

## **MUSPRA Qualifications**

Unit Code: 209

Unit Title: Listening to Music

Credit Level: 2

Credit Value: 4 (40 TQT)

### **Unit Content**

Using the learning outcome as the main point of reference, a scheme of work for this unit will include opportunities for learners to develop the following:

#### **Listening Skills**

How to listen to music e.g. sensitivity, vocabulary, concentration

Recognition of musical elements

Mood

Musical characteristics

#### **Individual Response**

Musical conditioning

Social

Cultural

#### **Music Theory**

Key elements of music e.g. harmony, melody, rhythm and dynamics

Key signatures, chords

### **Suggested Delivery Ideas**

In order to provide an appropriate learning environment, teachers may wish to consider utilising audio and visual resources extensively incorporated into the following approaches:

Lecture

Seminar, delivering technical and contextual knowledge

Practical sessions

Group work

Demonstration

Film and video presentation

Use of articles and books

Tutorials

N.B. This session could be delivered in conjunction with relevant practical sessions e.g. composition, remixing, recording etc.

### **Suggested Activity Ideas**

Learners present a piece of music of their choosing to group; peer feedback and group discussion

Peer interview; learners interview each other to find out musical taste/background and origin of response

Group quiz; learners are divided into groups to answer questions presented by the teacher or other learners (e.g. PowerPoint presentation)

Games; Jukebox Jury style game where learners describe and comment on a given piece of music

#### Interactive handouts

Ear training; listening to pieces of music to determine mood, harmonic characteristics, genre etc.

Pair work, researching different artists/recordings/genres and presenting findings to the group

Draw up a musical family tree

Individual work, working without the BPM, key and time signature of a given track by ear

Peer assessment of knowledge and understanding at formative stages

#### Summative Assessment Methods

In order to be assessed:

Learners should demonstrate their knowledge and understanding of the relationship between key elements of music and their own response to it and demonstrate an awareness of their place in the development of contemporary music and its wider social context.

All assessment requirements (1.1, 1.2, 1.3) can be assessed by the following methods:

Student presentation

Questionnaire

Essay

Self-assessment pro-forma

Quiz

The teacher could carry out the required assessment in stages throughout the term. All of the above assessment methods can be also used formatively.

#### Recommended Evidence

1.1 Presentation e.g. video or PowerPoint

1.2 Written work e.g. essay, questionnaire

1.3 Discussion e.g. video or audio (recorded interview)

## Grading Criteria

<b>Distinction</b>	<p>To achieve a <b>distinction</b> at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Assess in detail, accurately and with insight how each piece of music affects them personally.</li> <li>2. Compare in detail, accurately and with insight, their own responses with those of two peers, describing clearly, accurately and in detail the influence of the following on the response of each individual, including themselves: <ol style="list-style-type: none"> <li>a. Initial reaction to the music</li> <li>b. Emotional circumstance</li> <li>c. Music background/experience</li> <li>d. Musical preference(s)</li> </ol> </li> <li>3. Illustrate clearly and in detail the differences in response, giving a clear and insightful assessment of why those differences might occur across the group, making clear, accurate reference to the combination of elements within each piece of music.</li> </ol>
<b>Merit</b>	<p>To achieve a <b>merit</b> at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Assess in detail, clearly and accurately, how each piece of music affects them personally.</li> <li>2. Compare accurately and in detail their own responses with those of two peers, describing clearly and accurately the influence of the following on the response of each individual, including themselves: <ol style="list-style-type: none"> <li>a. Initial reaction to the music</li> <li>b. Emotional circumstance</li> <li>c. Music background/experience</li> <li>d. Musical preference(s)</li> </ol> </li> <li>3. Illustrate clearly the differences in response, giving a clear, accurate assessment of why those differences might occur across the group, making clear, accurate reference to the combination of elements within each piece of music.</li> </ol>
<b>Pass</b>	<p>To achieve a <b>pass</b> at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Assess accurately how each piece of music affects them personally.</li> <li>2. Compare their own responses with those of two peers, describing the influence of the following on the response of each individual, including themselves: <ol style="list-style-type: none"> <li>a. Initial reaction to the music</li> <li>b. Emotional circumstance</li> <li>c. Music background/experience</li> <li>d. Musical preference(s)</li> </ol> </li> <li>3. Illustrate the differences in response, giving an assessment of why those differences might occur across the group, in relation to the combination of elements within each piece of music.</li> </ol>
<b>Unclassified</b>	<p>A learner <b>not</b> on course to achieve this unit might evidence the majority of the following:</p> <ol style="list-style-type: none"> <li>1. Little or no evidence of any assessment of how each piece of music affects them personally.</li> <li>2. Little or no evidence of any ability to compare their own responses to those of two peers.</li> <li>3. Little or no evidence of consideration of the differences in response, and/or an assessment of why those differences might occur across the group.</li> </ol>

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Assessment Framework

### Learning Outcomes

The learner will be able to:

1. Recognise the relationship between the key elements of music and an emotional response to it

### Assessment Criteria

The learner can:

- 1.1 Listen to a recording of two contrasting, unidentified pieces of music and assess their personal response to each.
- 1.2 Compare the personal responses in 1.1 to those of two peers, describing the influence the following have on the response of each individual:
  - a. Initial reaction to the music;
  - b. Emotional circumstance;
  - c. Music background/experience;
  - d. Musical preference(s).
- 1.3 Illustrate the differences in response and assess why the differences occur, in relation to the combination of musical elements within each piece, including where appropriate:
  - Tonality;
  - Tempo;
  - Instrumentation;
  - Lyrical content;
  - Production techniques.