

<u>DEPARTMENT:</u>	MUSIC
<u>TITLE OF COURSE:</u>	MUSIC
<u>LEVEL:</u>	ADVANCED HIGHER
<u>RECOMMENDED ENTRY LEVELS:</u>	A pass in Higher Music preferably at A or B A consultation with Music Teacher / Faculty Head Candidates must demonstrate ability on two instruments and ideally receive instrumental instruction on at least one of these, either in or out of school. Access to at least one of their chosen instruments at home is also required.

COURSE CONTENT: All Units below are assessed internally on a pass/fail basis

Performing Skills

Performance at **Grade V** standard (minimum) on **two** instruments. Candidates must show ability to perform in a range of styles; develop musical and technical skills and self-reflect on the quality and accuracy of their performing. Candidates must record and reflect on at least two sections of pieces on each instrument throughout the year, plus maintain a regular practice diary.

Composing Skills

Creating original music by understanding how a range of musical methods and concepts are used by composers; experimenting in creative ways to produce a folio of pieces using the musical concepts studied; developing musical ideas and self-reflecting on their creative choices and decisions, drawing on their understanding of composers' work and approaches and the creative process.

Understanding and Analysing Music

Recognising and identifying level-specific music concepts (new to Advanced Higher Level); identifying and analysing the social and cultural influences which have influenced the distinctive sounds and structure of specific music styles and identifying and understanding the meaning of music signs, symbols and terms. Learners will work independently, demonstrating aural skills, analysing and commenting on sections of musical movements or works.

EXTERNAL ASSESSMENT: Added Value Unit

Learners will be assessed through a **Performance of a Programme of Music** or by **Producing a Portfolio of Music** and a **Question Paper**.

Performance (60 Marks)

The programme of music can be performed solo and/or in a group setting and should last a total of **20 minutes**. The performance time on either of the **two** selected instruments, or instrument and voice, must be a **minimum of eight minutes** within the overall twenty minute programme. The programme of music must include a **minimum of two** contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of an appropriate standard/level of difficulty (**Grade V**).

or Portfolio (60 Marks)

The purpose of the portfolio is to allow learners to demonstrate their creativity when applying their knowledge and understanding of music to create a portfolio of music. The portfolio will assess learners' ability to create original music and will include assessment of both the process and products of learning. This optional Course assessment component may provide opportunities for progression from the Higher Music Technology Course. The portfolio will include a **minimum of two** contrasting pieces of music and will be presented in the form of an audio folio. This must include at least one original composition. It may also include elements of improvisation and/or arranging. For each piece in the portfolio, the learner will produce supporting evidence of the compositional process. This might include, for example, producing programme notes/session logs and/or performance plans/scores. The portfolio should include approximately **12 minutes** of music that is original to the learner.

Question Paper (40 Marks)

This will test learners' knowledge and understanding of musical concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts, music concepts and styles.

All elements of the Course Assessment are **graded A-D**.

HOMEWORK:**Performing**

Practice will be on-going in class **and at home** for each instrument chosen in Performing. If pupils do not receive instrumental tuition on a particular instrument, then time should be spent during pupil's own time to rehearse and develop skills. Time within the Music Department is always available over lunchtime or after school, and it is expected that pupils will use the resources within the department if they do not have these at home, as using class time only is not enough. Pieces have to be verified by the class teacher as appropriate standard and should be identified as early in to the year as possible, particularly if in conjunction with external instrumental tutors.

Composing

Deadlines may be set throughout the year for each piece to be completed and evaluated. Candidates must ensure they keep to these deadlines, or make provision to use the resources within the department in their own time to keep up with these.

Understanding

Understanding Music concepts **must** be revised and consolidated each week at home to enhance understanding and deepen learning, using online resources and handouts given, plus notes taken. Regular progress checks will be carried out in class to ensure knowledge and understanding is fully learnt. Musical literacy exercises will be given as homework and extended elements of analysis and analytical commentary will be set with specific deadlines throughout the year.