

Higher Music

Aim of courses

To ensure that all pupils have the opportunity to create, perform and respond positively to music. Pupils will be encouraged, across a range of abilities, to develop their skills through a variety of activities, opportunities and experiences.

Why study Music?

Music courses allow pupils to develop their creativity, organisation and confidence through performing, composing and listening to Music. The level of discipline required and developed by this subject is highly transferrable and the experience of making music is extremely motivating and rewarding. This course allows you to develop the skills and knowledge required to proceed to further study and/or follow a career in music.

Music Higher

Entry to the Course

You would normally be expected to have attained a course award at National 5 or have appropriate previous experience.

The course consists of three components:

→ **Performance (60 marks – scaled to 50% at N5)**

- Play two instruments, or one instrument and voice.
- Perform at least 2 pieces on each instrument.
- Perform a programme of pieces, 12 minutes in total, between the two instruments.
- Perform at least 4 minutes on one instrument.
- Higher is equivalent to ABRSM/Trinity Grade 4.

→ **Composition (30 marks – scaled to 15% at N5)**

- Creating music using appropriate concepts.
- Compose, improvise and/or arrange your own music.
- Provide evidence of progress in creating music in different styles.
- Final composition to develop and assess composing skills.

→ **Listening (40 marks – scaled to 35% at N5)**

- Listen to music from a variety of musical styles.
- Identify and recognise specific music concepts, as well as music signs and symbols used in music notation.
- Question paper based on recorded excerpts of music and musical literacy.

Assessment

- Higher is assessed externally and graded A-D, based on the performance grade (SQA examiner in February/March), Composition (SQA uplift in April) and Listening Paper (May).

Further advice and information is available from Mr McIntyre and Ms Miller