

Advanced Higher Music – Success Criteria

Skills, knowledge and understanding:

- ✓ Skills in listening to music to promote aural perception and discrimination.
- ✓ Knowledge and understanding of level-specific music styles, concepts, notation signs and symbols.
- ✓ Skills in creating original music, incorporating harmony and using compositional methods.
- ✓ Reviewing the creative process and evaluating own composing.
- ✓ Skills in performing music on two contrasting instruments in contrasting styles.
- ✓ Self-reflection and review of rehearsal and practice skills.

Level: Advanced Higher	Music. I can...
Question paper	<input type="checkbox"/> Skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed through the following headings: <ul style="list-style-type: none"> ○ Concepts: <ul style="list-style-type: none"> ▪ Styles. ▪ Melody/harmony. ▪ Rhythm/tempo. ▪ Texture/structure/form. ▪ Dynamics/Timbre. ○ Literacy: <ul style="list-style-type: none"> ▪ Melody/harmony. ▪ Rhythm/tempo. ▪ Texture/structure/form. ▪ Dynamics/Timbre.
Composition	
Assignment	<input type="checkbox"/> The assignment allows candidates to explore and develop musical ideas to create music. It has two parts: <ul style="list-style-type: none"> ○ Composing one piece of music. ○ Reviewing the creative process of their composition or arrangement. ○ Analysing a chosen piece of music.
Composing Music	

Composition

- The composed piece or arrangement can be in any style or genre and must last a minimum of 1 minute and a maximum of 4 minutes and 30 seconds. Carefully-timed cuts or fade-outs can be used to keep within the time limit.
 - For a composition candidates must:
 - Plan their composition.
 - Explore and develop musical ideas using **all** of the musical elements of
 - Melody.
 - Harmony.
 - Rhythm.
 - Structure.
 - Timbre .
- Reviewing the creative process of their composition. For the review, candidates must, with reference to compositional methods used, include clear details of their:
 - Main decisions.
 - Exploration and development of musical ideas.
 - Strengths and/or areas for improvement.
- **Composing Music – All** of the musical elements listed below:
 - Melody.
 - Harmony.
 - Rhythm.
 - Timbre.
 - Structure.
- **Review of the creative process:**
 - Main decisions made.
 - The exploration and development of musical ideas.
 - Strengths and/or areas for improvement.
- Candidate evidence will be submitted to SQA for Central Marking.
- **Analysis:**
 - Identify key features within the music by referring to **at least five** of the elements below:
 - Style.
 - Melody.
 - Harmony.
 - Rhythm and tempo.
 - Texture.
 - Structure and/or form.
 - Timbre and dynamics.

Practical

Performance	<ul style="list-style-type: none"> □ Candidates demonstrate their performing skills by presenting a prepared programme of music. □ The following aspects of performance are assessed: <ul style="list-style-type: none"> ○ Melodic accuracy/intonation. ○ Rhythmic accuracy. ○ Maintaining tempo and flow of the music. ○ Conveying mood and character. ○ Instrumental/vocal tone. ○ Dynamics. □ Performance will be balanced against the following statements: <ul style="list-style-type: none"> ○ A convincing and stylish performance which demonstrates excellent technique. ○ A secure performance musically and technically. ○ A mainly accurate performance displaying effective technical and musical control. ○ An inconsistent performance lacking sufficient technical and/or musical skill to communicate the sense of the music. ○ A poor performance with little or no evidence of required technical and/or musical ability.
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What will be taken into consideration when deciding on a teacher-estimated grade for Advanced Higher Music?

- Question paper - 35%
- Assignment – 15%
- Performance instrument 1 – 25%
- Performance instrument 2 – 25%
- Commitment and Quality in class/homework.