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.	
CVILLS FOR LEADMING	 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,	Furthermore pupils will develop the following skills for learning, life and work:	
SKILLS FOR LIFE and	 Literacy – Listening and talking, reading and writing 	
SKILLS FOR WORK	Health and Wellbeing – Personal Learning	
INCLUDED	 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		
COURSE ASSESSMENT	above) with sufficient accuracy and will maintain the musical flow. 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. Company 2: Assignment (45%)
	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,	Furthermore pupils will develop the following skills for learning, life and
	work:
SKILLS FOR LIFE and	
	 Literacy – Listening and Talking, Reading, Writing
SKILLS FOR WORK	 Health and Wellbeing – Personal Learning
	 Employability, Enterprise and Citizenship – Working with Others
INCLUDED	 Thinking Skills – Creating, Understanding, Applying, Analysing and Evaluating



COURSE TITLE	
LEVEL National 5 Learners would normally be expected to have attained the KARWEGGE and understanding reduced by Following the Steril Music Course of the Steril Music Course of the Steril Music Course enables learners to a few the National 4 Music Technology Course in St. 30 - passed the National 4 Music Technology Course enables candidates to determine the National 5 Music Technology Course enables candidates to determine the National 5 Music Technology of Course enables candidates to determine the National 5 Music Technology and the St. 1 Music Technology and the Advanced Higher Music Course of music technology in a recontexts. The course engages candidates through practical activities and tasks which are supported by knowledge and underst of music technology and music concepts. Component 1: Question Pager The St. 1 Music Page of Page o	
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develop musical ideas to create music. The assignment	
process and analysing a new piece of music. Component 3 – Instrument 1 (25%)	t is in 3

	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,	Furthermore pupils will develop the following skills for learning, life and	
	work:	
SKILLS FOR LIFE and		
	Literacy – Listening and Talking, Reading, Writing	
SKILLS FOR WORK	Health and Wellbeing – Personal Learning	
MOULDED	Employability, Enterprise and Citizenship – Working with Others This is a state of the control of the con	
INCLUDED	 Thinking Skills – Creating, Understanding, Applying, Analysing and Evaluating 	

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 TITLE	DRAMA

COURSEEA	VSSESSMENT	The NF	ANatAnting and Performance course is different from Higher Courses and is
		contin	ually 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
EN'	ITRY REQUIREMENTS	1 -	mberoon eerg whorehydrocensually there y pecterole to theeve satts a meen thou skid is near the
		course	knowledge and understanding required by following the BGE Drama course in S3.
		You m	ust also produce a folio of written evidence to demonstrate your process and
со	URSE DESCRIPTION	to eval	uate the productions you attended. 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
SKILLS FOI	R LEARNING,	Skills:	and play text. They will develop a range of skills as an actor and learn
CKILLE	D LIEF and	9	Communication how to develop portrayal of a character in a range of ways. They will Problem Solving develop knowledge and understanding of form, structure, genre and Information and Communication Technology style when creating and presenting drama.
SKILLS FOI	K LIFE and		develop knowledge and understanding of form, structure, genre and
SKILLS FOI	R WORK		style when with others
INCLUDED)	Empl	Production Skills (National 4) pyment opportunities:
			rming (Drama, Dance, Music Theatre) In this Unit, learners will develop theatre production skills. These will
		Arts	romotion/management include Lighting /Sound/Make-up/Costume/Stage management and
		Teach	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
со	OURSE ASSESSMENT		Assessment:
			The course assessment will consist of two components:
			 Mandatory internal units (Drama Skills and Production Skills) Added value unit

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