

Music is available at National 4, 5, Higher and Advanced Higher levels. The music courses provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. Pupils will develop their skills and creative capabilities as musicians and gain the skills they need to perform and create music and to confidently discriminate between music concepts and styles. A wide range of learning and teaching strategies will be used such as whole class, paired and/or group work. Work in class will be supported by classroom arrangements, ICT and specific web sites. Pupils will be involved in setting their own targets and evaluating their own as well as others progress. Pupils will be expected to take responsibility for their learning. Homework continues to be an important part of the Music course, and pupils are expected to revise concepts, develop composition ideas and practice their instruments in more detail at home on a regular basis, to enhance their knowledge, skills and understanding.

Composition Software:- Musecore (This is a free download – see website - [Musecore](#))

Useful Websites: - [ataea music revision](#)    [BBC Bitesize](#)    [Music Theory](#)

NATIONAL 4 MUSIC	
REQUIREMENTS	Pupils are expected to have attained the skills, knowledge and understanding of relevant CfE outcomes or equivalent qualifications and/or experience of National 3 Music.
COURSE CONTENT	<p>There are 3 Units – <b><i>Composing Skills, Understanding Music and Performing Skills.</i></b>  <b><i>For more detailed info see SQA website: <a href="#">N4 Course Content</a></i></b></p> <p><b>Skills, knowledge and understanding for the course</b></p> <ul style="list-style-type: none"> <li>● Develop performing skills in solo and/or group <b>on two selected instruments or one instrument and voice.</b></li> <li>● Create original music.</li> <li>● Develop understanding of social/cultural factors influencing music.</li> <li>● Develop knowledge and understanding of music theory and literacy.</li> <li>● Reflect on own work and that of others</li> </ul>
ASSESSMENT	Performing and creating will be assessed continuously throughout the year. Knowledge of listening skills will be assessed by class tests and project work. Pupils will undertake peer and self evaluation of progress in performing and creating and be involved in negotiating next steps. The 3 mandatory units are internally assessed and subject to SQA verification. National 4 also has an <b>added value unit</b> which is a Performance on two instruments lasting <b>8 minutes</b> in total at <b>Grade 2</b> level.
PROGRESSION / NEXT STEPS	<ul style="list-style-type: none"> <li>● Studying National 5 Qualifications</li> </ul>

NATIONAL 5 MUSIC	
REQUIREMENTS	While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Music.
COURSE CONTENT	<p>The National 5 Music course has an integrated approach to learning and combines practical learning and understanding of music.  <b>For more detailed info see SQA website: <a href="#">N5 Course Content</a></b></p> <p><b>Skills, knowledge and understanding for the course</b></p> <ul style="list-style-type: none"> <li>● skills in listening to music to promote aural perception and discrimination</li> <li>● knowledge and understanding of music styles, concepts, notation signs and symbols</li> <li>● skills in creating original music using compositional methods</li> <li>● reviewing the creative process and evaluating own composing</li> <li>● skills in performing music on two contrasting instruments in contrasting styles</li> <li>● self-reflection and review of rehearsal and practice skills</li> </ul>
ASSESSMENT	<p>There are 3 areas for external assessment.</p> <p><b><u>Question paper (Listening)</u></b>  All candidates will sit a listening paper which will test knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course. <b>Time: 45 mins Marks: 40</b>  <b>Scaled Mark – 35%</b></p> <p><b><u>Assignment (Composition Task)</u></b>  Candidates will demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their piece of music. They will create and develop original ideas and complete one piece lasting between <b>1min and 2min 30secs</b>. They will also self-reflect on their own original music and identify areas for improvement. <b>Marks: 30</b>  <b>Scaled Mark – 15%</b></p> <p><b><u>Performance</u></b>  Candidates will prepare a performance of <b>8 minutes</b> between two instruments at <b>Grade 3</b> level (with a minimum of <b>2 minutes</b> on each instrument). <b>Marks: 60</b> (Each instrument is worth <b>30 marks</b>) <b>Scaled Mark 50%</b></p>
PROGRESSION / NEXT STEPS	Studying Higher Music. Pupils may wish to discuss relevant work experience/placements with Faculty staff and their Guidance Teacher.

HIGHER MUSIC	
REQUIREMENTS	<p>While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:</p> <ul style="list-style-type: none"> <li>● National Qualifications 5 (Grade A/Upper B)</li> <li>● Performance skills at Grade 4 or above on at least one instrument.</li> </ul>
COURSE CONTENT	<p><b><i>For more detailed info see SQA website: - <a href="#">Higher Course Content</a></i></b></p> <p>The Higher Music course has an integrated approach to learning and combines practical learning and understanding of music.</p> <ul style="list-style-type: none"> <li>● preparing and performing a solo and/or group programme of suitably challenging music on two selected instruments, or on one instrument and voice</li> <li>● performing examples of music with sufficient accuracy and maintaining the musical flow</li> <li>● critically reflecting on and evaluating their musical and creative skills</li> <li>● creating original music using compositional methods and selected music concepts in creative ways that make musical sense and realise their creative intentions</li> <li>● the ability to recognise and understand level specific annotated music signs, symbols and terms</li> <li>● recognising and distinguishing between a range of level-specific music concepts and styles of music</li> </ul>
ASSESSMENT	<p><b><u>Question paper (Listening)</u></b></p> <p>All candidates will sit a listening paper which will test knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course. <b>Time: 1 hour Marks: 40 Scaled Mark – 35%</b></p> <p><b><u>Assignment (Composition Task)</u></b></p> <p>Candidates will demonstrate their skills using the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their own original composition. They will also self-reflect on their work and identify areas for improvement. <b>Marks: 30 Scaled Mark – 15%</b></p> <p><b><u>Performance</u></b></p> <p>Candidates will prepare a performance of <b>12 minutes</b> between two instruments at <b>Grade 4</b> level (with a minimum of <b>4 minutes</b> on each instrument). <b>Marks: 60</b> (Each instrument is worth <b>30 marks</b>) <b>Scaled Mark 50%</b></p>
PROGRESSION / NEXT STEPS	<p>This course may provide progression to other qualifications, further study, employment and/or training. A possible career could be anything related to the music industry directly – performing; teaching; composing; recording music; music publishing; retailing of music books or instruments and music therapy. Musical skills can be very helpful in many careers, such as primary/nursery teaching; occupational therapy and some aspects of social/community work. A knowledge of music can also enhance careers related to dance or drama. Pupils may wish to discuss relevant work experience/placements with Faculty staff and their Guidance Teacher.</p>

ADVANCED HIGHER MUSIC	
REQUIREMENTS	<p>While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:</p> <ul style="list-style-type: none"> <li>• Higher Music (Grade A/Upper B)</li> <li>• Performance skills at Grade 5 or above on at least one instrument.</li> </ul>
COURSE CONTENT	<p>There are 3 Units – <b><i>Composing Skills, Understanding Music and Performing Skills.</i></b>  <b><i>For more detailed info see SQA website: <a href="#">AH Course Content</a></i></b></p> <p><b>Skills, knowledge and understanding for the course</b></p> <ul style="list-style-type: none"> <li>• performing musically and technically demanding music in solo and/or group programmes</li> <li>• using problem solving, planning and evaluation skills when developing and refining performing skills</li> <li>• experimenting with and using a variety of compositional techniques in creating compositions and/or improvisations and/or arrangements</li> <li>• in-depth knowledge of a range of music concepts, musical literacy and music styles</li> <li>• analysis of musical works</li> <li>• analysis of composers’ use of music concepts and factors influencing the development of their music</li> <li>• preparing and performing a recital of music of an appropriate level</li> <li>• planning, developing and producing original music</li> <li>• demonstrating aural perception and discrimination</li> </ul>
ASSESSMENT	<p>The 3 mandatory units are internally assessed throughout the course on a <b>pass/fail</b> basis and are subject to SQA verification. Candidates must pass <b>all</b> units in order to achieve the course award.</p> <p>There are 2 areas for external assessment.</p> <p><b><u>Question paper (Listening)</u></b>  All candidates will sit a listening paper which will test knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course. <b>Time: 1 hour 15mins.</b>  <b>Mark: 40</b></p> <p><b><u>Performance</u></b>  Candidates will prepare a performance of <b>18 minutes</b> between two instruments at <b>Grade 5</b> level (with a minimum of <b>6 minutes</b> on each instrument). <b>Marks: 60</b> (Each instrument is worth <b>30 marks</b>)</p>
PROGRESSION / NEXT STEPS	<p>The course or its units may provide progression to:</p> <ul style="list-style-type: none"> <li>• Degree, HND or HNC courses in Music</li> <li>• Other degree and higher education courses which use Music as a general entry qualification</li> <li>• Employment</li> </ul> <p>A possible career could be anything related to the music industry directly –</p>

	<p>performing; teaching; composing; recording music; music publishing; retailing of music books or instruments, and music therapy. Musical skills can be very helpful in many careers, such as primary/nursery teaching; occupational therapy and some aspects of social/community work. A knowledge of music can also enhance careers related to dance or drama. Pupils may wish to discuss relevant work experience/placements with Faculty staff and their Guidance Teacher.</p>
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