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## GOVERNMENT NOTICES

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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

No. 129

16 February 2007



### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

#### Music

registered by Organising Field 02, Culture and Arts, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The full qualification and unit standards can be accessed via the SAQA web-site at [www.saqg.org.za](http://www.saqg.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below **and no later 16 March 2007**. All correspondence should be marked **Standards Setting – Music** addressed to

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SAQA

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:**  
**National Certificate: Music**

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>		
58144	National Certificate: Music		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Music			
<b>ETQA</b>			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
National Certificate	2 - Culture and Arts	Performing Arts	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	121	Level 2	Regular-Unit Stds Based
<b>REGISTRATION STATUS</b>	<b>SAQA DECISION NUMBER</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>
Draft - Prep for P			

**PURPOSE AND RATIONALE OF THE QUALIFICATION****Purpose:**

Learners who have completed this qualification will have the necessary competencies to enter the Music Industry at the basic level on some occupational routes. They will acquire basic knowledge, skills and competence in performance, theory and music industry in general.

The qualification is intended for learners who aspire to either gain a further insight, or those who wish to use this Qualification as a sound foundation towards climbing the NQF ladder in the music field. Some of the competencies are also transportable towards achieving related qualifications.

The cumulative knowledge, skills and attitudes obtained from this qualification will act as a further access point to the Music Industry.

The learner assessed as competent against this Qualification will be able to:

- a Communicate in a variety of ways to achieve personal and music organisational objectives.
  - o Use mathematics and mathematical thinking to solve every day problems for him/herself, music organisation and sector.
- Apply basic music knowledge.
  - a Demonstrate basic knowledge of music industry.
  - o Apply life and work skills in the music work place.
- Perform a minimum of one chosen music instrument including the voice from any instrument family of their choice.

**Rationale:**

The National Certificate: Music NQF Level 2 is designed as the entry level within the music qualification. It will introduce the learner to basic, (foundational) aspects in the music industry. The learners will acquire basic skills that will open a world of opportunities in various segments within the music industry.

The music industry has developed into a major employer, particularly of young people, in most countries around the world. The rise to success from local to provincial, national and even international, either as a performer or in one of more than a hundred different work situations associated to the industry, can be meteoric. Often young people get hurtled into "instant success," and just as often "instant failure" follows soon after as a result of lack of basic knowledge of various aspects of music that are essential in sustaining as well as growing them professionally.

This qualification is the first in the learning pathway for music. It will be the foundation phase and will provide learners with basic knowledge and ability to acquire, develop and sustain a career in the music industry.

The targeted learners should have potential and can be drawn from:

- e Unemployed youth.
- o School Leavers.
- Unemployed adults.
- o Entrepreneurs.
- o Musicians who need their prior learning to be recognised.
- o Hobbyist.
- And many others who want to broaden their knowledge in the music industry wishing to gain formal or recognised industry related training.

Social and economic rationale for this qualification include encouragement of redress, facilitation of access to credit for prior work in the music industry, career development and general learning. Music is both recreational and career choice, which offers recreational and employment opportunities.

Although the qualification contains industry specific generic components, learners will also be equipped to perform various capacities within the industry, e.g.:

- o Live performers.
- e Music Publishing assistant.
- o Song writers.
- o Technical assistant.
- e Assistant to stage manager.
- e General assistant in the music industry.

#### **RECOGNIZE PREVIOUS LEARNING?**

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#### **LEARNING ASSUMED TO BE IN PLACE**

It would be desirable for learners wishing to access this Qualification to be competent at:

- o Language and Communication at NQF Level 1 or equivalent.
- o Mathematical Literacy at NQF Level 1 or equivalent.

Recognition of Prior Learning:

This Qualification and all the fundamental, core and elective Unit Standards associated with it, as described in the rules of combination, can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. The exit-level outcomes and the related Unit Standards may also be achieved through the recognition of prior learning.

Access to the qualification:

There are no access limitations on any learners or classes of learners for this Qualification, besides the recommendations in the learning assumptions.

### **QUALIFICATION RULES**

The qualifying learner will achieve this Qualification by complying with the following rules of combination for the accumulation of credits:

- o All Fundamental Unit Standards: 36 Credits.
- o All Core Unit Standards: 75 Credits.
- o Elective Unit Standards: 10 Credits.
- o Total Credits: 121 Credits.

### **EXIT LEVEL OUTCOMES**

1. Communicate in a variety of ways to achieve personal and music organisational objectives.
2. Use mathematics and mathematical thinking to solve every day problems for him/herself and the music organisation.
3. Apply basic music knowledge and technology.
4. Demonstrate basic knowledge of music industry,
5. Perform on a chosen music instrument.
6. Apply life and work skills in the music workplace.

### **ASSOCIATED ASSESSMENT CRITERIA**

**1:**

- o Oral communication is maintained and adapted to meet personal and organisational needs and expectations.
- o Texts are understood and responded to in writing using a range of contexts in the music organisation.
- Language and communication is used to understand and respond to texts in occupational learning programmes.

**2:**

- o Statistics, probability and probability models are used to solve a range of contextual problems.
- o Mathematical number systems, shape, and motion analysis are used to solve a range of life related problems.
- o Mathematics is used to investigate and monitor the financial aspects of personal and team life.

**3:**

- o Chords intervals and progression are identified and applied according to industry practice.
- o Melodic and rhythmic dictation is demonstrated.
- o Music technology is used effectively for specified context.
- o Range of technology includes equipment, software and voice.
- o Basic equipment and instruments are used to enhance one's skill.

**4:**

- o Basic staging is planned and performance developed to given scenario.
- o Basic music equipment and instruments are handled according to manufacturers specified and music industry standards.
- o Stage presence is established and composure maintained throughout the performance.
- o The elements of cultural contexts of music are described.
- o Marketing, contracts and copyrights are described in relation to the music industry.

5:

- Sight read and perform unaccompanied on a chosen instrument according to industry standard.

6:

- A computer operating system is maintained and operated in accordance with manufacturer's instructions.
- A plan to enhance team performance is developed in relation to music industry context.
- All equipment selected are used in a manner that is safe to one and that workplace.
- Disk jockey equipment is operated and techniques demonstrated in relation to disk jockey music and genres.

Integrated assessment:

Integrated assessment at the level of the Qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across Unit Standards to achieve competence that is grounded and coherent in relation to the purpose of the Qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome as described in the exit level outcomes.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the Qualification.

While the generic component (communication, mathematical literacy, music workplace skills) of this Qualification at NQF Level 2 can be assessed through occupational contexts and activities relating to the music industry, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are portable. The primary aim of this Qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-oriented and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

### **INTERNATIONAL COMPARABILITY**

Generally, music skills internationally are accessed from a variety of ways, both formal and informal. The interest in music could be sparked by either in-born talent or a way of developing a career, resulting with sources of learning being either informal, incidental, religious and formal. A number of short courses are offered in the form of e-learning, part-time, private tutoring and distance learning. These courses mainly cover the application of playing skills of a particular instrument, but lack the basic fundamental skills to develop strong grounding in the music industry. This approach to music teaching is fragmenting the knowledge instead of developing an overall basic introduction to all aspects of music, which could be developed further within a particular specialization.

The broad-based approach to music qualification envisaged in South Africa, will make this qualification unique, relative to any one else in the world. Record sales have been used as a barometer to measure development and growth of the music industry. This does not necessarily indicate formal qualification derived from such development.

Canada and the United States are claiming 33.3% of the world market share. Europe, including the United Kingdom takes another 33.3% of market share with England and France leading.

Japan claims 16.67%<sup>1/6</sup> share while the rest of the world share the remaining 16.67% amongst themselves. Out of this, Africa claims 0.6% and 0.48 of this is claimed by South Africa. CD sales in South Africa reached R 100m in 2006 while ring-tones derived from music tunes were R250m.

A search revealed that formal qualifications that are **NQF-aligned** are almost non-existent at level two with only a few countries that have made in-roads in developing **NQF-aligned** music qualifications. The **NC: Music NQF 2** in South Africa, compares with qualifications from the following countries:

- United Kingdom.
- New Zealand.
- Ireland.
- Australia.

• United Kingdom:

In the UK, the qualification that compares closely is the National Vocational Certificate Music.

This qualification is compared in terms of the outcomes and assessment criteria, degree of difficulty and notional learning time with:

- First Certificate in Music, NQF Level 2 Ref 100/5714/6.
- Certificate for Music Practitioners NQF Level 2, Ref 100/5178/8.
- Award for Music Practitioners NQF Level 2, Ref 100/5177/6.

The following learning unit titles indicate that the outcomes of this Qualification compare closely to. Unit Standards of GETC: Elementary Music, NQF Level 2, some of which are:

- Keyboard Skills.
- Arranging Music (Styles).
- DJ Skills.
- Music Rehearsal Skills.

• New Zealand:

In New Zealand, the National Certificate in Music, (Level 2) qualification, Ref NQF Ref: 0598 exists in the field of Arts and Crafts with 43 credits.

Of close comparisons are the unit standards with similar level of complexity as the NC in Music level 2 and cover the following competencies:

- Demonstration of performance skills before an audience.
- Demonstration of musical aural recall and sight-reading skills.
- Demonstration of knowledge of music theory and industry.

• Australia:

The certificate 2 in Music (CUS20101) is registered on the Australian Qualifications Authority and it is unit standard-based. This is close comparison to National Certificate in Music at NQF Level 2.

Pathways to music industry within the Australian qualification framework:

industry experience and/or qualifications leads to recognition of prior learning. Learners may progress consecutively to the following qualifications:

- o Certificate I in Music Industry (Foundation).
- o Certificate II in Music industry (Foundation).
- o Certificate III in Music.
- o Certificate IV in Music.
- o Diploma of Music.
- o Advanced Diploma of Music.

Learners can also specialise in either:

- o Music Industry Technical Production or
- o Music Industry Business.

Units in the Certificate 2 Music Industry: Foundation that are comparable to unit standards in this level two qualification are:

- o Develop and update music industry knowledge.
- o Follow health, safety and security procedures in the music industry.
- o Work with others.
- o Assist with staging.
- o Collect and organise information.
- o Move and set up instruments and equipment.
- o Read music.
- o Use information technology.
- o Work in a culturally diverse environment.

Some of the unit standards that are comparable to the Australian Certificate 3 Music Industry ones, which will be covered at basic level on this qualification are:

- o Address copyright requirements.
- o Develop and update music industry knowledge.
- o Compose a simple song.
- o Contribute to backup accompaniment for a performance.
- o Prepare self for performance.

Comparison within the SADC region or Africa in general is non-existent as South Africa has a far advanced music industry, comparatively.

### **ARTICULATION OPTIONS**

Vertical articulation is possible with:

- o 58143: National Certificate: Music Practice, NQF Level 3.

Horizontal articulation is not possible with other qualifications.

### **MODERATION OPTIONS**

- Any institution offering learning that will enable achievement of this Qualification must be accredited by the relevant ETQA.
- o External Moderation of assessment will be overseen by the relevant ETQA at its discretion.
- The accredited Training Provider will oversee internal Moderation of assessment.
- Moderation should encompass achievement of competence described in both individual Unit Standards as well as the integrated competence described in the Qualification.
- Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

- o Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- o Assessors must be in possession of a Qualification in Music/Music Industry or a related.
- Qualification in the field of at a minimum of NQF Level 3.

**NOTES**

N/A

**UNIT STANDARDS**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	243592	Apply the theory of music	Level2	8
Core	243323	Acquire and apply basic keyboard skills	Level2	8
Core	243591	Acquire music ability for ensemble	Level2	8
Core	243593	Identify and apply aural aspects of music	Level2	7
Core	243594	Understand the music business	Level2	8
Core	243322	Develop basic practical instrument ability	Level2	15
Core	243595	Identify and examine music in various cultural context	Level2	7
Core	114508	Pack equipment, material and tools	Level3	7
Core	243607	Establish basic stage presence	Level2	7
<i>procedures in a workplace</i>				
Elective	243599	Develop Disk jockey ability	Level 2	15
Elective	116932	Operate a personal computer system	Level 1	3
Elective	8420	Operate in a team	Level 2	4
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	119463	Access and use information from texts	Level 2	5
Fundamental	119456	Write/present for a defined context	Level 2	5
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	5
Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level2	3
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Acquire music ability for ensemble*

<b>SGB</b>		<b>PROVIDER</b>	
SGB Music			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Performing Arts	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	a
<b>REGISTRATION STATUS</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Draft - Prep for P Comment			

**SPECIFIC OUTCOME 1**

Plan and conduct rehearsal procedures under supervision.

**SPECIFIC OUTCOME 2**

Present and communicate during a performance.

**SPECIFIC OUTCOME 3**

Participate in a performance.

**SPECIFIC OUTCOME 4**

Formulate basic press kit.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Apply the theory of music*

SAQA US ID		UNIT STANDARD TITLE	
243592		Apply the theory of music	
SGB		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	8
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

## SPECIFIC OUTCOME 1

Use music notation.

## SPECIFIC OUTCOME 2

Specify time signatures.

## SPECIFIC OUTCOME 3

Recognise key signatures and construct scales.

## SPECIFIC OUTCOME 4

Recognise and write chords and chord progressions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Identify and apply aural aspects of music*

<b>SGB</b>		<b>PROVIDER</b>	
SGB Music			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Performing Arts	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	7
<b>REGISTRATION STATUS</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Draft - Prep for P Comment			

**SPECIFIC OUTCOME 1**

Identify and interpret chords.

**SPECIFIC OUTCOME 2**

Identify and apply intervals and common diatonic chord progressions.

**SPECIFIC OUTCOME 3**

Identify cadences.

**SPECIFIC OUTCOME 4**

Demonstrate melodic and rhythmic dictation.

**SPECIFIC OUTCOME 5**

Formulate basic lead sheet transcription.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Understand the music business*

SAQA US ID		UNIT STANDARD TITLE	
243594		Understand the music business	
SGB		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	a
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

## SPECIFIC OUTCOME 1

Define and recognize basic music related contracts.

## SPECIFIC OUTCOME 2

Define basic copyright.

## SPECIFIC OUTCOME 3

Identify the roles of the artist's key music industry personnel.

## SPECIFIC OUTCOME 4

Identify basics of marketing in music.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

SAQA US ID		UNIT STANDARD TITLE	
243595		Identify and examine music in various cultural context	
SGB		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	7
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

**SPECIFIC OUTCOME 1**

Explore the cultural contexts of South African and African music.

**SPECIFIC OUTCOME 2**

Identify and describe the elements of music.

**SPECIFIC OUTCOME 3**

Identify and describe the characteristics that determine cultural context.

**SPECIFIC OUTCOME 4**

Identify how styles evolved and spread globally.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**  
**Develop Diskjockey ability**

SAQA US ID		UNIT STANDARD TITLE	
243599		Develop Disk jockey ability	
SGB		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	15
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER

**SPECIFIC OUTCOME 1**

Understand the historical development of disc jockey music and styles.

**SPECIFIC OUTCOME 2**

Operate and connect basic diskjockey equipment.

**SPECIFIC OUTCOME 3**

Understand how the human ear works and the basic acoustic principles.

**SPECIFIC OUTCOME 4**

Learn to operate and connect turntable and CD players.

**SPECIFIC OUTCOME 5**

Demonstrate disk jockey techniques.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Establish basic stage presence*

SAQA US ID	UNIT STANDARD TITLE		
243607	Establish basic stage presence		
SGB	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Performing Arts		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	7
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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**SPECIFIC OUTCOME 1**

Minimise stage fright and performance anxiety.

**SPECIFIC OUTCOME 2**

Conquer shyness, develop self-esteem and confidence and keep focused.

**SPECIFIC OUTCOME 3**

Develop basic stage performance.

**SPECIFIC OUTCOME 4**

Improve and maintain stage-craft at basic level.

**SPECIFIC OUTCOME 5**

Use movement for music interpretation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Develop basic practical instrument ability*

SAQA US ID	UNIT STANDARD TITLE		
243322	Develop basic practical instrument ability		
SGB	PROVIDER		
SGB Piano Restoration and Tuning			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD N P E	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	15
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE ____	SAQA DECISION NUMBER
Public Comment			

## SPECIFIC OUTCOME 1

Demonstrate knowledge of chosen instrument.

## SPECIFIC OUTCOME 2

Demonstrate technical skills on the chosen instrument.

## SPECIFIC OUTCOME 3

Perform on chosen instrument.

## SPECIFIC OUTCOME 4

Sight read and play on chosen instrument.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Acquire and apply basic keyboard skills*

<b>SGB</b>		<b>PROVIDER</b>	
SGB Piano Restoration and Tuning			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Music	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	8
<b>REGISTRATION STATUS</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Public Comment			

**SPECIFIC OUTCOME 1**

Display basic keyboard technique.

**SPECIFIC OUTCOME 2**

Demonstrate basic sight reading skills.

**SPECIFIC OUTCOME 3**

Recognise and demonstrate different styles of music in the context of the keyboard.

**SPECIFIC OUTCOME 4**

Describe and analyse different music pieces.