

No. 126

11 February 2009

**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.saqa.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 than 11 March 2009**. All correspondence should be marked **Standards Setting – SGB for Music** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. E. Brown

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: ebrown@saqa.org.za

D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Certificate: Music

SAQA QUAL ID		QUALIFICATION TITLE	
65050		National Certificate: Music	
ORIGINATOR		PROVIDER	
SGB Music			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	2 - Culture and Arts	Music	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	141	Level 5	Regular-Unit Stds Based

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification recognises demonstrated core knowledge, skills, and attitudes in music, related to performance, composition, theory, analysis and the music industry. It will enable the development of competencies and other related skills in music, and other performing arts sub-fields.

Learners who have completed this qualification will have the necessary competencies to enter the Music Industry at the semi-professional level on some occupational routes. The qualification is intended for learners who aspire to either gain further insight, or those who wish to use this Qualification to move higher on the NQF either in terms of the Music Industry or transferring some of the competencies towards achieving related qualifications. The cumulative knowledge, skills and attitudes obtained from this qualification will enable learners to be employed in the Music Industry.

Rationale:

This qualification provides learners with the means to progress from a broad musical background to acquire deeper musical understanding and more refined musical language and to demonstrate more professional level skills in composing, performing, listening to and presenting music. These activities will provide opportunities for developing an understanding through the use of a wide range of theoretical and industry/business 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 grown 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 level, either as a performer or in many different work situations associated with the industry, can be meteoric.

Young musicians therefore need to be equipped with knowledge, skills and attitudes to ensure sustained success and the basis for suitable focus change in career when necessary. This qualification is the fourth in the learning pathway for music. It will build on the FETC qualification

and will provide learners with more professional 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:

- > Unemployed youth.
- > School Leavers.
- > Unemployed adults.
- > Entrepreneurs.
- > Musicians wishing to RPL.
- > 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 continuous learning, access to recognition, career development and foundational learning for the Higher Education and Training Band on the NQF. Although the qualification contains industry specific generic components, learners will also be equipped to perform many activities at a more professional level within the industry.

Possible occupations for qualifying learners include:

- > Music Director.
- > Contemporary Worship Leader.
- > Music Promoter (Medium Event).
- > Producer.
- > Agent.
- > Publisher.
- > Retail Music Salesperson.
- > Music Wholesaler and Distributor.
- > Advanced Music Technician.
- > Advanced Backing Musician.
- > Session Musician.
- > Intermediate Artist Management.
- > Music Supervisor.
- > Music Performers.
- > Private Music Instructors.
- > Medium Event Music Promoter.
- > Songwriter.
- > Backing Musician.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

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

- > Communication at NQF Level 4 or equivalent.
- > Mathematical Literacy at NQF Level 4 or equivalent.
- > Musical instrument performance at NQF Level 4 or equivalent.
- > Aural skills at NQF Level 4 or equivalent.
- > Elements and cultural contexts of music at NQF Level 4.

Recognition of Prior Learning:

This Qualification and all the fundamental, core and elective Unit Standards associated with it, 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.

Access to the Qualification:

Access to this qualification is open to all learners who have a sound knowledge of music and who play a music instrument.

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:

- > All fundamental Unit Standards; 23 Credits.
- > All Core Unit Standards; 95 Credits.
- > Elective Unit Standards; 23 Credits.

Minimum Total Credits; 141.

EXIT LEVEL OUTCOMES

1. Apply music knowledge.
2. Demonstrate knowledge of music industry.
3. Perform on a chosen music instrument.
4. Apply knowledge of the South African music industry to music entrepreneurship and leadership.
5. Understand the importance of ethical behaviour within the music profession.

Critical Cross-Field Outcomes:

All the Critical Cross-Field Outcomes are realized in this qualification as follows:

Identify and solve problems in a responsible manner using critical and creative thinking in making decisions:

- > Create, compose and arrange music.
- > Identify and describe music in various cultural contexts.

Work effectively with others as member of the team through group presentation:

- > Rehearse and perform songs in Create, Compose and Arrange in groups (bands).
- > Motivate and build teams.
- > Develop and maintain effective working relationship with clients and team members.

Organise and manage oneself and one's activities responsibly while learning:

- > Practice schedules/logs are completed on practical instruments.
- > Identify and apply aural skills.
- > Write and present for a wide range of purposes, audiences and contexts.
- > Support the project environment and activities to deliver project objectives.

> Analyse music.

Communicate effectively by using language skills in the modes of oral and/or written communication:

> Describe the music business.

> Create, compose and arrange music.

Use science and technology effectively and critically, showing responsibility towards the environment and health of others by demonstrating an understanding of health and safety aspects during the handling and usage of musical instruments:

> Improvisation and Live Performances.

Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation:

> Demonstrate knowledge and understanding of HIV/AIDS's impact on a business sub-sector.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Chords, intervals and progressions are identified and applied according to specified standards.

> Range to include but not limited to intervals of 1st-10th.

1.2 Melodic and rhythmic dictation is demonstrated according to specified standards.

> Range including but not limited to: 12 bar melody, note values of a Semi breve, minim, crotchet, quavers and semi quavers in the keys of C, G, D, A, F, Eb, Ab and Bb major should be used and a twelve bar rhythm.

1.3 Various musical styles are interpreted and a song is composed according to music theory.

> Range including but not limited to: Brass section, chords interpretation, movie soundtrack arrangement, horror or romantic comedy or sitcom production and an instrumental theme.

1.4 Construct and apply scales, write chords and chord progressions according to music notation.

> Range including but not limited to the following:

> The notations for treble, bass, alto and tenor clefs, major and minor key signatures for the alto and tenor clefs.

> All major, minor harmonic minor, melodic and Gregorian modes for tenor and alto clefs (ascending and descending).

> All major and minor pentatonic scales are for treble and bass clefs (ascending and descending).

> All harmonic and melodic chromatic scales for treble and bass clefs (for all keys).

> All major, minor, augmented, half-diminished, dominant and suspended fourth quartads for all four clefs.

> Quartad diatonic system for the major and minor scale for all twelve keys.

> Roman numeral formulae for the imperfect cadence.

> All pre-cadential chords for the perfect, imperfect, plagal and deceptive.

> Voice leading for any quartad chord progression.

> Diatonic chord progressions for cadential patterns, secondary and extended dominants and dual function chords.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Staging is planned and performance developed for given scenario.

> Range including but not limited to: Equipment selection for technical riders, stage set up, performance mix and booking studio time.

2.2 Selected repertoire is rehearsed and performed.

> Range including but not limited to: Song forms/structures, Idiom (style) of songs and song introduction.

2.3 Marketing, contracts and copyright are explained in relation to the music industry.

The basic content and terminology of a recording contract are recognised and explained.

> Range of content includes but is not limited to:

> Recording contracts (advances, risk of loss, cross-collateralisation, funds and formulas, delivery requirements, greatest hits, live albums.

> Copyrights.

> Controlled composition clauses (including the different rates) are recognised and explained.

> Brochure and print ad designs.

> Radio, internet and TV advertising.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Perform un/accompanied on a chosen instrument according to sight read music.

> Range including but not limited to:

> Performing a music piece un/accompanied, five music pieces differing in genre with accompaniment, suitable rhythm and phrasing, suitable tempo.

> Playing an excerpt of no less than twenty four bars is played from sight.

> Observing time Signatures of 2/4, 3/4, 4/4, 6/8, 9/8 and 12/8.

> Observing key signatures of C, G, F, D, Bb, A, E, Eb, Ab, B, F#, G and Bb Major and their relative minors.

> Notated note values and rests of Semi-breve, minim, crochet, quaver notes, crochet and quaver triplets and rests. Dots and ties for all the above note values included.

3.2 Demonstrate technical performance skills on a chosen instrument according to instrument.

> Range including but not limited to: Sight reading an excerpt of no less than 24 bars, performing unaccompanied for 25 minutes, observing time and key signatures at the required levels and adhering to notated values.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 Business communication channels are used to conduct written and verbal communication in terms of organisational procedures.

4.2 Information from a variety of sources is located, presented and acknowledged in response to an identified organisational need.

4.3 The structure of the music industry is described in relation to the roles and functions of the various role-players.

4.4 Occupational health, safety and environmental legislation is explained in relation to the music industry.

Associated Assessment Criteria for Exit Level Outcome 5:

5.1 Moral beliefs and practices, confirming the right to freedom of enquiry and communication are reflected on according to philosophical beliefs.

5.2 Accepting responsibility inherent in such freedom is demonstrated in terms of competency, objectivity, consistency, integrity and continual concern for the best interests of society and the music profession.

5.3 The development of a moral conscience is demonstrated in relation to moral action, professional conduct and personal integrity.

5.4 Ethical practices and values in conducting business as a music professional is demonstrated according to established music practice using case studies that highlight best ethical practices in the music profession.

5.5 A Code of Conduct for professional musicians, which includes relationships with the required stakeholders (eg clients, students, colleagues, employers, community/public) is developed according to best music industry practice.

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 5 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 world-wide 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 musical development.

Countries that are leaders in the training of musicians are selected for comparability below.

United Kingdom:

Best practice in music training is especially found in the UK. The Higher National Certificate in Music Performance (Reference 100/3482/1) is registered by the Qualifications and Curriculum Authority in the United Kingdom and the awarding body is Edexcel. It is similar to the National Certificate in Music at NQF Level 5 in that they both are of 1 year study duration and these are unit standards (elements) based qualifications aimed at the same age group. Competencies in the two qualifications compare well.

The competencies of the UK qualification are listed below:

> Aural Perception.

- > Ensemble/Band Studies.
- > Harmony & Arranging.
- > Harmony & Composition.
- > Notation.
- > Music Business & the Entrepreneur.
- > Keyboard Skills.
- > Improvisation.
- > Music Technology.
- > Music Performance Skills.
- > Music Performance Studies (several instruments).
- > Project Realisation.
- > Contextual Studies.
- > Music, Health and the Law.

The following institutions are examples of some institutions that offer full-time academic courses. The same competencies as above are covered but this time these are covered as part of qualifications rather than short courses:

- > The Academy of Contemporary Music.
- > Brit School, Croydon, England.
- > LIPA (Liverpool Institute of Performing Arts).
- > Powerhouse, London Fax (020) 8740 8422.
- > The Academy of Contemporary Music.
- > Brighton Institute of Modern Music.

Courses cover the following learning:

- > Music knowledge.
- > Music performance skills.
- > Music compositional skills.
- > Music ensemble.
- > Self management skills.
- > Music arrangement.
- > Music analysis.
- > Rehearsal techniques.
- > Performance.
- > Composing.
- > Listening and understanding.
- > Professional practice.

New Zealand:

The Certificate in music production and performance (EQL5) 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). It is offered at the Bay of Plenty Polytechnic.

This qualification recognises demonstrated core knowledge, skills, and competence in music areas of music performance and music production. It is in terms of the latter that it differs to the South African qualification. However, at Level 5 there are many Diplomas in Music on offer.

Australia:

Just as in the case of New Zealand, with many Music Diplomas available at Level 5.

Australia reflects the same situation. The absence of any certificate at NQF Level 5 is evident. All the music qualifications registered by the Australian Qualifications Authority at Level 5 are listed below:

- > Diploma of music cus50101.
- > Diploma of music industry (technical production) cus50201.
- > Diploma of music industry (business) cus50301.
- > Advanced diploma of music cus60101.
- > Advanced diploma of music industry cus60201 (technical production).
- > Advanced diploma of music industry (business) cus60301.

France, Denmark, Spain:

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

Courses cover the following learning:

- > Music knowledge.
- > Music performance skills.
- > Music compositional skills.
- > Music ensemble.
- > Self management skills.
- > Music arrangement.
- > Music analysis.
- > Rehearsal techniques.
- > Performance.
- > Composing.
- > Listening and understanding.
- > Professional practice.

The following institutions are examples of some institutions that offer full-time academic courses. The same competencies as above are covered but this time these are covered as part of qualifications rather than short courses:

- > Music Academy International, Nancy, France.
- > Taller de Musics, Barcelona, Spain.
- > Rhythmic Academy, Copenhagen.

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 in Music at NQF Level 5. Most institutions offer short courses or a diploma in music. Concern in South Africa in the sector which forms the rationale for this qualification is the increasingly large number of learners who do not complete formal education in preference for a career in the music industry. Competencies within this qualification overlap 40% with the registered National Diploma in South Africa. Although the diploma is a 240 credit, the certificate compares very well with it internationally.

This comparability from the following countries is as follows:

- > Australia, National Training Information Service.
- > England, Awarding Body, Edexcel Limited.
- > Canada, Vancouver Community College.
- > India, Saraswati Classical Music institute, New Delhi.
- > Kenya, Kenyatta University.

- > United States of America, San Francisco Conservatory of Music.
- > World Music Foundation.

The following are the competencies in the diplomas offered internationally:

- > Listening skills for musicians.
- > Music and Society.
- > Planning a music project.
- > The sound and music industry.
- > Major music project.
- > Arranging music.
- > Aural perception skills.
- > Composing music.
- > Improvising music.
- > Music performance techniques.
- > Music theory and harmony.
- > Music in the community.
- > Modern music in practice.
- > Classical music in practice.
- > Music performance session styles/music theatre/Pop music practice.

This NQF Level 5 National Certificate in Music 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.

Competencies in the short courses although fragmented compare favourably with this qualification. These competencies include:

- > Music Theory.
- > Creating, arranging and composing music.
- > Developing keyboard skills.
- > Using Music equipment.
- > Performing on a chosen instrument including voice.
- > Developing improvisation skills.

Africa and SADC:

No qualification, equivalent to this qualification, could be found in African universities and SADC. African universities, including Maseno University College, Kenya, offer a three-year BA (Mus) degree, with courses that are comparable to some of those included in the proposed qualification. Kenyatta University in Kenya offers a four-year Bachelor of Music with opportunity for specialisation in Music Education. In Egypt, the Cairo Conservatory of Music offers various degree courses in Western music while the Arabic Institute offers courses in Arabic music. Helwan University, Cairo, offers degrees in music education with different specialisations. The National Conservatory of Music in Tunis, Tunisia, offers various music degree courses.

Conclusion:

There is a close similarity between qualifications compared internationally and the envisaged South African one. 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 horizontal articulation with this Qualification. Examples of horizontal articulation:

- > ID 48671: National Certificate: Music Industry: Sound Technology, at NQF Level 5.
- > ID 14631: Diploma: Music Performance, at NQF Level 5.
- > ID 19687: National Higher Certificate: Performance, at NQF Level 5.
- > ID 14632: Diploma: Community Music: Theatre and Dance, at NQF Level 5.

An example of vertical articulation with this Qualification:

- > ID 13762: Licentiate: Music, at NQF Level 6.
- > ID 5775: Diploma: Music Education, at NQF Level 6.
- > ID 14638: Bachelor of Arts: Music, at NQF Level 6.
- > ID 5345: Bachelor of Music, at NQF Level 6.

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 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

- > 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/Music Industry or a related qualification in the field at a minimum of NQF Level 5.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	261287	Develop music ensemble ability	Level 5	15
Fundamental	261278	Identify and apply aural techniques	Level 5	8
Core	120366	Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place	Level 4	9
Core	253195	Analyse music	Level 5	8
Core	261277	Apply improvisation techniques	Level 5	12
Core	253335	Apply knowledge and skills of music technology	Level 5	20
Core	261283	Apply music theory	Level 5	10
Core	261288	Compose and arrange music	Level 5	13
Core	253337	Demonstrate an awareness of ethics and professionalism in the music industry in South Africa	Level 5	3
Core	253114	Describe the music business in South Africa	Level 5	10
Core	262297	Perform on Keyboard	Level 5	10
Elective	252037	Build teams to achieve goals and objectives	Level 5	6
Elective	252020	Create and manage an environment that promotes innovation	Level 5	6
Elective	253214	Create music according to a brief	Level 5	8
Elective	117597	Demonstrate an understanding of copy, copywriting and the copywriter	Level 5	12

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	252043	Manage a diverse work force to add value	Level 5	6
Elective	243812	Monitor and control the execution of the project management plan for a simple to moderately complex project	Level 5	12
Elective	252034	Monitor and evaluate team members against performance standards	Level 5	8
Elective	252025	Monitor, assess and manage risk	Level 5	8
Elective	261284	Play music	Level 5	25

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**None**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Apply improvisation techniques*

SAQA US ID		UNIT STANDARD TITLE	
261277		Apply improvisation techniques	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Analyse and apply improvisation using the Gregorian (major scale) modes; and phrasing and breaks for un-tuned percussion instruments.

SPECIFIC OUTCOME 2

Apply improvisation to common chord progressions.

SPECIFIC OUTCOME 3

Apply improvisation to extended dominants and passing diminished chords.

SPECIFIC OUTCOME 4

Apply stylistic improvisation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65050	National Certificate: Music	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and apply aural techniques

SAQA US ID		UNIT STANDARD TITLE	
261278		Identify and apply aural techniques	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Identify and construct intervals.

SPECIFIC OUTCOME 2

Identify and interpret chords.

SPECIFIC OUTCOME 3

Identify and practise common diatonic chord progressions.

SPECIFIC OUTCOME 4

Demonstrate melodic dictation and singing in any standard notation.

SPECIFIC OUTCOME 5

Demonstrate rhythmic dictation and clapping of rhythms.

SPECIFIC OUTCOME 6

Formulate basic lead sheet transcription for three pieces.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Fundamental	65050	National Certificate: Music	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Apply music theory***

SAQA US ID		UNIT STANDARD TITLE	
261283		Apply music theory	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Cultural Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Derive advanced notation.

SPECIFIC OUTCOME 2

Construct and apply scales within keys.

SPECIFIC OUTCOME 3

Analyse and construct chords and chord progressions.

SPECIFIC OUTCOME 4

Understand and memorise music related terminologies.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65050	National Certificate: Music	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Play music

SAQA US ID	UNIT STANDARD TITLE		
261284	Play music		
ORIGINATOR			PROVIDER
SGB Music			
FIELD			SUBFIELD
2 - Culture and Arts			Cultural Studies
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	25

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Analyse and demonstrate knowledge of five different genres on 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.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65050	National Certificate: Music	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Develop music ensemble ability*

SAQA US ID		UNIT STANDARD TITLE	
261287		Develop music ensemble ability	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Cultural Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Organise rehearsal procedures.

SPECIFIC OUTCOME 2

Organise and apply performance technology.

SPECIFIC OUTCOME 3

Perform selected repertoire.

SPECIFIC OUTCOME 4

Conclude and present a band biography.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Fundamental	65050	National Certificate: Music	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Compose and arrange music***

SAQA US ID	UNIT STANDARD TITLE		
261288	Compose and arrange music		
ORIGINATOR	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Cultural Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	13

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Compose songs, melodies and/or compositions to client specifications for the advertising industry.

SPECIFIC OUTCOME 2

Arrange a melody of a short song for the brass section.

SPECIFIC OUTCOME 3

Programme compositions using suitable music software and keyboard skills.

SPECIFIC OUTCOME 4

Record arrangements of compositions.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65050	National Certificate: Music	Level 5