

## National 5 Music – Success Criteria

### Skills, knowledge and understanding:

- ✓ Skills in listening to music to promote aural perception and discrimination.
- ✓ Knowledge and understanding of music styles, concepts, notation signs and symbols.
- ✓ Skills in creating original music 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: National 5	Music. I can...
Question paper	<p><input type="checkbox"/> All candidates draw on 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:</p> <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>▪ Timbre.</li> </ul> </li> </ul>
Composing Music	
Assignment	<p><input type="checkbox"/> The assignment draws on candidates' skills, knowledge and understanding of music composition. Candidates 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 show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement.</p> <ul style="list-style-type: none"> <li>○ Composing Music - At least three of the musical elements listed below:           <ul style="list-style-type: none"> <li>▪ Melody.</li> <li>▪ Harmony.</li> <li>▪ Rhythm.</li> <li>▪ Timbre.</li> <li>▪ Structure.</li> </ul> </li> <li>○ The composed piece may be in any style or genre and must last a minimum of 1 minute and a maximum of 2 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>○ Composing review:</li> </ul>

	<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> <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 National 5 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.