

EXPRESSIVE ARTS

ART & DESIGN – SHORT COURSE (3 PERIODS PER WEEK)



Course/Subjects Name

Art and Design (Short Course)

Levels Available (Entry based on prior attainment)

National 3, National 4, National 5.

S3 Students who have studied Art and Design in S3 can undertake the short course in S4. The course is an exciting but challenging one, and students should be aware that a high level of hard work and commitment will be required to get the best results. Students **must** be prepared to commit to regular extra-curricular study opportunities provided by the department.

Purpose, Aims and Benefits of the Course

Our aim is to provide our students with a broad spectrum of valuable skills, in addition to the artistic skills traditionally associated with this subject; which will equip them well for life beyond school. We aspire to help our students develop the four capacities as successful learners, confident individuals, effective contributors and responsible citizens:

- Foster creative thinking, an enterprising approach, and the ability to be innovative and imaginative.
- Enhance problem solving skills and the ability to develop and take ideas forward.
- Encourage independence, personal responsibility and self-belief.
- Develop communication skills and the ability to work with others.
- Raise awareness and understanding of cultural, environmental, social and ethical issues within contexts that our learners can relate to.
- Provide learners with a context within which they can express and explore their beliefs and ideas.

The courses consist of two main areas of study: Design and Expressive, each with a Critical Element.

Expressive: The Expressive project involves students visually expressing their thoughts, ideas and responses to a subject or theme. This can include drawing, painting, printing, construction, collage and wire/clay sculpture.

Design: The Design project involves students working with a Design Brief to solve a design problem; and encourages them to use their

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creative and imaginative skills to produce ideas for a final solution. Students will have the opportunity to produce work using a variety of design materials and techniques, ICT, and in both 2-Dimension and 3-Dimension format.

Critical Element: Students undertake research and critical study into artists and designers. They will investigate and analyse art and design techniques, processes and concepts; and learn to express personal opinions on the work of artists and designers, who inspire their design and expressive work.

The National 3 and 4 courses are internally assessed. The National 5 course is externally assessed: portfolios of practical Expressive and practical Design work are sent to the SQA; and a written exam based on the Critical Element is completed in the main SQA diet.

Homework

At key points in the course, students will be asked to investigate and collect information on their chosen themes. They will be asked to do some drawing and research in their own time using a range of sources. The critical part of the course is completed in class for the most part, however students may be asked to complete work at home or to do further research at home. Students are able to access computers within the Art and Design department at lunchtime and after school if they need to. The school library is also a very good resource for students.

Progression Routes

National 4 > National 5 > Higher > Advanced Higher and Portfolio.

Career Opportunities

Architect, Product Designer, Graphic Designer including computer games design and package design, Textile Designer, Fashion Designer, Industrial Designer, Theatrical Designer, Interior Designer, Photographer, Jewellery Designer, Hairdresser, Window Dresser, Town Planner, Ceramicist, Artist, Curator, Art Historian, Teacher, Art Therapist.

Material Requirements

Students are expected to come to the department prepared with a non-mechanical pencil and rubber. They will have use of department equipment, resources and materials however throughout the duration of the course, they may wish to purchase/source more specific materials appropriate to their individual needs in accordance with the direction and nature of the work they develop.

Faculty Contact: Mrs Cairns, PT Expressive Arts

EXPRESSIVE ARTS

ART & DESIGN - LONG COURSE (6 PERIODS PER WEEK)



Course/Subjects Name

Art and Design (Long Course)

Levels Available (Entry based on prior attainment)

National 3, National 4, National 5.

All students who have demonstrated a genuine interest and enthusiasm for Art and Design can undertake the subject in S4. Students who have not studied Art and Design in S3 are also welcome to this course. The course is an exciting but challenging one, and students should be aware that a high level of hard work and commitment will be required to get the best results.

Purpose, Aims and Benefits of the Course

Our aim is to provide our students with a broad spectrum of valuable skills, in addition to the artistic skills traditionally associated with this subject; which will equip them well for life beyond school. We aspire to help our students develop the four capacities as successful learners, confident individuals, effective contributors and responsible citizens:

- Foster creative thinking, an enterprising approach, and the ability to be innovative and imaginative.
- Enhance problem solving skills and the ability to develop and take ideas forward.
- Encourage independence, personal responsibility and self-belief.
- Develop communication skills and the ability to work with others.
- Raise awareness and understanding of cultural, environmental, social and ethical issues within contexts that our learners can relate to.
- Provide learners with a context within which they can express and explore their beliefs and ideas

The courses consist of two main areas of study: Design and Expressive, each with a Critical Element.

Expressive: The Expressive project involves students visually expressing their thoughts, ideas and responses to a subject or theme. This can include drawing, painting, printing, construction, collage and wire/clay sculpture.

Design: The Design project involves students working with a Design Brief to solve a design problem; and encourages them to use their

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creative and imaginative skills to produce ideas for a final solution. Students will have the opportunity to produce work using a variety of design materials and techniques, ICT, and in both 2-Dimension and 3-Dimension format.

Critical Element: Students undertake research and critical study into artists and designers. They will investigate and analyse art and design techniques, processes and concepts; and learn to express personal opinions on the work of artists and designers, who inspire their design and expressive work.

The National 3 and 4 courses are internally assessed. The National 5 course is externally assessed: portfolios of practical Expressive and practical Design work are sent to the SQA; and a written exam based on the Critical Element is completed in the main SQA diet.

Homework

At key points in the course, students will be asked to investigate and collect information on their chosen themes. They will be asked to do some drawing and research in their own time using a range of sources. The critical part of the course is completed in class for the most part, but students may be asked to complete work at home or to do further research at home. Students are able to access computers within the Art and Design department at lunchtime and after school if they need to. The school library is also a very good resource for students.

Progression Routes

National 4 > National 5 > Higher > Advanced Higher and Portfolio.

Career Opportunities

Architect, Product Designer, Graphic Designer including computer games design and package design, Textile Designer, Fashion Designer, Industrial Designer, Theatrical Designer, Interior Designer, Photographer, Jewellery Designer, Hairdresser, Window Dresser, Town Planner, Ceramicist, Teacher, Artist, Curator, Art Historian, Art Therapist.

Material Requirements

Students are expected to come to the department prepared with a non-mechanical pencil and rubber. They will have use of department equipment, resources and materials however throughout the duration of the course, they may wish to purchase/source more specific materials appropriate to their individual needs in accordance with the direction and nature of the work they develop.

Faculty Contact

Mrs Cairns, PT Expressive Arts

EXPRESSIVE ARTS

ART & DESIGN - HIGHER (6 PERIODS PER WEEK)



Course/Subjects Name

Art and Design Higher

Levels Available (Entry based on prior attainment)

Higher level requires the following: National 5 Art and Design Course Award

Purpose, Aims and Benefits of the Course

The skills that students gain by successfully completing the Course will be valuable for learning, life and work. Students will investigate and analyse how artists and designers have used materials, techniques and/or technology in their work. Students will then experiment, using art and design materials, techniques and/or technology to develop their ideas for creative and expressive impact.

They will develop creativity and complex problem solving skills when experimenting with materials, techniques and/or technology and experiment with different ways to realise their creative ideas. Students will also develop their critical thinking and reflective skills when reviewing and refining their work.

The aims of the Course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work
- plan, develop, produce and present creative art and design work
- develop personal creativity, using problem solving, critical thinking and reflective practice skills

The courses consist of two main areas of study: Design and Expressive, each with a Critical Element.

Expressive Project: This area of study helps students to develop their personal thoughts and ideas in visual form. Students will develop critical understanding of artists' working practices and the social and cultural influences affecting their work.

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Design Project: In this area of study students will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. Students will develop critical understanding of designers' working practices and the social and cultural influences affecting their work. They will develop and refine their design ideas by experimenting with and using a range of materials techniques and/or technology in 2D and/or 3D formats.

This course is externally assessed. Portfolios of Expressive and Design work are sent to the SQA for external assessment, along with personal evaluation statements. Higher candidates will also sit a written question paper, in the main SQA exam diet. This written exam is based on student's analysis skills and on their knowledge and understanding of the artists, designers, and their work, studied throughout the course.

Homework

Students will be asked to investigate and collect information on their chosen themes. They will be asked to do some drawing and research in their own time using a range of sources. Students may be asked to complete work some critical studies work at home. Students are able to access computers within the Art and Design department at lunchtime and after school if they need to. The school library is also a very good resource for students.

Progression Routes

National 4 > National 5 > Higher > Advanced Higher and Portfolio.

Career Opportunities

Architect, Product Designer, Graphic Designer including computer games design and package design, Textile Designer, Fashion Designer, Industrial Designer, Theatrical Designer, Interior Designer, Photographer, Jewellery Designer, Hairdresser, Window Dresser, Town Planner, Ceramicist, Teacher, Artist, Curator, Art Historian, Art Therapist.

Material Requirements

Students are expected to come to the department prepared with a non-mechanical pencil and rubber. They will have use of department equipment, resources and materials however throughout the duration of the course, they may wish to purchase/source more specific materials appropriate to their individual needs.

Faculty Contact Mrs Cairns, PT Expressive Arts

EXPRESSIVE ARTS

ART & DESIGN – ADVANCED HIGHER (6 PERIODS PER WEEK)



Course/Subjects Name

Advanced Higher Art and Design

Recommended Entry

Higher Art Award

Option 1: Expressive Enquiry

In this unit students will plan, develop and produce a range of related development lines of creative enquiry and expressive art work, in an independent and self-directed manner. Students' expressive art work will be inspired and influenced by their investigative research into expressive art practice. They will experiment with and creatively explore how materials, equipment, techniques, composition and/or technology can be used. They will use these in sophisticated and expressive ways to communicate and realise their ideas in 2D and/or 3D formats.

This unit will give students opportunities for sustained investigation, development and tangible resolution of personal ideas, feelings and opinions; in response to a personal chosen area of study chosen by the student. Individual interest and commitment will be essential. A high level of practical skills, deployed with creativity, maturity and fluency, will be promoted. The unit will be of particular relevance to candidates intending to proceed to further or higher education to study Expressive/Visual arts.

Option 2: Design Enquiry

In this unit students will plan, develop and produce a range of related development lines of personal enquiry and creative design work in an independent and self-directed manner. Students will use their understanding of design practice to inspire and influence their own design approach and creative choices. They will work imaginatively to resolve any design issues or challenges and will experiment with and explore how materials, techniques and/or technology can be used to realise their design ideas in 2D and/or 3D formats. The unit promotes engagement with design issues, concepts and implications and with problems, needs or opportunities associated with these. Students will be expected to address selected issues and concepts in depth, through a range of approaches in which inventiveness and flexibility of thought and action should be apparent.

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From possibilities addressed, students will be expected to formulate and present clear, firm proposals, recommendations or solutions in finished or prototype form. Among issues taken into account may be function, time, aesthetics, materials, costs and production considerations. Individual interest and commitment will be essential. The unit will be of particular relevance to candidates intending to proceed to further or higher education to study Design.

The mandatory **Expressive Studies/Design Studies Unit** of work will complement the practical Expressive/Design Enquiry. Students will work in a self-directed manner to investigate the working practices and creative approaches of artists/designers. Students will analyse artists'/designers' work and practice, and evaluate the impact of external factors on their creative-work/design-considerations and choices. They will communicate informed and supported personal views, opinions and judgments on the artists'/designers' work.

The course will focus on challenge and application. Students will draw on, extend and apply the skills they have learned and developed. This will be assessed through a portfolio of art work.

The portfolio will assess both the process and products of learning, and will include evidence of supporting contextual research and evaluation.

Course Details

The course will consist of 6 x 50 min taught periods per week, and students will also be expected to continue with project work at home and during non- taught periods.

Progression

Advanced Higher Courses provide good preparation for students progressing to further and higher education, as students doing Advanced Higher Courses must be able to work with more independence and less supervision. This eases their transition to further/higher education. Advanced Higher art and Design could lead to progression to HNC/HND/Degree qualifications and to employment in areas such as: Visual Arts, Fine Art, Contemporary Art Practice, Intermedia Art, Design, Performing Arts, Art and Design Education, Art Restoration, Art Therapy, Arts Management, Computer and Multi-media Technologies, Communications & Media

EXPRESSIVE ARTS

HIGHER PHOTOGRAPHY (6 PERIODS PER WEEK)



Levels Available

Higher - For **S6 students** with Higher or National 5 Art and Design; and for students who have a specialised interest.

Purpose, Aims and Benefits of the Course

Our aim is to encourage learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. Using an integrated approach to learning, learners will plan, develop and produce a portfolio of imaginative photographs.

They will also develop their appreciation of photographic work and practice.

The Course allows learners to broaden and deepen their skills base, and to widen their horizons regarding a range of vocations.

The aims of the Course are for learners to:

- ◆ communicate personal thoughts, feelings and ideas using photography
- ◆ develop technical and creative skills in using photographic media, techniques and processes
- ◆ develop knowledge and understanding of a range of photography practice
- ◆ develop skills in problem solving, critical thinking and reflective practice
- ◆ analyse the impact of social and cultural influences on photographers and their work
- ◆ become critically self-reflective autonomous learners

Course Details

Students will be expected to plan and carry out their own projects. As they develop their practical folios there will be times when they may need to take photographs outside the school grounds. Depending on the direction of their projects, students are also likely to need to take photographs out-with the school day.

Students are encouraged to use their own photographic equipment if they have it; however the department can supply equipment to students who need it. Students who borrow equipment do so on the understanding that they will be responsible for any loss or damage to the department equipment.

Faculty Contact

Mrs Cairns, PT Expressive Arts

Homework

In addition to taking photographs in their own time; Students will be expected to carry out some of their personal research and critical tasks as homework. Students are able to access computers within the Art and Design department at lunchtime and after school if they need to. The school library is also a very good resource for students.

Career Opportunities

Graphic Designer including computer games design, Web Designer, Web Editor, Fashion Photographer, Wedding/Events Photographer, Wild-life Photographer, Photo Journalist, Press officer, Magazine Features editor, Television Camera operator, Film Maker, Community Arts worker, Teacher, Artist, Curator, Art Historian, Gallery Curator.

Progression Routes

A Photography Higher could lead to progression to HNC/HND/Degree qualifications.

EXPRESSIVE ARTS

DRAMA – SHORT COURSE (3 PERIODS PER WEEK)



Course/Subjects Name

Drama (Short Course)

Levels Available (Entry based on prior attainment)

National 3, National 4, National 5.

Students who have completed a Personalisation course can undertake the short course in S4. This Drama course is designed for students who have an interest in developing their creative skills further; whether from a performance, directorial or design perspective. You don't have to be aiming for an acting career! This is a challenging course and for students to achieve their potential, they **must** be prepared to commit to regular extra-curricular study opportunities provided by the department.

Purpose, Aims and Benefits of the Course

Choosing Drama is an excellent way to build confidence and develop personal and social skills, including working in a group or as a team. You will learn essential skills for life including communication, negotiation and problem solving. Drama improves your ability to express yourself through a range of different media. Drama is an exciting, enjoyable and rewarding course which builds confidence and prepares you for life after school! You will experience a range of production skills including lighting, sound, props, make up and set design.

Throughout the course you will use a variety of drama, theatre and production techniques to explore a range of issues, topics and themes. You will work from a range of stimuli including script. The activities and experiences involved in the course contribute to your personal growth by developing self-awareness, confidence and social and communication skills.

The course is an exciting but challenging one, and students should be aware that a high level of commitment will be required to get the best results. There will be a **requirement** to commit to attending extra rehearsals at particular times during the course.

The course breaks down into 3 areas –

Production Skills: This explores the technical side of theatre. Pupils will explore a range of production skills and specialise in two areas by contributing to a short performance in this role.

Drama Skills: This uses creative drama activities to explore social attitudes and issues. Activities include: role-play, characterisation, evaluation, directing and devising. You will work with others when preparing, researching and devising pieces of drama and apply acting skills in order to portray character. You will learn to evaluate your own work and the work of others.

Performance exam N5 / Added Value N4: In your N5 exam you will choose to be assessed in acting or design. This is worth 60% of your overall mark at National 5 and makes up your Added Value Unit at National 3/4 level. In your selected role, you will plan for and design or participate in a small production and at N5, present to an external examiner.

Written Exam

The National 3 and 4 courses are internally assessed. National 5 is externally assessed with both written and a practical exam. In the written element, worth 40%, pupils will be required to reflect upon a previous performance and respond creatively to a stimulus.

Homework

Reading, written and practical performance homework may be given and regular review and revision of concepts and topics is essential.

Progression Routes

National 4 > National 5 > Higher > Advanced Higher.

Career Opportunities

Drama provides an excellent choice of course for anyone interested in working with people or in the performing arts and creative industries.

Faculty Contact

Mrs Cairns
PT Expressive Arts

EXPRESSIVE ARTS

DRAMA – LONG COURSE (6 PERIODS PER WEEK)



Course/Subjects Name

Drama (Long Course)

Levels Available (Entry based on prior attainment)

National 3, National 4, National 5.

This Drama course is designed for **any student** who has an interest in Drama and developing their creative skills, whether from a performance, directorial or design point of view. You don't have to be aiming for an acting career! Students who have completed a Personalisation course and wish to improve their skills are also welcome to this course.

Purpose, Aims and Benefits of the Course

Choosing Drama is an excellent way to build confidence and develop personal and social skills, including working in a group or as a team. You will learn essential skills for life including communication, negotiation and problem solving. Drama improves your ability to express yourself through a range of different media. Drama is an exciting, enjoyable and rewarding course which builds confidence and prepares you for life after school! You will explore a range of production skills in depth including lighting, sound, props, make up and set design. You will improve your skills and learn how to work as part of a production team in a variety of roles.

Throughout the course you will use a variety of drama, theatre and production techniques to explore a range of issues, topics and themes. You will work from a range of stimuli including script. The activities and experiences involved in the course contribute to your personal growth by developing self-awareness, confidence and social and communication skills.

The course is an exciting but challenging one, and students should be aware that a high level of commitment will be required to get the best results. There will be a requirement to commit to attending extra rehearsals at particular times during the course.

The course breaks down into 3 areas -

Drama Skills: This uses creative drama activities to explore social attitudes and issues. Activities include: role-play, characterisation,

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preparing, researching and devising pieces of drama and apply acting skills in order to portray character. You will learn to evaluate your own work and the work of others.

Production Skills: This involves textual analysis and the study and use of a range of theatre production skills such as: designing (set, costume, lighting, and sound), implementing technology, and acting. You will learn to develop and use production skills and evaluate your own contribution to the dramatic context.

Performance N5/Added Value (N4): In your practical exam you will choose to be assessed in acting or design. This is worth 60% of your overall mark at National 5 and makes up your Added Value Unit at National 3/4 level. In your selected role, you will plan for and design or participate in a small production and at N5, present to an external examiner.

Written Exam: In the written element, worth 40%, pupils will be required to reflect upon a previous performance and respond creatively to a stimulus.

Homework

Reading, written and practical performance homework may be given and regular review and revision of concepts and topics is essential.

Progression Routes

National 4 > National 5 > Higher > Advanced Higher.

Career Opportunities

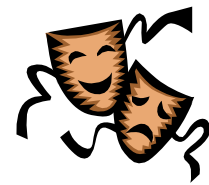
Drama provides an excellent choice of course for anyone interested in working with people or in the performing arts and creative industries.

Faculty Contact

Mrs Cairns
PT Expressive Arts

EXPRESSIVE ARTS

DRAMA HIGHER



Course/Subjects Name

Drama Higher

Entrance Requirements

Higher level requires the following:
National 5 Drama Course Award **or** a National 5/Higher English award and
Drama experience out with school.

Outline of Course

This course is practical and experiential; it focuses on the development and use of complex drama skills and production skills to present drama. Students are encouraged to exercise their imagination and creativity, and to express themselves in different ways.

Learning through drama helps students to appreciate cultural values, identities and ideas.

The aims of the Course are to enable learners to:

- Generate and communicate thoughts and ideas when creating drama.
- Develop a knowledge and understanding of the complex social and cultural influences on drama.
- Develop complex practical skills in presenting drama.
- Develop knowledge and understanding of complex production skills when presenting drama.
- Explore form, structure, genre and style.

As students develop practical skills creating and presenting drama, they will also develop knowledge and understanding of the cultural and social influences on drama. Students will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Students will also develop critical thinking skills as they analyse plays in performance and evaluate their own work.

The course focuses on the following skills -

Drama Skills

Students will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will also learn how to develop characters in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama.

Students will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

Production Skills

Students will develop their production skills by specialising in at least two production areas. These include; acting, design, lighting, sound, costume, make up and props. They will explore the text and think creatively to develop their own performance concepts based on research and their own creative ideas. Students will then use these skills to enhance a drama in performance.

Assessment

The Practical component (worth 60%) is externally assessed by a visiting examiner. You can choose to be assessed in acting, design or directing. The question paper (worth 40%) consists of two essays, one based on a text they have studied and the other is a performance analysis of a play they have seen. There is also a question section to assess the candidates' creative ideas for use of production skills to enhance their set text in performance.

Homework and Additional Requirements

Reading, written and practical performance homework may be given and regular review and revision of concepts and topics is essential. There is an expectation that students will arrange extra-curricular rehearsals for exam and assessment pieces. The Drama Studio will be made available for this purpose.

*Students are required to attend at least two theatrical performances for their analysis essay in their final exam. These trips will be arranged by the class teacher and attendance at these events is vital.

Faculty Contact

Mrs Cairns
PT Expressive Arts

EXPRESSIVE ARTS
DRAMA ADVANCED HIGHER



Course/Subjects Name

Drama Advanced Higher

Entrance Requirements

Advanced Higher level requires the following: **Drama Higher Award**

Outline of Course

The Advanced Higher Drama Course is both demanding and rewarding. It allows learners to explore both the practical and analytical aspects of the subject. It provides opportunities for learners to develop skills through practical aspects of theatre, the creative exploration of the art of theatre and its forms and practices.

Learners will investigate how theatre practice has been shaped by key practitioners. They will expand and develop their own skills within their chosen area of acting, directing or design. Learners will also develop problem solving and critical thinking skills as they analyse theatre practice and interpret text. They will also learn to analyse their performance and the performance of others.

The aims of the Course are to enable learners to:

- develop autonomy and independent thinking skills
- develop skills in performing within their chosen area of acting, directing or design
- develop individual creativity when applying skills in problem solving, analysis and evaluation
- analyse current theatrical performance
- develop analytical skills in the interpretation of texts
- develop knowledge and understanding of theatre practice and key practitioners
- develop knowledge and understanding of social and cultural influences on drama

The course will cover -

Drama Skills

This will focus on learners developing their knowledge of methodologies, theatre practices and texts to progress their devising skills. Their knowledge and skills will be informed by the work of a key theatre practitioner.

They will independently create a devised drama production. This will explore how meaning can be communicated to an audience through practical realisation of their own theatrical concepts. Learners will also evaluate the effectiveness of their concepts

Production Skills

Learners will focus on a study of a key theatre practitioner, and explore in depth the influences on and the theory and practice of their chosen practitioner. They will explore and analyse key productions that reflect their acting or directing or design methodologies through both research and practical experimentation. They will take on the role of the actor or director or designer in the exploration of a textual extract.

Assessment

Students will select their own topic for their project dissertation which is worth 40% of their overall mark. They will explore an area of interest in theatre, select a question and create an extended essay (dissertation). This must be based on research, their own conclusions and referenced accordingly.

The Performance component (worth 60%) is externally assessed by a visiting examiner. Students can choose to present as a director, designer or participate in two performances as an actor. (one interactive and one monologue)

Homework and Additional Requirements

Reading, written and practical performance homework may be given and regular review and revision of concepts and topics is essential. Drafts and redrafts of the dissertation will be ongoing. There is an expectation that students will arrange extra-curricular rehearsals for exam and assessment pieces. The Drama Studio will be made available for this purpose.

*Students are expected to attend theatrical productions in order to analyse different styles of theatre.

Faculty Contact

Mrs Cairns, PT Expressive Arts

EXPRESSIVE ARTS

MUSIC – SHORT COURSE (3 PERIODS PER WEEK)



Course/Subjects Name

Music National 3, National 4, and National 5 (Short Course)

Levels Available (Entry based on prior attainment)

National 3, National 4, National 5.

This Music course is open to all students who have personalised in Music. This is a challenging course and for students to achieve their potential, they **must** be prepared to commit to regular extra-curricular study opportunities provided by the department.

Purpose, Aims and Benefits of the Course

The course at all levels aims to provide a lively and varied musical experience and is designed to include a balance of performing, composing and listening activities. Performing may include solo and ensemble playing as well as opportunities for individual instruction and practice. Composing may include group and individual activities in a range of styles as well as the use of music software. Students will also be encouraged to listen throughout the course and to record and live music produced by themselves and others, as they develop their knowledge of musical concepts, styles, notation and literacy.

The course comprises of three components:

Performance: Involves learners experiencing practical music-making and developing skills necessary for progression. Students need to be able to perform on two instruments for a minimum of eight minutes. At National 3 and 4 this is internally assessed with verification carried out by SQA; performance at National 5 is externally assessed by a visiting examiner during the second term of S4, with each instrument being worth 25% of the final mark.

Understanding Music: Involves students learning about music from a variety of genres and styles. They will develop knowledge of musical concepts and literacy which can be applied to all aspects of practical work. This is assessed internally at National 3 and 4; and externally by a written paper linked to a CD at National 5. This component is worth 35% of the final mark.

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Composition: Involves learning about the composition process whilst gaining confidence using software and traditional notation to invent and compose an original piece of music. A final composition, worth 15% of the overall course award, will be submitted to the SQA.

The study of music encourages creativity, self-expression and discipline. Confidence is developed in presentation/performance skills, and the ability to work co-operatively is also developed (requiring initiative, dependability, leadership and enterprise). All these skills are further enhanced by participation in our extra-curricular programme, giving the opportunity to take part in concerts and other performances.

Homework

A significant part of the course is performance based - all students are therefore required to practise regularly in order to reach examination standards. Listening/written homework may also be given and regular review and revision of concepts and topics is essential.

It would be expected at this level that students would come into the department to practise outside of class time, either at breaks/lunchtimes/after school due to the time constraints within the short course.

It is also expected that all music students will widen their experience by taking advantage of the opportunity to participate in the active musical life of the school, e.g. concerts, awards evening, performances to the wider community.

Progression Routes

National 4 > National 5 > Higher > Advanced Higher.

Career Opportunities

Music courses lead to various careers – for example performance, media and film work, arts management and promotion, sound engineering and school and instrumental teaching – and many opportunities for further study.

Faculty Contact

Mrs Cairns

PT Expressive Arts

EXPRESSIVE ARTS

MUSIC – LONG COURSE (6 PERIODS PER WEEK)



Course/Subjects Name

Music National 3, National 4, and National 5 (Long Course)

Levels Available (Entry based on prior attainment)

National 3, National 4, National 5.

This Music course is open to all students who have an aptitude and enthusiasm for music - to be already playing an instrument or to be receiving instrumental lessons is preferred although not essential.

Purpose, Aims and Benefits of the Course

The course at all levels aims to provide a lively and varied musical experience and is designed to include a balance of performing, composing and listening activities. Performing may include solo and ensemble playing as well as opportunities for individual instruction and practice. Composing may include group and individual activities in a range of styles as well as the use of music software. Students will also be encouraged to listen to a variety of music throughout the course and to record live music produced by themselves and others. This helps to develop their knowledge of musical concepts, styles, notation and literacy.

The course comprises of three components:

Performance: Involves learners experiencing practical music-making and developing skills necessary for progression. Students will need to be able to perform on two instruments for a minimum of eight minutes. At National 3 and 4 this is internally assessed with verification carried out by SQA; performance at National 5 is externally assessed by a visiting examiner during the second term of S4, with each instrument being worth 25% of the final mark.

Understanding Music: Involves students learning about music from a variety of genres and styles. They will develop knowledge of musical concepts and literacy which can be applied to all aspects of practical work. Students also learn about the social and historical context in which music is written. This is assessed internally at National 3 and 4; and externally by a written paper linked to a CD at National 5. This component is work 35% of the final mark.

Contd.

Composition: Involves learning about the composition process whilst gaining confidence using digital software and traditional notation to invent and compose a piece of original music. A final composition, worth 15% of the overall course award, will be submitted to the SQA.

The study of music encourages creativity, self-expression and discipline. Confidence is developed in presentation/performance skills, and the ability to work co-operatively is also developed (requiring initiative, dependability, leadership and enterprise). All these skills are further enhanced by participation in our extra-curricular programme, giving the opportunity to take part in concerts and other performances.

Homework

A significant part of the course is performance based - all students are therefore required to practise regularly in order to reach examination standards. Listening/written homework may also be given and regular review and revision of concepts and topics is essential.

It would be expected at this level that students would come into the department to practise outside of class time, either at breaks/lunchtimes/after school.

It is also expected that all music students will widen their experience by taking advantage of the opportunity to participate in the active musical life of the school.

Progression Routes

National 4 > National 5 > Higher > Advanced Higher.

Career Opportunities

Music courses lead to various careers – for example performance, media and film work, arts management and promotion, sound engineering and school and instrumental teaching – and many opportunities for further study.

Faculty Contact

Mrs Cairns
PT Expressive Arts

EXPRESSIVE ARTS

MUSIC HIGHER



Course/Subjects Name

Music Higher

Recommended Entry

Your possible routes to Higher Music are:

- a) National 5 Music Course Award
- b) A crash course for students who haven't sat National 5 Music but have instrumental or vocal experience on two instruments.

Performance is a large part of the Music Higher course and where possible, students will receive instrumental lessons in school. However, there are some instruments which can be taught in class and students will be expected to practise in their own time outside of class. Musical literacy is included in the Higher course and some experience of reading music is essential.

Purpose, Aims and Benefits of the Course

This Course will provide a broad practical experience of performing and creating music and it will develop related knowledge and understanding of music.

Course activities will allow students to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. Students will have opportunities to develop their composing skills, broaden their understanding of music concepts and styles, and their creative capabilities as a musician.

Students will work independently or in collaboration with others, and will be encouraged to plan and organise, to make decisions, and to take responsibility for own learning.

The aims of the Course are to enable learners to:

- Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice.
- Performing challenging music with sufficient accuracy while maintaining the musical flow.

Contd.

- Create original music using compositional methods and music concepts creatively when composing, arranging or improvising.
- Broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts.
- Develop their understanding of the social and historical influences on different musical styles.
- Critically reflect on and evaluate their own work and that of others.

Performing music demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to increase confidence and self-esteem. The practice required to develop these skills can promote perseverance, among other things, as well as helping students to learn how to learn. The skills that students gain throughout the course will be valuable for learning, life and work.

The course consists of three components.

Performing

Students will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Students will prepare a 12 minute programme of music which will be externally assessed by a visiting assessor during the second term of the course.

Composing

Students will experiment with, and creatively use complex compositional methods and music concepts to demonstrate their intentions when creating original music. Students will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. Over the duration of the course, students will create a folio of compositions demonstrating their understanding of each unit. A final composition will be submitted to the SQA.

Understanding Music

Students will listen to a wide variety of musical styles and develop detailed knowledge and understanding of a range of complex music concepts, and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

Contd.

Assessment

Students are to perform a 12 minute programme of music that is split across both instruments or one instrument and voice.

The question paper is out of 40 marks and will require demonstration of a depth of knowledge and understanding of music, music concepts, and musical literacy, drawn from the Units in the Course.

Homework

As well as normal revision of concepts and theory, music homework is mainly practice of instruments. If students are unable to practise regularly at home, accommodation can be found in school. A minimum of 30 minutes practice a day is expected at Higher Music.

It is also expected that all music students will widen their experience by taking advantage of the opportunity to participate in the active musical life of the school.

Additional Information

Higher Music is essential for those thinking about a career or university course with music. However, it is an excellent qualification to obtain whatever your choice. Higher Music enhances communication and social skills, giving students a lifelong interest in music. A wide range of career outlets exist with music, such as;

Professional Performers; Teaching; Music Production and Sound Engineering; Studio Management in Media; Marketing and Promotions; Concert Administration; Instrument Technology; Community Arts; Orchestral Management; Music Therapy; Broadcasting and Media.

Faculty Contact

Mrs Cairns
PT Expressive Arts

EXPRESSIVE ARTS

MUSIC: ADVANCED HIGHER



Course/Subjects Name

Advanced Higher Music Course

Recommended Entry

Higher Music Award

Course Structure

This Course consists of three mandatory Units and two practical options.

Mandatory Units

- ◆ Music: Composing Skills
- ◆ Music: Understanding and Analysing Music
- ◆ Music: Performing Skills

Practical Options

- ◆ Music with Performance
- ◆ Music Composition

Performing Skills

The performance skills unit will be underpinned by knowledge and understanding of music and will be sufficiently open and flexible to allow for personalisation and choice. Students are to perform an 18 minute programme of music that is split across two instruments or one instrument and voice.

Composing Skills

Students will have the opportunity to create original music by:

- Analysing how a range of advanced compositional methods and music concepts are used by composers for specific effect and the contexts which influenced their work
- Experimenting and using a range of music concepts and compositional methods in sophisticated and creative ways to develop, refine and create original music
- Developing ideas which make musical sense and realise their creative intentions
- Critically reflecting on their music and the impact of their creative choices and decisions

Contd.

Students will be given the opportunity to analyse sections/pieces of contrasting music by:

- Exploring and analysing the impact of social and historical influences on your selected music and on the composer(s) of your pieces chosen pieces
- Identifying and analysing the use of level-specific and/or other music concepts, signs and symbols
- Analysing style and form, melody, harmony and rhythm and the impact of social and cultural influences on the development of music

Learners will analyse sections of musical movements or works, demonstrating detailed understanding of the music. Evidence should display a depth of aural perception and aural discrimination and can be presented in a style of their own choosing, e.g. essay, PowerPoint, live presentation.

Assessment –

Performance option; Students are to perform an 18 minute programme of music that is split across both instruments or one instrument and voice. This is externally assessed by a visiting assessor.

Composition option; Students prepare a 12 minute portfolio of original music which consists of at least two pieces. This is submitted to the SQA for external assessment.

Both options also include a question paper which is out of 40 marks and will require demonstration of a depth of knowledge and understanding of music, music concepts, and musical literacy, drawn from the Units in the Course.

Homework

As well as normal revision of concepts and theory, music homework is mainly practice of instruments. If students are unable to practise regularly at home, accommodation can be found in school. A minimum of 40 minutes practice a day is expected at Advanced Higher Music.

Additional Information

Music is essential for those thinking about a career or university course with music. However, it is an excellent qualification to obtain whatever your choice. Music enhances communication and social skills, giving students a lifelong interest in music. A wide range of career outlets exist with music, such as:

Professional Performers; Teaching (all areas, not just music teaching); Music Production and Sound Engineering; Studio Management in Media; Marketing and Promotions; Concert Administration; Instrument Technology; Community Arts; Orchestral Management; Music Therapy; Broadcasting and Media.

Faculty Contact

Mrs Cairns
PT Expressive Arts

EXPRESSIVE ARTS

MUSIC TECHNOLOGY



Levels available

SQA National 5 Long Course

(For Personalisation and Non-Personalisation students)

Purpose, Aims and Benefits of the Course

The purpose of the National 5 Music Technology Course is to enable learners to develop their knowledge and understanding of music technology and of musical concepts, particularly those relevant to 20th and 21st century music. Learners will engage in the development of technical and creative skills through practical learning. This Course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry. You don't have to play an instrument to take this course but a broad interest in music is desirable. This course can be taken as well as the traditional music course option.

The aims of the course are to enable learners to:

- Develop skills in the use of music technology hardware and software such as Garageband and Mixcraft to capture and manipulate audio.
- Use music technology creatively in sound production in a range of contexts such as recording music for film, creating sound effects for TV, Radio and Computer Games, creating remixes and mashups to develop DJ skills, applying practical recording skills that can be used in professional studio and workplace environments within the media industry.
- Develop skills in musical analysis in the context of a range of 20th and 21st century musical styles and genres such as rock, blues, hip hop, dance, R&B, electronic etc.
- Develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights and royalty collection.
- Critically reflect on their own work and that of others.

This Course provides opportunities for vertical and lateral progression to National Courses and to other SQA qualifications in music technology, music and related fields. This course will also equip learners for a career in a broad range of creative industries such as music production, recording engineers and mixers, audio manipulation experts, live sound engineers, foley artists and lots more. The skills learned on this course are directly applicable to a workplace environment.

Progression Routes: Higher

Faculty Contact

Mrs Cairns, PT Expressive Arts

Course/Subjects Name

Music Technology - Higher

Purpose, Aims and Benefits of the Course

The purpose of the Higher Music Technology Course is to enable learners to develop their knowledge and understanding of music technology and of musical concepts, particularly those relevant to 20th and 21st century music. *This is done at a much higher level to National 5 content.* Learners will engage in the development of technical and creative skills through practical learning. This Course will provide opportunities for learners to further develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry. You don't have to play an instrument to take this course but a broad interest in music is desirable. This course can be taken as well as the traditional music course option.

The aims of the course are to enable learners to:

- Further develop skills in the use of music technology hardware and software such as Garageband, Mixcraft, Reaper, Ableton Live and Pro Tools to capture and manipulate audio.
- Use music technology creatively in sound production in a range of contexts such as recording music for film, creating sound effects for TV, Radio and Computer Games, creating remixes and mashups to develop DJ skills, applying practical recording skills that can be used in professional studio and workplace environments within the media industry.
- Develop skills in musical analysis in the context of a range of 20th and 21st century musical styles and genres such as punk, electronica, hip hop, dance, R&B, soul etc.
- Develop a broad understanding of the music industry, including an understanding of implications of intellectual property rights and royalty collection.
- Critically reflect on their own work and that of others.

This Course provides opportunities for vertical and lateral progression to National Courses and to other SQA qualifications in music technology, music and related fields. This course will also equip learners for a career in a broad range of creative industries such as music production, recording engineers and mixers, audio manipulation experts, live sound engineers, foley artists and lots more. The skills developed on this course are directly applicable to a workplace environment.

Homework

A significant part of this course is skills based. Most homework tasks will be issued via Google Classroom or Show My Homework and completed digitally.

It would be expected at this level that students would come into the department to practise outside of class time, either at breaks/lunchtimes/after school.

It is also expected that music technology students will widen their classroom experience by taking advantage of the opportunity to participate in the active musical life of the school such as helping with sound and lighting for school shows and events.