group perspective.

### Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

### Recommended entry to the unit

Entry is at the discretion of the centre. It would be beneficial if learners have undertaken, or are in the process of undertaking the HN Unit, *Music First Study: Instrument* (SCQF level 7).

## Higher National Unit Specification: General information (cont.)

### Core Skills

Achievement of this unit gives automatic certification of the following:

Complete Core Skill	<i>Working with Others</i> at SCQF level 5
Core Skill component	None

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

### Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This is a mandatory unit in the framework for HNC/HND Music. For learners undertaking HNC Music, assessment for this unit may be combined with:

J01K 34	<i>Music First Study: Instrument</i> (SCQF level 7)
J0MP 34	<i>Music: Stagecraft for Musicians</i> (SCQF level 7)

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### 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.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

# Higher National Unit Specification: Statement of standards

**Unit title:** Music: Live Performance (SCQF level 7)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

## Outcome 1

Prepare and rehearse a set for live performance.

### Knowledge and/or skills

- ◆ Resources for rehearsal for live performance
- ◆ Communication with musicians at rehearsal
- ◆ Balanced rehearsal sound
- ◆ Professional conduct (rehearsal etiquette)

## Outcome 2

Perform a set live with professional conduct.

### Knowledge and/or skills

- ◆ Technical setlist for live performance
- ◆ Stageplan for live performance
- ◆ Liaising with venue personnel
- ◆ Professional conduct in live performance
- ◆ Cohesive and fluent performance

## Outcome 3

Evaluate live performance from an individual and group perspective.

### Knowledge and/or skills

- ◆ Sequencing of set for live performance
- ◆ Accuracy of live performance
- ◆ Constraints of venue

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Music: Live Performance (SCQF level 7)

### Evidence requirements for this unit

#### Outcome 1

Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ contribute as part of musical group to a series of regular rehearsals.
- ◆ prepare lyrics/chord charts/sheet music and brief notes on structure of music to be rehearsed.
- ◆ prepare voice and/or musical instrument and associated accessories for rehearsal.
- ◆ prepare for rehearsal by learning musical parts in advance.
- ◆ exercise effective and diplomatic communication with musicians.
- ◆ contribute to a balanced group sound by maintaining suitable level, equalisation and tuning of instrument or voice.
- ◆ maintain professional conduct by regular and timeous attendance.

An assessor's observation checklist and video of rehearsal will be retained to evidence:

- ◆ preparation of materials, voice/musical instrument and accessories.
- ◆ musical parts learned.
- ◆ communication with other musicians.
- ◆ contribution to balanced group sound with suitable level and equalisation.
- ◆ regular and timeous attendance.

A set of (approximately) 20 minutes will be prepared. A video of the full 20-minute set, recorded in rehearsal, will be retained by the assessor as evidence of: suitable preparation, musical parts learned, communication with musicians, balanced sound and attendance. The video will be saved in a high-quality format. The minimum size of musical group to be successful in this unit and generate the necessary evidence is two.

The guidance section of this document provides advice on the expected rehearsal environment and scope of rehearsals.

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Music: Live Performance (SCQF level 7)

### Outcome 2

Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ provide a technical setlist and stageplan for live performance.
- ◆ communicate with venue personnel when necessary.
- ◆ communicate with the members of musical group verbally, visually or musically when necessary.
- ◆ adhere to agreed stage time.
- ◆ adhere to agreed set duration.
- ◆ contribute as part of musical group to a cohesive live performance of (approximately) 20 minutes.
- ◆ maintain accuracy of notes and rhythm.
- ◆ maintain tuning.
- ◆ contribute to balanced stage sound.

Written evidence generated under open-book conditions will be retained for the technical setlist and stageplan. Both the technical setlist and stageplan must be submitted before the live performance. The technical setlist will contain: song/piece titles, song/piece timings (duration), songwriter(s)/composer(s), details of any instrument or vocalist changes, solos and any effects required. The stageplan will contain: stage positions for each member of the musical group, microphone positions for vocals or any acoustic instrument requiring a microphone and DI box positions. Each member of the musical group will be labelled on the stageplan with their appropriate instrument role.

An assessor's observation checklist and assessor video of the live performance will be retained to evidence:

- ◆ communication with venue personnel when necessary.
- ◆ communication with the members of musical group verbally, visually or musically when necessary.
- ◆ adherence to agreed stage time.
- ◆ adherence to agreed set duration.
- ◆ contribution as part of musical group to a cohesive live performance of (approximately) 20 minutes.
- ◆ performance with accuracy of notes and rhythm, maintaining tuning.
- ◆ contribute to balanced stage sound.

A rehearsed set of (approximately) 20 minutes will be performed live to an audience. A video of the full 20-minute set will be retained by the assessor as evidence of: suitable communication, adherence to stage time and duration, cohesive live performance, accuracy of notes and rhythm, maintaining tuning and contribution to balanced sound. The video will be saved in a high-quality format.

The guidance section of this document provides advice on the expected range of live performance situations.

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Music: Live Performance (SCQF level 7)

### Outcome 3

Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ briefly explain the sequencing of the live performance in terms of impact and instrumental/vocal changes.
- ◆ briefly evaluate the live performance, from both the individual and group perspective: addressing accuracy of notes and rhythm, tuning and impact of performance.
- ◆ briefly evaluate the impact of the venue on the performance, addressing two factors and highlighting the impact of each.

Learners will provide written and/or oral evidence generated under open-book conditions for this evaluation. Evidence will be gathered at an appropriate point in the unit, after the live performance.

The explanation of the sequencing of the live performance set will contain an element relating to the impact and an element relating to logistics of instrumental changes for each song/piece in the live performance. The evaluation of the live performance will consider the accuracy of notes, rhythm, tuning and impact of each song/piece performed from both the individual and group perspective.

The three outcomes of this unit should be assessed individually on an outcome by outcome basis. Learners should not undertake the live performance for Outcome 2 until they have demonstrated a satisfactory rehearsal process. Elements of this unit may be integrated with assessment for Music: *Stagecraft for Musicians* (SCQF level 7) and *Music First Study: Instrument* (SCQF level 7).



## Higher National Unit Support Notes

**Unit title:** Music: Live Performance (SCQF level 7)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this unit

It is intended by undertaking this unit learners will gain experience of the rehearsal and live performance environment that is professional and realistic. Rehearsals should be well-organised and productive with the tutor providing regular feedback on learners' musical performance in addition to feedback on their rehearsal preparation and routine.

To be successful in this unit, and generate the necessary evidence, the minimum size of musical group would be a duo. There must be both a sense of occasion and an audience for the assessed performance.

The unit naturally encourages experiential learning. It would be beneficial to supplement the practical activities with materials on setting small PA systems for live rehearsal, stageplans/setlists and video/audio examples of sequencing of material to create impact.

The unit is aligned to elements of the Creative and Cultural Skillset, National Occupational Standards (NOS):

CCSMR23 Rehearse Music  
CCSMR24 Perform Music

This unit provides underpinning knowledge and skills for *Music: Graded Unit 1* (SCQF level 7).

### Guidance on approaches to delivery of this unit

This unit should be delivered outcome by outcome. Learners will undertake a series of rehearsals in musical groups in preparation for a live performance of (approximately) 20 minutes. A suggested suitable number of rehearsals would be between 8 and 24 with the learners being given the timescales for rehearsal and live performance at the beginning of the process. Assessors should monitor attendance and contribution to rehearsals during the process and give learners feedback on their individual input and musical development of the group. This unit is intended to allow learners to develop skills in working with other musicians to produce music. To be successful in this unit, and generate the necessary evidence, the minimum size of musical group would be a duo. The musical groups may be allocated by the tutor, negotiated with the learners or chosen solely by the learners. The tutor/assessor should ensure that all learners have a viable group for performance.

## Higher National Unit Support Notes (cont)

**Unit title:** Music: Live Performance (SCQF level 7)

The rehearsals for Outcome 1 should take place in a rehearsal facility that is suitable for the type of live performance that is being undertaken. If, for example, the performance is by a classical, folk or jazz ensemble, it would be suitable that the rehearsal space could consist of any space which will allow concentrated musical rehearsal to take place. It is recommended that there is some degree of planning and implementation of acoustic treatment, favourable to performance with acoustic instruments. This is in order that learners may accurately hear the musicians and communicate during rehearsal.

If, on the other hand, the performance is rock, pop or electronic, it would be recommended that rehearsal took place in an acoustically treated environment with access to at least a small PA system with vocal mics (if needed) and at least one monitor for performers' listening clarity in rehearsal. Backline equipment could include instrument amplifiers as necessary. Even a cursory knowledge of the operation of such equipment will also provide valuable experience for learners in other areas of the music industry.

It is intended by undertaking this unit learners will gain experience of the rehearsal and live performance environment that is professional and realistic. For Outcome 2, the live performance should have a sense of occasion and an audience. The audience should extend beyond the members of the learners' live performance class. Ideally, the live performance event should take place in a venue that will allow public entry.

A commercially available, public venue intended or adapted for live performance is recommended for the performance. A venue within the centre that is intended for live performance may also be suitable. It is recommended that a venue space contains, at least, a vocal PA system with, at least, one monitor for performer listening. Planning should be given to the choice of venue to facilitate a sense of occasion. For example, stage lighting and/or a stage would help to facilitate this. Ad hoc performances in college classrooms not intended for performance would not facilitate the required sense of occasion for a professional live performance.

For classical, jazz, folk or other acoustic performances, it is likewise recommended that some planning is put in place to facilitate a sense of occasion and for a professional live performance to take place. In this case, it may not be necessary to provide PA and monitors, but some planning should go into the acoustic properties of the choice of venue in order that these performances can be heard with clarity and balance of sound frequency for both audience and performers alike.

In order to satisfy all evidence requirements, live performances will be undertaken by groups of two or more learners.

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.



## Higher National Unit Support Notes (cont)

### Unit title: Music: Live Performance (SCQF level 7)

For Outcome 1, the assessor could monitor a series of rehearsals to observe satisfactory performance before completing the assessor checklist. The video of learners in the rehearsal space should show the learners in their rehearsal positions running through the set. It is not intended that the rehearsal space is to be turned into a performance space for this video. Competent, balanced, musical contributions by the learner over the course of the entire 20-minute set at rehearsal will provide adequate evidence of meeting the standard. For the retained high-quality video evidence, audio quality is as important as the video quality. Evidence of a balanced sound will be better achieved through clearly-captured audio that reflects this.

There is a range of suitable facilities and time-scales for rehearsal with a successful process evidenced by cohesive, solid run-throughs of the set in the rehearsal environment. The learners should be given the timescales at the beginning of the process.

Learners may prepare either lyrics and chord charts or sheet music for the pieces being rehearsed.

For Outcome 2, the learners must know in advance when the performance is scheduled for. It is acceptable for the performance evidence of 20 minutes to be captured over one or two events. A limited number of brief errors in live performance may be permissible if musical flow is maintained. If the live performance is to take place in a licensed premises, learners should be reminded that this is an assessment event and that drinking alcohol before the performance would not be appropriate. For the retained high-quality video evidence, audio quality is as important as the video quality. Evidence of a balanced sound would be better achieved through clearly-captured audio that reflects this.

There is a range of suitable venue types and environments. There should be a sense of performing on a stage or performance space, a classroom environment is not suitable. The venue should be one intended or adapted for musical performance. There should be an audience beyond the performers and the learner class group, and a sense of occasion.

For Outcome 3, the explanation and evaluation specified in the evidence requirements should be brief. A recommended word count for the Outcome 3 evaluation would be approximately 500 words, with learners addressing all the evidence requirements succinctly.

The set sequencing explanation in Outcome 3 may be gathered at the end of the rehearsal process in Outcome 1 or with the evaluation in Outcome 3.

Learners are observed and recorded on video for this unit so there are no special arrangements needed for authenticating learner work for Outcome 1 and 2. For the evaluation in Outcome 3, centres must take steps to ensure the authenticity of learner responses. It is recommended that for written work, centres use plagiarism detection software.

## Higher National Unit Support Notes (cont)

**Unit title:** Music: Live Performance (SCQF level 7)

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

During this unit there will be opportunities for learners to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving*.

This unit has the Core Skill of *Working with Others* embedded in it, so when learners achieve this unit their Core Skills profile will be updated to show that they have achieved *Working with Others* at SCQF level 5.

## History of changes to unit

Version	Description of change	Date

© Scottish Qualifications Authority 2018

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

## General information for learners

### Unit title: Music: Live Performance (SCQF level 7)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to give you an understanding of the practical aspects of working with other musicians to rehearse and stage a live performance and to develop and evaluate the skills necessary for successful live performance in a professional environment. You will undertake a series of rehearsals in a musical group before performing a set live. There must be at least two of you in your musical group to be able to be successful in this unit.

It is intended that by undertaking this unit you will gain experience of a rehearsal and live performance environment that is professional and realistic. Your tutor/assessor will provide feedback on your rehearsal practice and musical development within the group.

The unit has three outcomes:

- 1 Prepare and rehearse a set for live performance.
- 2 Perform a set live with professional conduct.
- 3 Evaluate live performance from an individual and group perspective.

The unit is a mandatory unit in HNC/HND Music.

Assessment for Outcome 1 requires you to take part in a series of rehearsals to prepare a 20-minute set for live performance. To be successful you must prepare for rehearsals with the necessary chords/lyrics/sheet music and musical equipment, learn your parts and contribute musically to a cohesive, balanced sound and display suitable communication with the other members of your musical group. Your tutor/assessor will video your musical group playing the entire 20-minute set at rehearsal towards the end of this process. Your tutor/assessor will observe your rehearsal practice and complete a checklist when you have met the standard required.

Assessment for Outcome 2 requires you to perform your 20-minute set live in a venue. The 20 minutes could be over one event or two. To be successful you must be prepared with a technical setlist and stageplan, liaise with venue personnel when necessary, communicate with the other members of your group to provide a cohesive performance with suitable accuracy of rhythm and notes while maintaining tuning and contributing to a balanced stage sound.

Assessment for Outcome 3 requires you to submit a brief explanation for the sequencing of your set and a brief evaluation of your live performance.

There will be opportunities for you to develop Core Skills such as *Communication*, *Working with Others* and *Problem Solving*.

This unit has the Core Skill of *Working with Others* embedded in it, so when you achieve this unit your Core Skills profile will be updated to show that you have achieved *Working with Others* at SCQF level 5.