COURSE TITLE	**MUSIC**
LEVEL	National 4
ENTRY REQUIREMENTS	Learners would normally be expected to have attained the skills, knowledge and understanding required by following the BGE Music course in S3.
COURSE DESCRIPTION	The National 4 Music Course enables learners to perform challenging music, create original music using compositional methods and music concepts, and broaden their knowledge and understanding of music and musical literacy. **Music: Performing Skills (National 4)** In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. **Music: Composing Skills (National 4)** In this Unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. **Understanding Music (National 5)** In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.
COURSE ASSESSMENT	**Assessment:** Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed internally in each area. • The performance will be assessed internally under exam conditions. • The learners will build a bank of short compositional excerpts, and are also required to complete one final piece at the appropriate level. This will be internally assessed on a pass/fail basis. • The learners will record evidence of their understanding throughout the course. This will be internally assessed on a pass/fail basis.
SKILLS FOR LEARNING, **SKILLS FOR LIFE and** **SKILLS FOR WORK** **INCLUDED**	Furthermore pupils will develop the following skills for learning, life and work: • Literacy – Listening and talking, reading and writing • Health and Wellbeing – Personal Learning • Thinking Skills – Remembering, Understanding, Applying, Analysing, Creating • Employability, Enterprise and Citizenship – Working with others, Enterprise

COURSE TITLE	MUSIC
LEVEL	National 5
ENTRY REQUIREMENTS	Learners would normally be expected to have attained the skills, knowledge and understanding required by following the BGE Music course in S3 or passed the National 4 Music Course in S4.
COURSE DESCRIPTION	The National 5 Music Course enables learners to perform challenging music, create original music using compositional methods and music concepts, and broaden their knowledge and understanding of music and musical literacy. **Component 1: Question Paper** 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 throughout the course. **Component 2: Assignment** The assignment draws on candidate's skills, knowledge and understanding of music composition. Candidates demonstrate their skills through melody, harmony, rhythm, timbre and structure when creating their piece of music. **Component 3: Performance – Instrument 1** **Component 4: Performance – Instrument 2** Candidates demonstrate their performing skills by presenting a prepared programme of music on two selected instruments, or on one selected instrument and voice. They will perform level-specific music (Grade 3 or above) with sufficient accuracy and will maintain the musical flow.
COURSE ASSESSMENT	**Assessment:** Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed in each component. **Component 1: Question Paper (35%)** • The purpose of the question paper is to assess candidate's knowledge and understanding of music concepts and music literacy. **Component 2: Assignment (15%)** • The purpose of the composing assignment is to explore and develop musical ideas to create music. The assignment is in 2 parts – composing one piece of music and reviewing the composing process. **Component 3 – Instrument 1 (25%)** **Component 4 – Instrument 2 (25%)** • The purpose of the performance is to allow candidates to demonstrate skills on either 2 instruments or on a selected instrument and voice. The overall performance must be a minimum of 8 minutes.
SKILLS FOR LEARNING, SKILLS FOR LIFE and SKILLS FOR WORK INCLUDED	Furthermore pupils will develop the following skills for learning, life and work: • Literacy – Listening and talking, reading and writing • Health and Wellbeing – Personal Learning • Thinking Skills – Remembering, Understanding, Applying, Analysing, Creating and Evaluating • Employability, Enterprise and Citizenship – Working with others, Enterprise

COURSE TITLE	MUSIC
LEVEL	Higher
ENTRY REQUIREMENTS	Learners would normally be expected to have attained the skills, knowledge and understanding required by following the National 5 Music course or relevant component Units.
COURSE DESCRIPTION	The Higher Music Course enables learners to perform challenging music, create original music using compositional methods and music concepts, and broaden their knowledge and understanding of music and musical literacy. **Component 1: Question Paper** 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 throughout the course. **Component 2: Assignment** The assignment draws on candidate's skills, knowledge and understanding of music composition. Candidates demonstrate their skills through melody, harmony, rhythm, timbre and structure when creating their piece of music. **Component 3: Performance – Instrument 1** **Component 4: Performance – Instrument 2** Candidates demonstrate their performing skills by presenting a prepared programme of music on two selected instruments, or on one selected instrument and voice. They will perform level-specific music (Grade 4 or above) with sufficient accuracy and will maintain the musical flow.
COURSE ASSESSMENT	**Assessment:** Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed in each component. **Component 1: Question Paper (35%)** • The purpose of the question paper is to assess candidate's knowledge and understanding of music concepts and music literacy. **Component 2: Assignment (15%)** • The purpose of the composing assignment is to explore and develop musical ideas to create music. The assignment is in 2 parts – composing one piece of music and reviewing the composing process. **Component 3 – Instrument 1 (25%)**

	Component 4 – Instrument 2 (25%) • The purpose of the performance is to allow candidates to demonstrate skills on either 2 instruments or on a selected instrument and voice. The overall performance must be a minimum of 12 minutes.
SKILLS FOR LEARNING, **SKILLS FOR LIFE and** **SKILLS FOR WORK** **INCLUDED**	Furthermore pupils will develop the following skills for learning, life and work: • Literacy – Listening and Talking, Reading, Writing • Health and Wellbeing – Personal Learning • Employability, Enterprise and Citizenship – Working with Others • Thinking Skills – Creating, Understanding, Applying, Analysing and Evaluating

COURSE TITLE	MUSIC
LEVEL	Advanced Higher
ENTRY REQUIREMENTS	Learners would normally be expected to have attained the skills, knowledge and understanding required by following the Higher Music course or relevant component Units.
COURSE DESCRIPTION	The Advanced Higher Music Course enables learners to perform challenging music, create original music using compositional methods and music concepts, and broaden their knowledge and understanding of music and musical literacy. **Component 1: Question Paper** 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 throughout the course. **Component 2: Assignment** The assignment draws on candidate's skills, knowledge and understanding of music composition. Candidates demonstrate their skills through melody, harmony, rhythm, timbre and structure when creating their piece of music. Candidates will also be required to analyse a piece of music and recognise key features with reference to the compositional methods and music concepts used. **Component 3: Performance – Instrument 1** **Component 4: Performance – Instrument 2** Candidates demonstrate their performing skills by presenting a prepared programme of music on two selected instruments, or on one selected instrument and voice. They will perform level-specific music (Grade 5 or above) with sufficient accuracy and will maintain the musical flow.
COURSE ASSESSMENT	**Assessment:** Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed in each component. **Component 1: Question Paper (35%)** • The purpose of the question paper is to assess candidate's knowledge and understanding of music concepts and music literacy. **Component 2: Assignment (15%)** • The purpose of the composing assignment is to explore and develop musical ideas to create music. The assignment is in 3 parts – composing one piece of music, reviewing the composing process and analysing a new piece of music. **Component 3 – Instrument 1 (25%)**

	Component 4 – Instrument 2 (25%) • The purpose of the performance is to allow candidates to demonstrate skills on either 2 instruments or on a selected instrument and voice. The overall performance must be a minimum of 18 minutes.
SKILLS FOR LEARNING, **SKILLS FOR LIFE and** **SKILLS FOR WORK** **INCLUDED**	Furthermore pupils will develop the following skills for learning, life and work: • Literacy – Listening and Talking, Reading, Writing • Health and Wellbeing – Personal Learning • Employability, Enterprise and Citizenship – Working with Others • Thinking Skills – Creating, Understanding, Applying, Analysing and Evaluating

COURSE TITLE	**SKILLS FOR WORK – CREATIVE INDUSTRIES**
LEVEL	National 5
ENTRY REQUIREMENTS	S5/6 pupils only
COURSE DESCRIPTION	Creative Industries is an introductory qualification which develops the knowledge and skills required for employment or further study in the creative industries. The Course covers: an Introduction to the Creative Industries, Creative Industries Skills Development, the Creative Process, and a Creative Project. **The course consists of four units:** **An Introduction** This is a research unit where pupils research all different areas of the Creative Industries from the Music Business to Stage and Screen. **Skills Development** In this unit pupils develop their own skills in an area of the Creative Industries. This could be as a performer, an event's organiser, a creator, etc. **The Creative Process and The Creative Project** Both of these units are based around the Creative Project. The team have to decide on a project that they will develop a plan for and then make it happen. In the past pupils have made a CD, organised a large scale event outside school and also events in school.
COURSE ASSESSMENT	The course is assessed internally on an ongoing basis with outcomes being completed for each unit. Folios of evidence gathered throughout the process are also used for assessment. The specific aims of this Course are to: • raise candidates' awareness of the creative industries in the UK and the opportunities within sectors in terms of job roles and career option • develop specific and generic skills and attitudes which will enhance candidates' employability within a sector • develop practical skills, presentation skills, a positive and responsible attitude to work, communication skills and teamwork skills

SKILLS FOR LEARNING, **SKILLS FOR LIFE and** **SKILLS FOR WORK** **INCLUDED**	Furthermore pupils will develop the following skills for learning, life and work: • Literacy – Listening and Talking, Reading, Writing • Health and Wellbeing – Personal Learning • Employability, Enterprise and Citizenship – Working with Others • Thinking Skills – Creating, Understanding, Applying, Analysing and Evaluating

COURSE TITLE	MUSIC TECHNOLOGY
LEVEL	National 5
ENTRY REQUIREMENTS	Learners would normally be expected to have attained the skills, knowledge and understanding required by following the BGE Music course in S3 or passed the National 4 Music Technology Course in S4.
COURSE DESCRIPTION	The National 5 Music Technology Course enables candidates to develop their technical skills and creative use of music technology in a range of contexts. The course engages candidates through practical learning activities and tasks which are supported by knowledge and understanding of music technology and music concepts. **Component 1: Question Paper** The question paper requires candidates to use listening skills and to draw on and apply knowledge and understanding of a sample of all the technological terms, styles and genres, and music concepts. **Component 2: Assignment 1** **Component 3: Assignment 2** The purpose of the assignment is to assess practical application of knowledge and skills to plan, implement and evaluate creative productions using music technology. The creative productions may be in any two appropriate contexts, such as live performance, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming.
COURSE ASSESSMENT	**Assessment:** Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed in each component. **Component 1: Question Paper (30%)** • The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and listening skills. **Component 2: Assignment 1 (35%)** **Component 3: Assignment 2 (35%)** • The candidate is required to draw on and apply technological and musical skills and knowledge developed throughout the course. For each task, marks are awarded for planning the project, implementing the project and evaluating the project. Each project last between 1 and 3 minutes.
SKILLS FOR LEARNING, SKILLS FOR LIFE and SKILLS FOR WORK INCLUDED	Furthermore pupils will develop the following skills for learning, life and work: • Health and Wellbeing – Personal learning • Thinking Skills – Remembering, understanding, applying, analysing and evaluating, creating • Employability, Enterprise and Citizenship – Information and communication technology (ICT)

COURSE TITLE	NATIONAL PROGRESSION AWARD IN ACTING AND PERFORMANCE
LEVEL	National Progression Award (equivalent to Higher units only)
ENTRY REQUIREMENTS	This course is designed for pupils • who have achieved National 5 and who wish to progress further • who have achieved Higher Drama and who wish to extend their practical skills and knowledge of theatre • who seek an alternative progressive pathway to Advanced Higher Drama
COURSE DESCRIPTION	This course is made up of 2 units: **Theatre Skills in Performance** In this unit the pupils will work towards a production. They will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. **Professional Theatre in Context** In this unit pupils will have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles /genres. They will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions.
COURSE ASSESSMENT	The NPA in Acting and Performance course is different from Higher Courses and is continually assessed by your teacher, rather than having an end of year exam. As the course is highly intensive and practical, your teacher will observe you in rehearsal and performance regularly to ensure that your meet the assessment outcomes for the course. You must also produce a folio of written evidence to demonstrate your process and to evaluate the productions you attended.
SKILLS FOR LEARNING, **SKILLS FOR LIFE and** **SKILLS FOR WORK** **INCLUDED**	**Skills:** • Communication • Problem Solving • Information and Communication Technology • Working with others **Employment opportunities:** Performing (Drama, Dance, Music Theatre) Arts promotion/management Teaching

COURSE TITLE	**DRAMA**
LEVEL	National 4
ENTRY REQUIREMENTS	Learners would normally be expected to have attained the skills, knowledge and understanding required by following the BGE Drama course in S3.
COURSE DESCRIPTION	**Drama Skills (National 4)** In this Unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience in response to text and play text. They will develop a range of skills as an actor and learn how to develop portrayal of a character in a range of ways. They will develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. **Production Skills (National 4)** In this Unit, learners will develop theatre production skills. These will include Lighting /Sound/Make-up/Costume/Stage management and direction. They will use these skills to enhance drama when presenting. Learners will use problem solving skills in order to generate ideas for presenting drama. **Added Value Unit: Performance (National 4)** Learners will draw on and extend their knowledge and apply their production skills in a drama performance. The performance will allow pupils choice and flexibility to choose a production role. Choices are: **Acting** **Lighting Design** **Sound Design** **Costume Design** **Makeup Artist** **Props Manager**
COURSE ASSESSMENT	**Assessment:** The course assessment will consist of two components: • Mandatory internal units (Drama Skills and Production Skills) • Added value unit

SKILLS FOR LEARNING, **SKILLS FOR LIFE and** **SKILLS FOR WORK** **INCLUDED**	Furthermore pupils will develop the following skills for learning, life and work: • Literacy – Listening and Talking, Reading, Writing • Health and Wellbeing – Personal Learning • Employability, Enterprise and Citizenship – Working with Others • Thinking Skills – Creating, Understanding, Applying, Analysing and Evaluating

COURSE TITLE	DRAMA
LEVEL	National 5
ENTRY REQUIREMENTS	Learners would normally be expected to have attained the skills, knowledge and understanding required by following the BGE Drama course in S3 or passed the National 4 Drama Course in S4.
COURSE DESCRIPTION	The National 5 Drama course has an integrated approach to learning which develops practical and evaluative skills as well as knowledge and understanding of drama and its influences. Throughout the course, candidates explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. They develop a range of acting skills in relation to portraying characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and conventions when creating and presenting drama. Candidates generate ideas for presenting text using production areas. They explore and develop practical skills in a range of production areas. They apply these skills to enhance text when presenting. Candidates develop knowledge and understanding of social and cultural influences on drama. They learn how to evaluate their own progress and the progress of others.
COURSE ASSESSMENT	**Assessment:** The question paper has 60 marks (40% of the overall course award). • section 1 assesses the candidate's ability to evaluate their own work and the work of others • section 2 assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance **Performance 60 marks** The purpose of the performance is to enable candidates to draw on, extend and apply the skills, knowledge and understanding they have learned during the course. The performance assesses the candidate's preparation and performance of a textual extract. The candidate can be assessed in either an acting or a production role. The performance has 60 marks (60% of the overall course award). The performance has two sections: a **performance** and the **preparation for performance**.
SKILLS FOR LEARNING, SKILLS FOR LIFE and SKILLS FOR WORK INCLUDED	Furthermore pupils will develop the following skills for learning, life and work: • Literacy – Listening and Talking, Reading, Writing • Health and Wellbeing – Personal Learning • Employability, Enterprise and Citizenship – Working with Others • Thinking Skills – Creating, Understanding, Applying, Analysing and Evaluating

COURSE TITLE	**DRAMA**
LEVEL	Higher
ENTRY REQUIREMENTS	Learners would normally be expected to have attained the skills, knowledge and understanding required by following the National 5 Drama course.
COURSE DESCRIPTION	The course has an integrated approach to learning, giving learners the opportunity to develop practical and evaluative skills, as well as knowledge and understanding of drama and its influences. Learners explore and develop a range of complex drama skills and approaches to communicating thoughts and ideas to an audience. They explore acting skills by developing and portraying a range of characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and style when creating and presenting drama. Learners generate ideas for presenting text using production areas. They explore and develop practical skills in a range of complex production areas. They apply these skills to enhance the presentation of text. Learners develop knowledge and understanding of historical, social, cultural and theatrical influences on drama. They learn how to evaluate their own progress and the progress of others. Learners also consider the influence that cultural values, identities and ideas have on drama.
COURSE ASSESSMENT	**Assessment:** 50 marks of the overall grade is assessed in a question paper this is scales by the SQA to represent 40% of the overall marks out of 110 – Section 1 asks learners to communicate their ideas for a play as an actor, director or designer. Section 2 asks a series of structured questions on your application of your ideas as an actor, director or designer and Section 3 is an extended response question on a performance analysis. 60% of the overall grade is assessed in a practical Performance.
SKILLS FOR LEARNING, **SKILLS FOR LIFE and** **SKILLS FOR WORK** **INCLUDED**	Furthermore pupils will develop the following skills for learning, life and work: • Literacy – Listening and Talking, Reading, Writing • Health and Wellbeing – Personal Learning • Employability, Enterprise and Citizenship – Working with Others • Thinking Skills – Creating, Understanding, Applying, Analysing and Evaluating