

**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.saqqa.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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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA QUAL ID		QUALIFICATION TITLE	
58143		National Certificate: Music Practice	
SGB		PROVIDER	
SGB Music			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	2 - Culture and Arts	Music	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	133	Level 3	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Draft - Prep for P Comment			

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification recognises demonstrated core knowledge, skills, and competence in music areas of performance, composition, theory, analysis and music industry. It enables the development of competencies and other related skills in music, and other performing arts sub-fields. The qualification is the second of several levels in the sub-field of Music, and may lead to higher level music and music industry qualifications.

Learners who have completed this qualification will have the necessary competencies to enter the Music Industry at the intermediate level on some occupational routes. The qualification is intended for learners who aspire to either gain a further insight, or those who wish to use this Qualification to move higher on the NQF either in terms of the Music Industry or transporting some of the competencies 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:

- Communicate in a variety of ways to achieve personal and music organisational objectives.
- Use mathematics and mathematical thinking to solve every day problems for oneself, music organisation and sector.
- Apply elementary music knowledge.
- Demonstrate elementary knowledge of the music industry.
- Apply life and work skills in the music work place.
- Perform on a minimum of one chosen music instrument, including the voice.

Rationale:

This qualification provides the means to take forward a broad basic musical background to acquire deeper musical understanding and more refined musical language and to demonstrate skills in composing, performing, listening and presenting. These activities will provide opportunities for the articulation of understanding through the use of a wide musical vocabulary.

Music is both an industry and an art form, meeting cultural and recreational needs while also offering major employment opportunities across many sectors of economic activity. The music industry has developed into a major employer, particularly of young people, in many countries around the world.

Young musicians have to be equipped with the necessary knowledge, skills and attitudes to ensure a sustained success. Musicians with the attainment of this qualification, will gain a suitable career change when necessary. This qualification is the second in the learning pathway for music practice. It will build on the foundation of the entry-level qualification at NQF level 2 (basic) and will provide learners with further knowledge and ability to strengthen the competencies to sustain a career in the Music Industry. The targeted learners should have musical potential and can be drawn from:

- o Unemployed youth.
- o School leavers.
- o Unemployed adults.
- Entrepreneurs.
- o Musicians wishing to achieve formal recognition by RPL.
- o Hobbyist.

Furthermore, it will serve all learners who want to broaden their knowledge in the music industry, wishing to gain formal or recognised industry related training. Social and economic rationales for this qualification include encouragement of redress, facilitation of access to credit, career development and general learning. Although the qualification contains industry specific generic components, learners will also be equipped to perform a wide range of music industry functions.

Some examples of the careers that the National Certificate in Music Practice may lead to are listed below:

- o Live Performance.
- Music Publishing.
- o Song Writing.
- Sound Engineering.
- o Music Production.
- o Music Management.
- o Music Technicians.
- o Music Promoters.
- Music Sales and Merchandising.
- o Music wholesalers and Distributors.

RECOGNIZE PREVIOUS LEARNING?

Y

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 2 or equivalent
- o Mathematical Literacy at NQF level 2 or equivalent
- o Musical instrument (basic) at NQF level 2 or equivalent
- o Aural skills (basic) at NQF level 2 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 outlined above.

QUALIFICATION RULES

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

Learning Component: Credits

- o All fundamental Unit Standards: 36
- o All Core Unit Standards: 87
- o Elective Unit Standards: 10
- o Minimum Total Credits: 133

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 oneself, music organisation and the sector.
3. Apply elementary music knowledge.
4. Demonstrate elementary knowledge of music industry.
5. Perform on a chosen music instrument.
6. Apply life and work skills in the music work place.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - o Oral communication is maintained and adapted to meet personal and organisational needs and expectations.
 - Texts are interpreted and responded to in writing using a range of contexts in the music organisation.
 - Language and communication is used to interpret 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 community life.
3.
 - o Chords, intervals and progressions are identified and applied according to industry practice.
 - o Melodic and rhythmic dictation is demonstrated.
 - Musical styles are interpreted and a simple song is composed.
 - o Music notation is used to construct scales and write chords and chord progressions.
4.
 - Staging is planned and performance developed to given scenario.
 - Selected repertoire is rehearsed and performed.
 - Elements and cultural contexts of music are described.
 - Marketing, contracts and copyright are described in relation to the music industry.
- 5.

- o Sight read and perform unaccompanied on a chosen instrument according to industry practice.
- Discjockey equipment is operated and techniques demonstrated in relation to discjockey music and genres.

6.

- Implications of the HIV/AIDS pandemic and universal precautions are explained in the context of the music industry workplace.
- A plan to enhance team performance is developed in relation to the music industry context.
- o A computer operating system *is* maintained and operated in accordance with manufacturer's instructions.

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 3 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-orientated 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

Research indicates that music skills and knowledge may be transferred to the learner from a range of sources. These may include communal, informal, incidental, religious and formal sources of learning. Private providers worldwide offer short courses in music making on a chosen instrument, including voice. These learning programmes may include e-learning, part-time study and distance learning. Such short courses focus on the application of playing skills on a chosen instrument and often lack an all round music foundation.

The most common approach is to access a short learning programme or a short course as is offered worldwide. Examples of some of these are:

- Brighton Institute of Modern Music: bimm.co.uk
- o KBA software: www.musicstudy.com

The following institutions are examples of some institutions that offer full-time academic courses:

- o Brit School, Croydon, England www.brit.croydon.sch.uk
- o LIPA (Liverpool Institute of Performing Arts) reception@lipa.ac.uk; www.lipa.ac.uk
- o Rhythmic Academy, Copenhagen www.rmc.dk
- o Powerhouse, London Fax (020) 8740 8422
- o Music Academy International, Nancy, France mail@cube.org; www.cube.org.maie
- o Taller de Musics, Barcelona, Spain escla@tallerdemusics.com; www.tallermusics.com
- o The Academy of Contemporary Music: www.acm.ac.uk

Comparable examples of music qualifications at this level were not located in any Asian and other African countries. The only information available relates to music as a school subject.

Market share of music related sales indicates that the United States of America and Europe account for approximately sixty percent of the world market. Best practice was therefore associated with these countries.

In most states of America and countries of Europe the study of contemporary music is offered as a short course or learning programme by private institutions. There appears to be limited nationally recognised training and education qualifications or competencies that can compare with this National Certificate: Music Practice at NQF level 3.

This National Certificate in Music Practice has been designed to develop the whole individual while the examples located develop a range of job related skills only. These courses and programmes are focussed only on vocational knowledge and skills. In this sense there is a differing emphasis in the qualification for the learners. This National Certificate: Music Practice at NQF level 3, although for a South African context, has been compared with Qualifications from these countries:

- o Australia
- New Zealand
- o United Kingdom
- o United States of America

United Kingdom:

The **RSL** level 3 Certificate Music Practitioners (Reference No. 100/5180/6) is registered by the Qualifications and Curriculum Authority in the United Kingdom and the awarding body is the Rock School. It is similar to the National Certificate in Music at NQF level 3 in that they both are of 1 year study duration and these are unit standards (elements) based qualifications aimed at the same age group.

Candidates take four units: one core unit (specific to their chosen pathway) and three optional unit from within their chosen pathway. Qualification Accreditation Number 100/5180/6 provides pathways to the following qualifications:

- o RSL Level 3 Certificate for Music Practitioners (Audio Producer)
- o RSL Level 3 Certificate for Music Practitioners (Creative Music Producer)
- o RSL Level 3 Certificate for Music Practitioners (Music Entrepreneur)
- o RSL Level 3 Certificate for Music Practitioners (Performing Musician)
- o RSL Level 3 certificate for Music Practitioners (Urban/Dance Musician)
- o RSL Level 3 Certificate for Music Practitioners (Vocal Artist)

The core unit standards for the performing musician pathway of this qualification include:

- o Y/103/1748 Live Music Performance
- o Y/103/1751 Music Stagecraft

The 3 optional unit standards are selected from the following:

- o Y/103/1684 Arranging Music (Projects)
- o D/103/1685 Arranging Music (Styles)
- o F/103/1730 Working as a Freelance Music Practitioner
- o J/103/1731 Setting up a Music Tour
- o Y/103/1734 Live Sound Recording
- o D/103/1735 Sound Recording and Production
- o K/103/1737 Studio Sound Recording
- o M/103/1738 Sound Mixing and Mastering
- o T/103/1739 Sound Reinforcement (Part 1)
- o M/103/1741 Radio Programming
- o A/103/1743 Lighting for Music Events
- o F/103/1744 Music Video Production
- o L/103/1746 Music Rehearsal Skills
- o R/103/1750 Recorded Music Performance
- o D/103/1752 Studio Music Sessioning
- o H/103/1753 Live Music Sessioning
- o A/103/1757 Music Improvisation
- o J/103/1759 Delivering Music Masterclasses
- o F/103/1761 Delivering Music Workshops
- o L/103/1777 Bass Guitar Skills
- o R/103/1778 Beatbox Skills
- o L/103/1780 Drum Kit Skills
- o R/103/1781 Guitar Skills
- o Y/103/1782 Keyboard Skills
- o D/103/1783 Vocal Skills
- o L/103/1763 Bass Guitar Skills
- o Y/103/1765 Beatbox Skills
- o H/103/1767 Drum Kit Skills
- o K/103/1768 Guitar Skills
- o H/103/1770 Keyboard Skills
- o K/103/1771 MC Skills L3
- o M/103/1772 Percussion Skills
- o A/103/1774 Vocal Skills (Part 1)
- o F/103/1775 Vocal Skills (Part 2)
- o H/103/1784 Using a Harmony Instrument
- o J/103/1776 Musicianship
- o H/103/2160 Music Research and Presentation Skills
- o K/103/2161 Developing Music Teaching Skills
- o H/103/1686 Composing Music (Styles)
- o K/103/1687 Composing Music (Repertoire Ensemble)
- o M/103/1688 Composing Music (Repertoire **Solo**)
- o T/103/1689 Arranging Music (Recording)
- o M/103/1691 Composing Lyrics
- T/103/1692 Music Style Development (Part 1)
- A/103/1693 Music Style Development (Part 2)
- o F/103/1694 Contextualising Music
- J/103/1695 Music Artist and The Media
- L/103/1696 Evolution of the Music Industry
- R/103/1697 Music Instrument Development
- R/103/1716 Careers in Music
- Y/103/1717 Communicating Your Music
- D/103/1718 Music Marketing (Researching)
- H/103/1719 Music Marketing (Promotion)
- Y/103/1720 Music Contracts (Management and Recording)
- D/103/1721 Music Contracts (Publishing and Production)
- H/103/1722 Music Contracts (Various)

- K/103/1723 Setting Up a Music Business
- M/103/1724 Music Marketing (Video)
- T/103/1725 Music Marketing (Website)
- A/103/1726 Music Product (Pressing and Distribution)
- F/103/1727 Music Event Promotion (Large Event)
- F/500/4634 Music Stage Management
- J/500/4635 Live Sound Engineering: Monitors
- L/500/4636 Live Sound Engineering: **FOH**

New Zealand:

The National Certificate in Music (level 3) is registered by the New Zealand Qualifications Authority and is also unit standards based and reflects a similar level of complexity and duration of study (1 year).

This qualification recognises demonstrated core knowledge, skills, and competence in music areas of performance, composition, theory, analysis, literature, and music industry. It enables the development of competencies and other related skills in music, and other performing arts sub-fields. The qualification is the second of several levels in the sub-field Music, and leads to higher level music qualifications. It focuses on:

- Music knowledge
- Music performance skills
- Music compositional skills
- Music ensemble
- Self management skills
- Music arrangement
- Music analysis

Australia:

The Certificate III in Music (CUS30101) is registered on the Australian Qualifications Authority and is a unit standards based qualification of one year duration. This qualification best compares with the National Certificate in Music at NQF level 3.

The table below indicates the similarities between these qualifications by the shaded titles of music competencies of each qualification. Although the fundamental components of these qualifications have been omitted here, these competencies compare closely. While the South African qualification refers to communication and mathematical literacy, the Australian qualification refers to key competencies:

- Collecting, organising and analysing information
- Communicating ideas and information
- Working with others and in teams
- Using mathematical ideas and techniques
- Using technology/IT

National Certificate in Music Practice
Unit Standard title:

- Understand the music business
- Apply occupational health, safety and environmental principles
- Create and arrange music
- Apply aural and musical listening skills
- Apply music theory
- Perform and present selected repertoire
- Establish stage presence

- o Develop intermediate keyboard skills
- o Develop practical instrument ability
- o Identify and examine music in various cultural context
- o Maintain equipment and tool parts
- o Develop Disc Jockey ability

Certificate in Music III

Competence Units:

- o Develop and update music industry knowledge
- o Address copyright requirements
- o Follow health, safety and security procedures in the music industry
- o Create a simple accompaniment for a song or tune
- o Compose a simple song or tune
- Maintain and expand music knowledge and critical listening skills
- o Read music
- o Contribute to backup accompaniment for a performance
- o Maintain self or group in music
- o Prepare self for performance
- o Extend technical skills in performance
- o Develop and practice improvisation
- o Plan a career in music
- o Use MIDI devices and/or software to perform music

The comparative table above indicates a close similarity between these qualifications. These similarities may be apparent at the level of the competency units, elements or the performance criteria, that is, at the level of the unit standards, specific outcomes or the assessment criteria. While the chunk size of the learning element may vary, the common competencies reflect a trend across most countries.

ARTICULATION OPTIONS

The possibility exists for vertical articulation with this Qualification. Examples of vertical articulation:

- FETC: Music Industry: Sound Technology at NQF level 4 (NLRD ID 48811)
- o FETC: Music at NQF level 4 (Proposed)

An example of horizontal articulation with this Qualification:

- Certificate in Retailing at NQF level 3 (NLRD ID 22954)
- o National Certificate: Piano Back framing at NQF level 3 (Proposed)

MODERATION OPTIONS

- o 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.
- o The accredited Training Provider will oversee internal Moderation of assessment.
- o Moderation should encompass achievement of competence described in both individual Unit Standards as well as the integrated competence described in the Qualification.
- o Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- 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 4.

NOTES

Supplementary information:

- "Basic" refers to Level 2 music related competence.
- "intermediate" refers to Level 3 music related competence as described in this unit standard.
- "Advanced" relates to **skills** and knowledge related to NQF level 4 music related competencies.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	243600	Establish stage presence	Level 3	7
Core	243598	Apply aural and musical listening skills	Level 3	7
Core	243597	Perform and present selected repertoire	Level 3	8
Core	243602	Create and arrange music	Level 3	8
Core	243603	Develop practical instrument ability	Level 3	15
Core	13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5
Core	114979	Operate a computer workstation in a business environment	Level 3	2
Core	114941	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4
Core	243601	Understand music business	Level 3	8
Core	243604	Develop intermediate keyboard skills	Level 3	8
Core	243596	Identify and examine music in various cultural contexts	Level 3	7
Core	243605	Apply music theory	Level 3	8
Elective	113852	Apply occupational health, safety and environmental principles	Level 3	10
Elective	114514	Maintain equipment and tool parts	Level 4	15
Elective	243606	Develop disc jockey ability	Level 3	15
Fundamental	119472	Accommodate audience and context needs in oral/sign communication	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and examine music in various cultural contexts

SAQA US ID	UNIT STANDARD TITLE		
243596	Identify and examine music in various cultural contexts		
SGB	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	7
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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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:*Perform and present selected repertoire*

SAQA US ID		UNIT STANDARD TITLE	
243597		Perform and present selected repertoire	
SGB		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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SPECIFIC OUTCOME 1

Plan and conduct music rehearsals under minimal supervision.

SPECIFIC OUTCOME 2

Set-up basic sound system.

SPECIFIC OUTCOME 3

Perform selected repertoire.

SPECIFIC OUTCOME 4

Formulate press kit.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply aural and musical listening skills

SAQA US ID	UNIT STANDARD TITLE		
243598	Apply aural and musical listening skills		
SGB	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	7
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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SPECIFIC OUTCOME 1

Identify and interpret chords.

SPECIFIC OUTCOME 2

Identify and apply intervals and common diatonic chord progressions.

SPECIFIC OUTCOME 3

Demonstrate melodic and rhythmic dictation.

SPECIFIC OUTCOME 4

Transcribe basic lead sheet.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Establish stage presence***

SAQA US ID	UNIT STANDARD TITLE		
243600	Establish stage presence		
SGB	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	7
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SPECIFIC OUTCOME 1

Plan and prepare elementary staging.

SPECIFIC OUTCOME 2

Develop stage performance.

SPECIFIC OUTCOME 3

Understand and develop the use of body language and facial expressions.

SPECIFIC OUTCOME 4

Use costumes, movement and basic choreography for music interpretation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Understand music business***

SAQA US ID	UNIT STANDARD TITLE		
243601	Understand music business		
SGB	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8
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SPECIFIC OUTCOME 1

Explain music related contracts.

SPECIFIC OUTCOME 2

Explain basic copyright implications.

SPECIFIC OUTCOME 3

Identify the roles of key music industry personnel associated with the artist.

SPECIFIC OUTCOME 4

Identify marketing in the music industry.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Create and arrange music**

SAQA US ID		UNIT STANDARD TITLE	
243602		Create and arrange music	
SGB		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8
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SPECIFIC OUTCOME 1

Compose a song.

SPECIFIC OUTCOME 2

Apply chords over a melody of a short song.

SPECIFIC OUTCOME 3

Construct and apply chord progressions.

SPECIFIC OUTCOME 4

Analyse various musical styles.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Develop practical instrument ability***

SAQA US ID	UNIT STANDARD TITLE		
243603	Develop practical instrument ability		
SGB	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	15
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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:***Develop intermediate keyboard skills***

SGB		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	a
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SPECIFIC OUTCOME 1

Apply fundamental keyboard technique.

SPECIFIC OUTCOME 2

Demonstrate basic sight reading skills.

SPECIFIC OUTCOME 3

Recognise and demonstrate different styles of music for the keyboard.

SPECIFIC OUTCOME 4

Describe and analyse three different music pieces.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Apply music theory*

SGB				PROVIDER	
SGB Music					
FIELD				SUBFIELD	
2 - Culture and Arts				Music	
ABET BAND	UNIT STANDARD TYPE		NQF LEVEL	CREDITS	
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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:

Develop discjockey ability

SGB		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	15
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SPECIFIC OUTCOME 1

Understand the development of discjockey music and genres.

SPECIFIC OUTCOME 2

Operate discjockey equipment.

SPECIFIC OUTCOME 3

Operate turntable and Compact Disc players.

SPECIFIC OUTCOME 4

Demonstrate advanced disk jockey techniques.