

## 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: Higher	Music. I can...
<b>Question paper</b>	<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"> <li>○ Concepts:               <ul style="list-style-type: none"> <li>▪ Styles.</li> <li>▪ Melody/harmony.</li> <li>▪ Rhythm/tempo.</li> <li>▪ Texture/structure/form.</li> <li>▪ Dynamics/Timbre.</li> </ul> </li> <li>○ Literacy:               <ul style="list-style-type: none"> <li>▪ Melody/harmony.</li> <li>▪ Rhythm/tempo.</li> <li>▪ Texture/structure/form.</li> <li>▪ Dynamics/Timbre.</li> </ul> </li> </ul>
<b>Composing Music</b>	
<b>Assignment</b>	<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"> <li>○ Composing one piece of music.</li> <li>○ Reviewing the composing process.</li> <li>○ The composed piece may be in any style or genre and must last a minimum of 1 minute and a maximum of 3 minutes and 30 seconds. Carefully-timed cuts or fade-outs should be used to keep within the time limit and should be at the discretion of teachers or lecturers.</li> <li>○ The assignment has 30 marks out of a total of 130 marks. This is scaled by SQA to represent 15% of the overall marks for the course assessment.               <ul style="list-style-type: none"> <li>▪ Marks are awarded for:                   <ul style="list-style-type: none"> <li>● Composing music 20 marks</li> <li>● Composing review 10 marks</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ For composing music, candidates must: <ul style="list-style-type: none"> <li>• Plan the assignment</li> <li>• Explore and develop musical ideas using at least four elements from: <ul style="list-style-type: none"> <li>○ Melody.</li> <li>○ Harmony.</li> <li>○ Rhythm.</li> <li>○ Structure.</li> <li>○ Timbre.</li> <li>○ <b>One of which must be <u>Harmony</u></b></li> </ul> </li> </ul> </li> <li>▪ Create one complete piece of music.</li> <li>▪ They also self-reflect on their own original music and identify areas for improvement.</li> <li>○ Composing review: <ul style="list-style-type: none"> <li>▪ Main decisions made.</li> <li>▪ The exploration and development of musical ideas.</li> <li>▪ Strengths and/or areas for improvement.</li> </ul> </li> <li>○ Candidate evidence will be submitted to SQA for Central Marking.</li> </ul>
<b>Practical</b>	
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Candidates demonstrate their performing skills by presenting a prepared programme of music.</li> <li><input type="checkbox"/> The following aspects of performance are assessed: <ul style="list-style-type: none"> <li>○ Melodic accuracy/intonation.</li> <li>○ Rhythmic accuracy.</li> <li>○ Maintaining tempo and flow of the music.</li> <li>○ Conveying mood and character.</li> <li>○ Instrumental/vocal tone.</li> <li>○ Dynamics.</li> </ul> </li> <li><input type="checkbox"/> Performance will be balanced against the following statements: <ul style="list-style-type: none"> <li>○ A convincing and stylish performance which demonstrates excellent technique.</li> <li>○ A secure performance musically and technically.</li> <li>○ A mainly accurate performance displaying effective technical and musical control.</li> <li>○ An inconsistent performance lacking sufficient technical and/or musical skill to communicate the sense of the music.</li> </ul> </li> <li><input type="checkbox"/> A poor performance with little or no evidence of required technical and/or musical ability.</li> </ul>

**What will be taken into consideration when deciding on a teacher-estimated grade for Higher Music?**

- Component 1 – Question paper - 35%
- Component 2 – Assignment – 15%
- Component 3 – Performance instrument 1 – 25%
- Component 4 – Performance instrument 2 – 25%
- Commitment and Quality in class/homework.