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**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 for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saq.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 should reach SAQA at the address below and **no later 12 November 2007**. All correspondence should be marked **Standards Setting – Music** addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:***National Certificate: Music Section Leadership***

SAQA QUAL ID		QUALIFICATION TITLE	
59303		National Certificate: Music Section Leadership	
ORIGINATOR		PROVIDER	
SGB Music			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	2 - Culture and Arts	Music	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 5	Regular-ELOAC

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

The purpose of the qualification is to qualify the learner for a career as a section leader within an orchestra, band or choir. A typical job title is Chief Musician (within the South African National Defence Force and the South African Police Services), or a job description such as section leader (within an orchestra, band or choir).

On completion of this qualification, the learner will have attained musical performance knowledge and skills, and will also have developed music section managerial competencies. By this means the learner will be contributing to the development of the sector, both as an individual and within a group context.

The learner will be able to take decisions about, and responsibility for, actions, and be able to evaluate performance against given criteria. The learner will have an understanding of the operating environment as a system within a wider context and in relation to society. The learner will be able to apply essential methods, procedures and techniques of the field and will be able to interpret, convert and evaluate text and operational symbols. The learner will have gained problem-solving skills for well-defined problems within a familiar context, and will have gained the ability to adjust the application of a solution within specified parameters to meet the needs of the operating context. The learner will have gained efficient information-gathering, analytical and synthetic, and evaluation skills. The learner will have gained presentation skills and the ability to communicate information coherently and effectively both verbally and non-verbally.

The qualification also prepares the learner for vertical articulation into positions such as Group Leader (within the South African National Defence Force and South African Police Services) or Conductor (within an orchestra, band or choir).

Rationale:

Learners who will register for this qualification are typically professional musicians who are in the initial stages of music leadership development within their field of expertise. Music practitioners with entry-level music management skills are required within various areas of musical specialisation, ranging from bands and choirs to orchestras.

The qualification is designed to develop both musical and music managerial skills thereby placing the qualifying learner on a career development pathway that may lead to middle music section management within music.

This qualification meets specific needs within the music sector for the development of section managers with broad musical knowledge and competence. The specific knowledge that is required for this type of position includes not only practical musical skills, but also the ability to develop individual musicians' competencies, both on a practical and personal level.

While qualifications of this nature have generally been restricted to military music, it is useful in the South African context to extend the specialisations within this qualification to choirs, orchestras and non-military bands.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

- Communication in first language NQF Level 4.
- Communication in second language NQF Level 3.
- Mathematics or Mathematical Literacy NQF Level 4.
- Practical competency in a musical instrument of specialisation at NQF Level 4.
- Rudiments of Music at NQF Level 4.
- Theory and History of Music at NQF Level 4.
- Care for instrument at NQF Level 4.
- Music Composition at NQF Level 4.
- Music Improvisation at NQF Level 4.
- Music Arrangement at NQF Level 4.

Recognition of Prior Learning:

The qualification can be obtained in whole or in part through RPL.

Access to the Qualification:

- Access is open. It is recommended that learners have an FETC in Music or equivalent NQF Level 4 qualification.

QUALIFICATION RULES

- All fundamental (1 & 2) Exit Level Outcome credits totalling 50 are compulsory.
- All Core (2 & 3) Exit Level Outcome credits totalling 40 are compulsory.
- Learners are to choose one (5, 6 or 7) Elective Exit Level outcome totalling a minimum of 30 credits.

The minimum total credits for this qualification is 120.

EXIT LEVEL OUTCOMES

Fundamental Exit Level Outcomes:

1. Apply musical knowledge and leadership skills to facilitate the rehearsal of a defined section of musicians within a chosen musical context.
2. Demonstrate practical competence on the instrument of specialisation.

Core Exit Level Outcomes:

3. Use basic rehearsal techniques to lead a section or defined group of musicians in a chosen area of specialisation.

4. Demonstrate the aural skills required to coordinate the rehearsal of a section or defined group of musicians within a chosen musical context.

Elective Exit Level Outcomes:

5. Demonstrate knowledge of the repertoire of a defined group of musicians within a band.

6. Demonstrate knowledge of the repertoire as played by a specific section of musicians within an orchestra.

7. Demonstrate knowledge of the repertoire as performed by a specific section of singers within a choir.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 The instructions of the ensemble director are interpreted as per general music practice.
- 1.2 The rehearsals are scheduled to meet deadlines as per organisational procedures.
- 1.3 The individual parts are checked against the musical score for consistency as practised in the music industry.
- 1.4 Leadership and organising skills are employed to manage the section during rehearsal according to organisational requirements.
- 1.5 Coherent instructions are issued to direct the section during rehearsal as per established music practice.
- 1.6 Individual musicians are advised on instrument and equipment maintenance and care according to manufacturer's specifications.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 A minimum of five extracts from the ensemble repertoire for the chosen instrument at this level are selected and performed to established music practice standards.
- 2.2 A minimum of three complete works for the chosen instrument, at this level is selected, prepared and performed as a solo to established music practice standards.
- 2.3 Two unaccompanied pieces in different styles are performed at sight after perusing each piece for a period of one minute.
- 2.4 Technical exercises such as scales and arpeggios for the chosen instrument at this level are performed to established music practice standards.
- 2.5 Participation as a performing member in all musical activities of the chosen ensemble is demonstrated to established music practice standards.
- 2.6 Accuracy and blend of one's own intonation within a section/group context is assessed according to general music practice.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 All symbols generally found in music for the chosen instrument/s and repertoire are identified and interpreted according to music industry practice.
- 3.2 A conductor's verbal and non-verbal instructions are interpreted and realised according to established practice.
- 3.3 The performance of the section is synchronised by recommending the adjustment of performance to ensure an appropriate performance of the required score.
 - Range of adjustments includes, but is not limited to: sound quality, dynamics and tempo.
- 3.4 The beat and tempo are accurately maintained within the defined repertoire.
- 3.5 Individual members of the group are cued as required according to general music practice.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 Warm-up exercises for the section/group are recommended and synchronised to ensure accuracy of intonation, blend and ensemble.
- 4.2 Technical exercises for the group are recommended and synchronised to ensure accuracy of intonation, blend and ensemble.
- 4.3 The performance of the group is synchronised to ensure an appropriate performance of the required musical score.
- 4.4 Inaccuracies of intonation, rhythm and blend by individual members of the section/group are identified and corrected to ensure an appropriate performance of the required musical score.

Associated Assessment Criteria for Exit Level Outcome 5:

- 5.1 Warm-up exercises for the section are chosen and their performance supervised according to general music practice.
- 5.2 Technical exercises for the section are chosen and their performance supervised according to general music practice.
- 5.3 Knowledge of major works in the repertoire pertaining to the instrument of specialisation within an ensemble is applied according to established music practice.
- 5.4 Tutoring material is recommended to facilitate the musical and technical development of individual section members.
- 5.5 Play music while marching, where applicable, in accordance with organisation procedures.

Associated Assessment Criteria for Exit Level Outcome 6:

- 6.1 Warm-up exercises for the section are chosen and their execution supervised according to general music practice.
- 6.2 Technical exercises for the section are chosen and their execution supervised according to general music practice.
- 6.3 Knowledge of major works in the repertoire pertaining to the instrument/s of specialisation within an ensemble is applied according to established music practice.
- 6.4 Technical requirements of individual musicians are determined to facilitate their development as members of the section.
- 6.5 Tutoring material is recommended to facilitate the musical and technical development of individual musicians.
- 6.6 Knowledge of the seating and other conventions is demonstrated in preparation for playing music.

Associated Assessment Criteria for Exit Level Outcome 7:

- 7.1 Warm-up exercises for the section are chosen and their execution supervised according to general music practice.
- 7.2 Technical exercises for the section are chosen and their execution supervised according to general music practice.
- 7.3 Knowledge of major works in the repertoire pertaining to choral music is applied according to established music practice.
- 7.4 Technical requirements of individual members of the section are determined to facilitate the singer's development within the choir.
- 7.5 Tutoring material is recommended to facilitate the musical and technical development of individual singers.
- 7.6 Basic keyboard skills are displayed to verify and correct tonal and other inaccuracies according to organisational procedures.
- 7.7 Performance style and vocal ability are supervised according to the requirements of the rehearsal.

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 exit level outcomes 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. It is recommended that the learner will be able to demonstrate competence by having a section of musicians for assessment purposes.

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 of management techniques of this qualification at NQF Level 5 can be assessed through occupational contexts and activities relating to sectional rehearsal techniques, 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

While qualifications of this nature have generally been restricted to choral and military music, it is useful in the South African context to extend the specialisations to encompass directing of diverse groups and ensembles. In this respect this qualification is breaking new ground.

Because of the strong choral tradition in South Africa, the Norwegian Choir Association has instituted collaborative ventures leading to unregistered certificate courses with some South African providers. These providers have indicated the need for NQF compliance and a dedicated learning pathway.

Africa:

Defence forces of the SADC nations do not have their own military schools of music. It has proved too expensive for them to send their musicians to European, American or Australasian military schools of music for any reasonable length of time. Therefore, the South African National Defence Force (SANDF) has been approached to train SADC military musicians at all levels. This has resulted in the South African Army Band, Cape Town establishing a training wing, in association with the University of Stellenbosch, where foundation and advanced courses are presented.

United Kingdom:

Best practice in music conducting and leadership is found in the UK. Various practical examinations in music directing are offered through Trinity Guildhall, London, and the Associated Board of the Royal Schools of Music based in the United Kingdom.

Two British military music course modules serve as an effective comparison with this National Certificate in Music Section Leadership at NQF Level 5:

- The Royal Military School of Music (RMSM) linked to Kingston University, is the largest of the British Service music schools and is responsible for the initial and subsequent higher career music training of all British Army Band personnel. It offers initial full time music training for a period of 12 - 15 months, the content of which compares favourably with this certificate.

- The Royal Marines School of Music, linked to the University of Portsmouth, provides comprehensive professional training for all Royal Marines musicians. The qualification offered on completion is a certificate in higher education, which at 120 credits, compares closely with this certificate.

Australia:

The Section Leader Course is of twelve weeks duration and trains Able Seamen and Musicians/Lance Corporals in the musical requirements of the rank of Leading Seaman/Corporal. The following modules comprise this course:

- Lead an Instrumental Section.
- Tune and Balance a Section.
- State History and Characteristics of Instrument.
- Conduct a Small Ensemble.
- Rehearse a Small Ensemble.
- State Protocol and Procedures of a Mess Dinner.

India:

The Military Music Wing (MMW) in Pachmarhi has excelled in maintaining the standard of Military Music in India through its diverse range of courses designed to take recruit bandmen, pipers or drummers, from the rudiments of music to a stage of enviable musical proficiency.

Accessible to the bands of all the three Services, Para Military Forces, and musicians from friendly foreign countries, the Military Music Wing runs 10 courses, of which four are designed purely for the Military Band, the most advanced of which is the Potential band Master's Course, run over three years, which besides developing practical skills over all musical instruments of a Military Band, imparts effective training in composing, arranging and conducting, culminating in the award of the 'Licentiate in Military Music'.

United States of America:

A broad outline of the Section Leaders Course (Based on the US Army Training Circular 12-44) indicates a close similarity to this National Certificate in Music Section Leadership. The training is conducted informally over an extended period of time and not compacted into a single intensive course and comprises the following modules:

- The history and usage of all musical instruments found in a military band.
- Training and leading the Section:
 - Conducting a Sectional Rehearsal (Pre-rehearsal and during the rehearsal).
 - Organizing the Section (Appraisal of Players and Assigning Players).
 - Individual Practice (Maintenance Practice, Utility Practice, Developmental Practice).
- Types of Bands and Personnel.
- Types of Army Bands Support.

Conclusion:

The following fundamental and core exit level outcomes of the South African National Certificate in Music Section Leadership compares closely with the 3 modules of the course outlined above.

The learning context differs in that it is not fixed to military bands, providing for a choice of specialisation.

- Apply musical knowledge and leadership skills to facilitate the rehearsal of a defined section of musicians within a chosen musical context.
- Demonstrate practical competence on the instrument of specialisation.
- Use basic rehearsal techniques to lead a section or defined group of musicians in a chosen area of specialisation.
- Demonstrate aural skills required to coordinate the rehearsal of a section or defined group of musicians within a chosen musical context.

The difference is that the South African qualification offers three electives representing the following areas of specialisation:

- A band (including military band).
- An orchestra.
- A choir.

ARTICULATION OPTIONS

Examples of vertical articulation:

- Licentiate: Music, NQF Level 6.
- Diploma: Music Education, NQF Level 6.

Examples of horizontal articulation with this Qualification:

- Diploma: Music Performance, NQF Level 5.
- National Higher Certificate: Performance, NQF Level 5.

MODERATION OPTIONS

- Any institution offering learning that will enable achievement of this qualification must be accredited by the relevant ETQA.
- 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 Exit level outcomes and critical cross-field outcomes as well as the integrated competence described in the qualification.

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.
- Assessors must be in possession of a qualification in Music or a related qualification in the field of Culture and Arts at a minimum of Level 6 with a minimum of two years experience.

NOTES

Supplementary Notes:

- In relation to exit level outcome 2, "Demonstrate practical competence on the instrument of specialisation", the learner must be able to prove competence in both instruments in the case of doubling of instruments. Examples of doubling of instruments include:
 - Flute/piccolo; saxophone/clarinet; oboe/cor anglais etc.

UNIT STANDARDS

This qualification is not based on Unit Standards.