

# Route map through assessment

**Course: Music**

**Level: National 4**

This document is intended to assist teachers in planning and delivering the overall vision for Curriculum for Excellence.

The vision for the new national qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

This route map aims to signpost all of the relevant material that is available to support your subject. Your professional judgement is vital and the documents listed below are intended to support you in deciding the most appropriate ways to generate evidence and assess candidates.

Education Scotland has produced a professional focus paper for music, and this is a good starting point as it provides support to help develop learning and teaching approaches that take forward the purposes and principles of Curriculum for Excellence through Music National 4.

[http://www.educationscotland.gov.uk/Images/PFPMusicNat4\\_tcm4-741130.doc](http://www.educationscotland.gov.uk/Images/PFPMusicNat4_tcm4-741130.doc)

## Music National 4 course content

The main SQA music page is found at <http://www.sqa.org.uk/sqa/45715.html>, with pages specifically related to National 4 at <http://www.sqa.org.uk/sqa/47387.html>. Staff should also regularly check the updates and announcements section of this page.

The course specification can be found at

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseSpec\\_N4\\_ExpressiveArts\\_Music.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseSpec_N4_ExpressiveArts_Music.pdf).

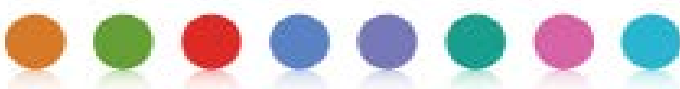
**Added Value Unit:** Learners will progress skills developed through the performance unit in new contexts. They will prepare and perform a programme of music in a solo setting and/or as part of a group.

More detail on course coverage can be found in the course support notes.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_N4\\_ExpressiveArts\\_Music.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_ExpressiveArts_Music.pdf)

A course comparison from National 3 to National 5 is available.

[http://www.sqa.org.uk/sqa/files\\_ccc/Music\\_Course\\_comparison.pdf](http://www.sqa.org.uk/sqa/files_ccc/Music_Course_comparison.pdf)



## Unit assessment

Units are mandatory when taken as part of the Music National 4 course but they can be taken independently. Unit support notes follow on from the course support notes.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_N4\\_ExpressiveArts\\_Music.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_ExpressiveArts_Music.pdf)

Each individual unit also has a National 4 unit specification.

Each unit specification gives details of the outcomes and assessment standards. There is **one** outcome per unit encompassing knowledge and understanding, and skills development.

Music: Performing Skills

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N4\\_Music\\_PerformingSkills.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_Music_PerformingSkills.pdf)

Music: Composing Skills

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N4\\_Music\\_ComposingSkills.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_Music_ComposingSkills.pdf)

Understanding Music

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N4\\_Music\\_UnderstandingMusic.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_Music_UnderstandingMusic.pdf)

Learners must meet all the outcomes and assessment standards, and staff should read the documentation carefully. Evidence should be generated through learning and teaching. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. All of the evidence does not have to be generated from one activity but can be from several tasks and assessments carried out throughout the course. Learners should have access to resources to complete the assessment task and no time restrictions should be imposed. Staff should use their professional judgment when looking at the assessment evidence and ensure that minimum competency is met. They should undertake quality assurance regularly.

Different ways of gathering evidence have been suggested by SQA. The most traditional approach is unit by unit. A combined approach links skills development, knowledge and understanding from two units together. In order to build their portfolio, learners will gather evidence generated from everyday learning through key classroom tasks and activities. Unit assessment support is kept on the [SQA Secure](#) website.

## Added Value Unit

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N4\\_Music\\_AddedValueUnit.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_Music_AddedValueUnit.pdf)

The Added Value Unit assessment is a performance. While describing what learners must do, the published assessment offers considerable flexibility in the choice of a context for the assessment. There is one outcome broken down into five assessment standards. The music performance will be set, marked and verified by schools and subject to quality assurance by SQA. The assessment for the Added Value Unit should be conducted when learners are ready, with sufficient time for remediation and consolidation both before and, if necessary, after the assessment has taken place. The performance will show the learner's ability to apply their creative and technical music skills and understanding of music in the new context through performing a programme of music. They will perform an agreed programme of music on their two selected instruments or on one instrument and voice, and reflect on their own performance skills at a minimum level of ABRSM grade 2 or equivalent. This could be a solo performance or as part of a group. Guidance on both judging the assessment standard and recording the assessment evidence is available on the [SQA Secure](#) site. Instructions for learners are also appended on this site

and these should be issued to learners. During the first **two** years of implementation (2013/2014 and 2014/2015) all schools **must** use the SQA-published Added Value Unit assessments.

### Verification

The verification process is meant to be supportive and not onerous.

Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools.

Music: Quality Assurance – external verification: <http://www.sqa.org.uk/sqa/66854.html>

Quality assurance: <http://www.sqa.org.uk/sqa/58448.html>

### Prior verification

[http://www.sqa.org.uk/files\\_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf](http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf)

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided. It gives departments confidence that their proposed assessment is fit for purpose and meets national standards.

### Internal verification

[http://www.sqa.org.uk/sqa/files\\_ccc/InternalVerificationGuideforSQAcentres.pdf](http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf)

As a matter of course staff should be quality assuring their assessments by carrying out activities that they have always done for NABs, for example double marking and blind marking. A sample of learners' work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another local authority school.

### External verification

In music schools will submit a sample of learners' evidence for scrutiny by subject-specialist qualification verifiers. SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May. Twelve samples will be asked for.

[http://www.sqa.org.uk/sqa/files\\_ccc/Evidence\\_required\\_for\\_verificationevents.pdf](http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf)

Schools must retain the evidence until 31 July of each academic year.

[http://www.sqa.org.uk/sqa/files\\_ccc/SQA\\_Evidence\\_retention\\_requirements\\_A3\\_table.pdf](http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf)

Key messages from verification will be put up on the SQA website.

## Education Scotland support materials

Advice and support for new national qualifications (Glow password required):

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/music/coursematerials.asp>

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/music/learningandteaching.asp>

## Other useful websites

A quick guide to finding vital information about Curriculum for Excellence:

<http://www.educationscotland.gov.uk/keycfesupport/index.asp>

This appears under three headings:

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications.

The BBC have pulled together all their learning content in a new Knowledge and Learning Beta site that includes Class Clips:

<http://www.bbc.co.uk/education>

The Bitesize websites have also been updated for National 4:

<http://www.bbc.co.uk/education/subjects/z96fcdm>