

Senior Phase Music

HIGHER

curriculum for excellence





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PT Music

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The Music Team Selfie

WARNING – This is a short course
and 65% of the grade will be
completed by end of February.

YOU MUST
START NOW AND CONTINUE TO
WORK OVER THE SUMMER
HOLIDAYS

HIGHER MUSIC

COURSE WARNING

Course Assessment

4 Components

Component	Marks	Scaled Mark	Duration
Component 1; Question Paper	40	35	45
Component 2; Assignment	30	15	
Component 3; Performing Instrument 1	30	25	
Component 4; Performing Instrument 2	30	25	

Finished
by End
of Feb

curriculum for excellence



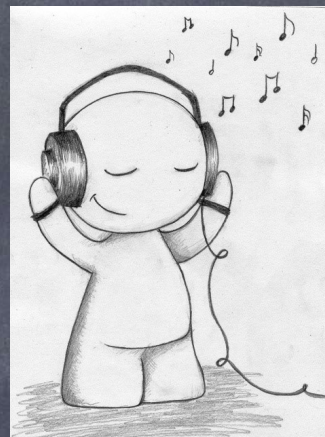
35
marks

Component 1

Question Paper

Understanding Music

- Demonstrate an understanding of specific N4, N5 and new H musical concepts in the categories of Style, Melody/Harmony, Timbre/Dynamics, Structure and Rhythm
- Demonstrate an understanding of musical literacy
- Maintain a Concept Glossary through traffic lighting and describing specific concepts covered both in class and at home using www.ataea.co.uk



Deep
Understanding

give examples

identify

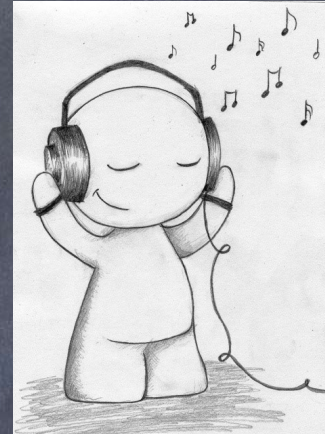
describe

recite

memorise

S4 Higher Deadline 1

- Revise all N4 and N5 Musical concepts and be prepared to sit a N5 Question Paper in August (First week back).
- Demonstrate an understanding of musical literacy for N5 level
- Maintain a Concept Glossary through traffic lighting and describing specific concepts covered both in class and at home using www.ataea.co.uk



Deep Understanding

give examples

identify

describe

recite

memorise

Musical Concepts

Music concepts lists

Contexts for learning					
Level	Styles	Melody/harmony	Rhythm/tempo	Texture/structure/form	Timbre
Higher	Plainchant	Mode or modal	3 against 2	Basso continuo	Tremolando
	Oratorio	Relative major	Time changes	Concerto grosso	Harmonics
	Mass	Relative minor	Irregular time signatures	Ritornello	String quartet
	Recitative	Interval	Triplets	Passacaglia	Ripieno
	Sonata	Obbligato	Augmentation	Da capo aria	Concertino
	Chamber music	Acciaccatura	Diminution	Sonata form	Coloratura
	String quartet	Mordent		Exposition	
	Lied	Plagal cadence		Subject	
	Impressionist	Interrupted cadence		Through-composed	
	Musique concrète	Tierce de Picardie			
	Jazz funk	Dominant 7th			
	Soul music	Diminished triad			
		Diminished 7th			
		Added 6th			
		Harmonic minor scale			
		Melodic minor scale			

Literacy

Music literacy					
Level	Styles	Melody/harmony	Rhythm/tempo	Texture/structure/form	Dynamics/timbre
Higher		<p>Bass clef — E–C — range of notes from E below the stave to middle C</p> <p>Transposing from treble clef down one octave into bass clef</p> <p>Identifying chords I, IV, V and VI in major and minor keys in treble and bass clefs</p> <p>Identifying tonic, subdominant and dominant notes in the keys of C, G and F major and A minor</p> <p>Naming diatonic intervals: 2nd, 3rd, 4th, 5th, 6th, 7th, octave</p> <p>Writing diatonic intervals above a given note in treble clef</p>	<p>Quavers, crotchets, dotted crotchets and dotted minims within</p> <p>6 9 12</p> <p>8 8 8 time</p> <p>Triplet quavers, triplet crotchets</p> <p>Rests — quaver, crotchet, dotted crotchet, minim, semibreve, whole bar</p> <p>Da capo (D.C.)</p>	<p>Phrase mark</p>	<p>Accents (>)</p> <p>Slurs</p> <p>Staccato (.)</p>
National 5		<p>Tones, semitones, accidentals — flats, sharps and naturals</p> <p>Scales and key signatures — C major, G major, F major, A minor</p> <p>Chords — C major, G major, F major and A minor</p> <p>Leaps</p>	<p>Dotted rhythms</p> <p>Dotted crotchet</p> <p>Dotted quaver</p> <p>Scotch snap</p> <p>1st and 2nd time bars</p>		<p><i>ff</i> — fortissimo</p> <p><i>pp</i> — pianissimo</p> <p><i>sfz</i> — sforzando</p>

Component 2 Assignment

Composing

15
marks

- Compose one piece of music lasting between a minimum of 1 minute and a **maximum of 3 minutes 30 seconds**. Complete by Christmas!

For composing music, candidates must:

- ♦ plan the assignment
- ♦ explore and develop musical ideas using at least four elements from melody, harmony, rhythm, structure and timbre, one of which must be **harmony**
- ♦ create one complete piece of music

H

Success Checklist



- I have created a chord progression from key options at **Higher** level
- I have experimented using all 4 cadences and explored use of **Tierce de Picardie**
- I have created a good melody
- I have **modulated** to the **relative major or minor** from my chosen key
- I have experimented with the following chords: **added 6th, augmented, diminished 7th, dominant 7th**
- I have explored either **augmentation** or **diminution** of rhythms
- I have experimented with **time changes**
- I have incorporated a **variety of rests**
- I have explored a **variety of rhythms** including **3 against 2, triplets** and **dotted rhythms**
- I have created a **bass part** by ear or using bass clef notation
- My composition has a **clear structure**

Composing – Deadline 1

- Deadline 1 – End June
- Create an original idea and begin to develop (Chord Progression/Melody/Rhythm)
- Ensure it meets criteria for Higher Level

H using Chords

1,4,5,6 and added 6th,
diminished, augmented
and dominant 7th using
all 4 cadences and
modulation to relative
key

Key of C Major

C, F, G and Am

Key of A Minor

Am, Dm, Em and F

Key of G Major

G, C, D and Em

Key of F Major

F, Bb, C and Dm

Composing review – 10 marks



Candidates must keep a diary which will track decisions made and progress of composition. This will be completed digitally.

For the composing review, candidates must:

- ♦ with reference to compositional methods used, provide a detailed account of the main decisions when exploring and developing their musical ideas
- ♦ identify strengths and/or areas which may be improved

Composing Review – Deadline 1

- Deadline 1 – End June
- Create a digital diary and begin to record any decisions made and explain any exploration or experimentation that takes place.

Candidate Evidence

Evidence to be gathered

The following candidate evidence must be submitted:

- ♦ an audio recording
- ♦ a score or performance plan
- ♦ a composing review

Use of the SQA composing review template is mandatory. The template is available from the Higher Music subject page.

Version 1.0

15

Volume

The composing review can be presented in prose or bullet points and, as a guide, should be in the region of 200 to 350 words.

Word count is given to indicate the volume of evidence required. No penalty will be applied.



SQA Marking guidelines - Composing

Detailed marking instructions

Composing music	Summary statements	Mark range
<p>Candidates must use at least four of the musical elements listed below, one of which must be harmony:</p> <ul style="list-style-type: none"> ◆ melody ◆ harmony ◆ rhythm ◆ structure ◆ timbre 	An excellent composition demonstrating a range of musical ideas which have been developed imaginatively and convincingly — appropriate to the candidate's chosen style. The selection and use of elements is highly creative and effective.	18–20
	A very good composition demonstrating a range of musical ideas which have been developed with some imagination — appropriate to the candidate's chosen style. The selection and use of elements shows creativity.	15–17
	A good composition demonstrating a range of musical ideas which have been developed competently — appropriate to the candidate's chosen style. The selection and use of elements shows some creativity.	12–14
	A composition demonstrating musical ideas which have been developed satisfactorily — appropriate to the candidate's chosen style. The selection and use of elements may be simplistic and straightforward.	10–11
	A composition demonstrating musical ideas which have been developed inconsistently to the candidate's chosen style. The selection and use of elements is not always appropriate.	7–9
	A composition demonstrating limited musical ideas with little development appropriate to the candidate's chosen style. The selection and use of elements is poor.	4–6
	A composition which shows a very limited understanding of musical ideas with no development appropriate to the candidate's chosen style. The selection and use of elements is very poor.	1–3
	No evidence produced.	0

SQA Marking guidelines - Review

Composing review	Summary statements	Mark range
<p>The composing review must, with reference to compositional methods used, include:</p> <ul style="list-style-type: none"> ♦ main decisions made ♦ the exploration and development of musical ideas ♦ strengths and/or areas for improvement 	<p>The composing review contains:</p> <ul style="list-style-type: none"> ♦ a detailed account of the main decisions made ♦ a detailed explanation of the exploration and development of musical ideas ♦ clear details of strengths and/or areas for improvement 	9–10
	<p>The composing review contains:</p> <ul style="list-style-type: none"> ♦ a fairly detailed account of the main decisions made ♦ a relevant explanation of the exploration and development of musical ideas ♦ identification of strengths and/or areas for improvement 	7–8
	<p>The composing review contains:</p> <ul style="list-style-type: none"> ♦ a satisfactory account of the main decisions made ♦ sufficient explanation of the exploration and development of musical ideas ♦ satisfactory identification of strengths and/or areas for improvement 	5–6
	<p>The composing review contains:</p> <ul style="list-style-type: none"> ♦ a limited account of the main decisions made ♦ a limited explanation of the exploration and development of musical ideas ♦ limited identification of strengths and/or areas for improvement 	3–4
	<p>The composing review contains:</p> <ul style="list-style-type: none"> ♦ a poor account of the main decisions made ♦ a very limited explanation of the piece of music ♦ little or no identification of strengths and/or areas for improvement 	1–2
	No evidence produced.	0

Component 3 and 4 Performing on 2 Instruments

Higher

12 minutes
Min 4 min on
instr 2

50
marks

- Perform in regular class concerts with a final prelim in January and a final exam from February 15th
- Demonstrate a good practice regime

Practise as if you are the worst, perform as if you are the best!

Performing – Deadline 1

- Deadline 1 – Before or by End August
- Prepare and perform 1 piece on each instrument at Grade 4 Level
- Perform to class and receive a grade/10 for each piece

Performing – Deadline 2

- Deadline 2 – Before or by end October
- Prepare and perform 2 pieces on each instrument at Grade 4 Level
- Perform to class and receive a grade/10 for each piece

Performing Prelim – Deadline 3

- Deadline 3 – Performing Prelim - January
- Prepare and perform 12 minutes of music on both instruments (min 4 min on Instr 2)
- Perform to examiner and receive a grade/10 for each piece

When you are not practising , remember , someone somewhere is practising, and when you meet him he will win"

Extra-Curricular

First Orchestra – Wednesday After School

Wind Band– Wednesday lunch

Senior Choir – Tuesday lunch

School Show Band– Thursday After School



Music Department

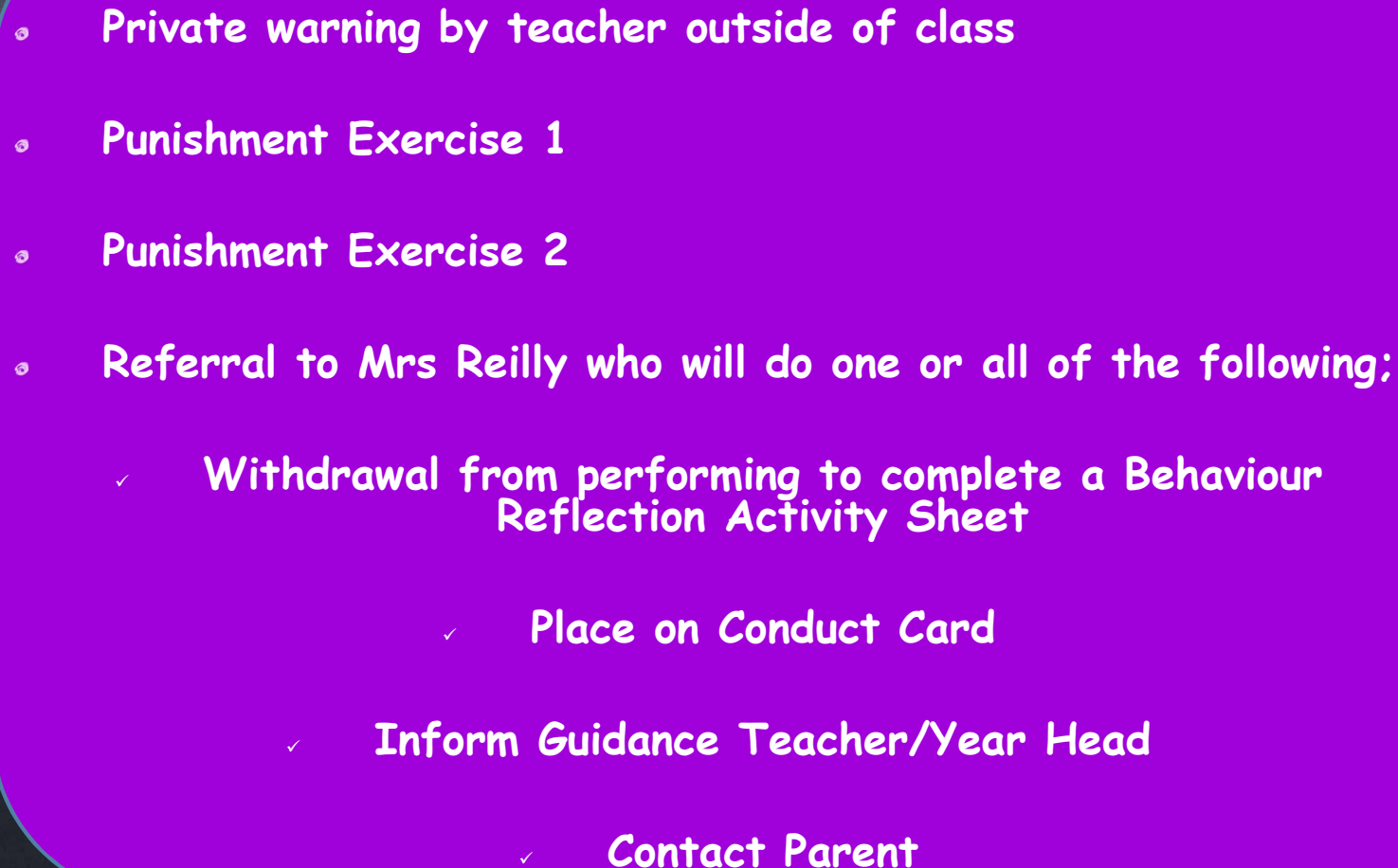
Class Rules

Class Rules in Music

- Arrive on time
- Line up **quietly** outside class
- Remove chewing gum
- Remove non uniform items of clothing
- **Listen** to the person who is talking
- Treat everyone with **Respect**
- **Observe the Magic Arm**
- Return all resources to allocated place
- Place chairs under table before leaving



What happens if I break a class rule?

- 
- Private warning by teacher outside of class
 - Punishment Exercise 1
 - Punishment Exercise 2
 - Referral to Mrs Reilly who will do one or all of the following:
 - ✓ Withdrawal from performing to complete a Behaviour Reflection Activity Sheet
 - ✓ Place on Conduct Card
 - ✓ Inform Guidance Teacher/Year Head
 - ✓ Contact Parent

THANKS

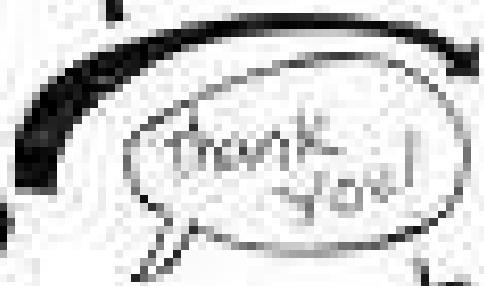
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GRAZIE

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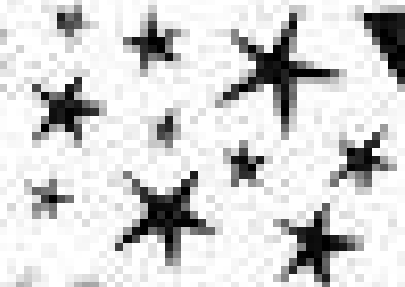
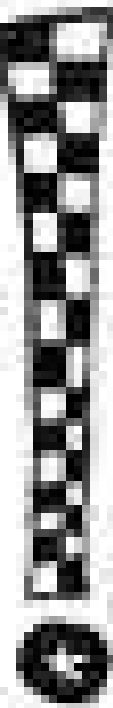
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National 4/5 Music

Induction

curriculum for excellence

