

## Qualification Pack



# Music Teacher

QP Code: MES/Q1506

Version: 1.0

NSQF Level: 6

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,  
New Delhi  
110025



## Qualification Pack

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## Qualification Pack

### MES/Q1506: Music Teacher

#### Brief Job Description

A music teacher instructs learners on the principles and practice of one or more musical instruments. Delivers lectures, gives practical demonstrations, and guide,s and supervises practical work. Sets examination papers, conduct examinations, and marks papers. They teach different laws and principles of melodies, harmonies and other scientific aspects of music and transcribes songs in to musical notations.

#### Personal Attributes

A music teacher possess Good Communication Skills, understand the Importance of Fundamental Elements, Understand Student Capabilities, are Patient, Learn Constantly. They Prepare Students to be Independent, Make Lessons Fun.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

- [1. MES/N1518: Plan and implement a program of instruction and lesson plans](#)
- [2. MES/N1519: Teach music to learners from beginner to advanced level](#)
- [3. MES/N1520: Teach general styles of music](#)
- [4. MES/N1521: Incorporate musical instruments and movement in lessons](#)
- [5. MES/N1522: Prepare learners for school concerts and planned music experiences](#)
- [6. MES/N1523: Evaluate learners' performance and make recommendations for improvement](#)
- [7. MES/N0104: Maintain Workplace Health & Safety](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Music Production
<b>Country</b>	India
<b>NSQF Level</b>	6



## Qualification Pack

<b>Credits</b>	30
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO 2015- 2355.9900
<b>Minimum Educational Qualification &amp; Experience</b>	Graduate (in Music) with 1 Year of experience OR Graduate with 3 Years of experience OR Certificate-NSQF (Music Programmer at NSQF Level-5 ) with 3 Years of experience OR 12th Class with 7 Years of experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	23 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQC Approval Date</b>	30/06/2022
<b>Version</b>	1.0
<b>Reference code on NQR</b>	2022/ME/MESC/06036
<b>NQR Version</b>	1.0

### Remarks:

Nature of qualification is to teach AR/VR developing process, use of application in designing various module (animation, modelling, texturing and gaming) and purpose is to provide job and entrepreneurship/freelance opportunity as AR-VR Developer in M&E Industry. This qualification is for the training purpose for degree courses (university / colleges) as well as for Short Term Course



## Qualification Pack

# MES/N1518: Plan and implement a program of instruction and lesson plans

## Description

This OS unit covers the skills required to the general outline of teaching goals, learning objectives, and means to accomplish them.

## Scope

The scope covers the following :

- Identify the learning objectives
- Plan the specific learning activities
- Plan to sequence the lesson in an engaging and meaningful manner
- Plan for a lesson closure
- Plan to assess student understanding

## Elements and Performance Criteria

### *Identify the learning objectives*

To be competent, the user/individual on the job must be able to:

- PC1.** describe the essential learning goals that a learner must achieve in measurable terms within the specified time
- PC2.** ensure that all learners, including those with disabilities or constraints, have a fair chance of achieving learning goals

### *Plan the specific learning activities*

To be competent, the user/individual on the job must be able to:

- PC3.** align learning activity to the lesson's learning objectives
- PC4.** meaningfully engage students in active, constructive, authentic, and collaborative ways,
- PC5.** provide students with opportunities to think about or use knowledge and information in new and different ways

### *Plan to sequence the lesson in an engaging and meaningful manner*

To be competent, the user/individual on the job must be able to:

- PC6.** utilize ice breaker activities, technologies such as clickers, current news and events, case studies etc to gain learner's attention
- PC7.** include learning objectives in lecture slides, the syllabus, and in instructions for activities, projects and papers and criteria for standard performance
- PC8.** sequence and chunk the information to avoid cognitive overload
- PC9.** model varied learning strategies – mnemonics, concept mapping, role playing, visualizing and provide instructional support as needed

### *Plan to assess student understanding*

To be competent, the user/individual on the job must be able to:

- PC10.** develop rubrics/criteria to ensure consistency in the evaluation of learners' work

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**PC11.** list ways to collect evidence of learner's learning.

**PC12.** select appropriate assessment methods to measure learning objectives

*Plan for a lesson closure*

To be competent, the user/individual on the job must be able to:

**PC13.** check for learners' understanding and inform subsequent instruction (adjust your teaching accordingly)

**PC14.** consolidate and summarize key information

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** how to prepare for lessons

**KU2.** expected timelines and budget constraints to aid realistic goal achievement

**KU3.** about musical instruments or musical styles to teach

**KU4.** importance of personal and cultural musical history and experience

**KU5.** create an Inclusive Classroom and engage students of all learning styles, backgrounds, and ability levels

**KU6.** basic and advance concepts of music theory and harmonic principles

**KU7.** selecting pieces with different styles, for example, a fanfare or overture to open the concert and perhaps a medley of tunes to close.

**KU8.** the characteristics of a broad range of music genres and styles.

**KU9.** possibilities and limitations of music ensemble formats (bands, orchestra, choir, etc.)

**KU10.** operational and technical limitations of the medium and format for which music is composed.

**KU11.** application of music technology to create music adapts, demos and original compositions.

**KU12.** technical knowledge required to perform both alone and with other musicians

**KU13.** how to use digital communication technologies (email, cloud computing, etc.) to present work and solicit feedback.

**KU14.** develop models and assessment tools that can be used and adapted in the classrooms for teaching and assessments

**KU15.** use of auditions or sight-reading of music as a form of diagnostic assessment

**KU16.** define the levels of proficiency of the learners by developing rubrics of performance criteria

## Generic Skills (GS)

User/individual on the job needs to know how to:

**GS1.** read music and hear notes

**GS2.** comprehend music theory concepts

**GS3.** prepare concept notes and style guides to aid music composition from information gathered through research.

**GS4.** provide clear written guidelines to learners while assigning music composition tasks.



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- GS5.** involve learners in deciding on a concert theme and in choosing some of the music, if appropriate
- GS6.** conceptualize music using wider music options
- GS7.** read and comprehend music briefs, scripts, storyboards etc.
- GS8.** research and gather relevant information related to genre, language, cultural and regional significance to aid music instructions
- GS9.** stay abreast with the trends and developments in the global music industry through regular reading.
- GS10.** discuss, clarify and teach learners to play music by ear and improvise
- GS11.** present/solicit feedback on learners' performance and identify the modifications required.
- GS12.** explain the creative concept to the learner to prepare music adapts and demos.
- GS13.** plan the teaching schedule to meet the agreed music deliverables.
- GS14.** vary the difficulty of the music selected for learners to master not more than two or three challenging pieces at a time
- GS15.** organize the learning objectives and timelines according to the lesson plan.
- GS16.** conduct review sessions to ensure timely progress of learners' skills on vocal singing and various music instruments
- GS17.** analyse the impact of creative choices on the overall music concept.
- GS18.** assess the budgetary implications of realising creative choices while composing music.
- GS19.** address and resolve any fundamental challenges in finalising the creative concept and music compositions through consultation with the relevant stakeholders.
- GS20.** choose music and get learners started on practicing using established criteria and make improvements where required.
- GS21.** provide constructive feedback to learners while reviewing music adapts and compositions.
- GS22.** make appropriate choices of compositional techniques to meet the creative concept requirements.
- GS23.** teach innovative and unconventional approaches to compose music that appeal to the current and emerging preferences of the target audience.
- GS24.** review the work of self and learners at every stage to ensure that they fully meet the performance criteria laid out in the lesson plan

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify the learning objectives</i>	<b>10</b>	<b>30</b>	-	-
<b>PC1.</b> describe the essential learning goals that a learner must achieve in measurable terms within the specified time	5	-	-	-
<b>PC2.</b> ensure that all learners, including those with disabilities or constraints, have a fair chance of achieving learning goals	5	-	-	-
<i>Plan the specific learning activities</i>	<b>15</b>	-	-	-
<b>PC3.</b> align learning activity to the lesson's learning objectives	5	-	-	-
<b>PC4.</b> meaningfully engage students in active, constructive, authentic, and collaborative ways,	5	-	-	-
<b>PC5.</b> provide students with opportunities to think about or use knowledge and information in new and different ways	5	-	-	-
<i>Plan to sequence the lesson in an engaging and meaningful manner</i>	<b>20</b>	-	-	-
<b>PC6.</b> utilize ice breaker activities, technologies such as clickers, current news and events, case studies etc to gain learner's attention	5	-	-	-
<b>PC7.</b> include learning objectives in lecture slides, the syllabus, and in instructions for activities, projects and papers and criteria for standard performance	5	-	-	-
<b>PC8.</b> sequence and chunk the information to avoid cognitive overload	5	-	-	-
<b>PC9.</b> model varied learning strategies - mnemonics, concept mapping, role playing, visualizing and provide instructional support as needed	5	-	-	-
<i>Plan to assess student understanding</i>	<b>15</b>	-	-	-
<b>PC10.</b> develop rubrics/criteria to ensure consistency in the evaluation of learners' work	5	-	-	-





### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> list ways to collect evidence of learner's learning.	5	-	-	-
<b>PC12.</b> select appropriate assessment methods to measure learning objectives	5	-	-	-
<i>Plan for a lesson closure</i>	<b>10</b>	-	-	-
<b>PC13.</b> check for learners' understanding and inform subsequent instruction (adjust your teaching accordingly)	5	-	-	-
<b>PC14.</b> consolidate and summarize key information	5	-	-	-
<b>NOS Total</b>	<b>70</b>	<b>30</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1518
<b>NOS Name</b>	Plan and implement a program of instruction and lesson plans
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Music, Radio, Animation, Gaming, Advertising
<b>Occupation</b>	Music Production
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQF Clearance Date</b>	30/06/2022



## Qualification Pack

### MES/N1519: Teach music to learners from beginner to advanced level

#### Description

This OS unit covers the skills required to achieve the art of teaching music, tips for music teaching, and music teaching methods.

#### Scope

The scope covers the following :

- Plan and prepare music learning content
- Facilitate musical sessions and activities to develop learners' musical skills and understanding

#### Elements and Performance Criteria

##### *Plan and prepare music learning content*

To be competent, the user/individual on the job must be able to:

- PC1.** identify the target group of learners , their skill level, aspirations personal ambitions and employability
- PC2.** analyse a range of musical traditions, cultures, and practices to break down barriers to musical learning,
- PC3.** analyse different pedagogical approaches and their value in musical learning
- PC4.** plan musical learning that is appropriate to the setting, the mode of learning, and the musical practice(s) and traditions within which the learning is taking place

##### *Facilitate musical sessions and activities to develop learners' musical skills and understanding*

To be competent, the user/individual on the job must be able to:

- PC5.** support and motivate the musical learning of all learners, taking into account ages and prior learning and experiences.
- PC6.** employ a range of strategies to overcome barriers to musical learning experienced by individuals and/or group
- PC7.** model appropriate technical, musical, and artistic concepts and skills to promote a sense of ownership
- PC8.** support learners to perform individually and in groups
- PC9.** create learning environments which support all learners to make music confidently, fluently and expressively
- PC10.** use technology to play, train in listening, compose and read music

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how to prepare for lessons
- KU2.** expected timelines and budget constraints to aid realistic goal achievement
- KU3.** about musical instruments or musical styles to teach



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- KU4.** importance of personal and cultural musical history and experience
- KU5.** create an Inclusive Classroom and engage students of all learning styles, backgrounds, and ability levels
- KU6.** basic and advance concepts of music theory and harmonic principles
- KU7.** selecting pieces with different styles, for example, a fanfare or overture to open the concert and perhaps a medley of tunes to close.
- KU8.** the characteristics of a broad range of music genres and styles.
- KU9.** the possibilities and limitations of music ensemble formats (bands, orchestra, choir, etc.)
- KU10.** the operational and technical limitations of the medium and format for which music is composed.
- KU11.** the application of music technology to create music adapts, demos and original compositions.
- KU12.** technical knowledge required to perform both alone and with other musicians
- KU13.** how to use digital communication technologies (email, cloud computing, etc.) to present work and solicit feedback.
- KU14.** develop models and assessment tools that can be used and adapted in the classrooms for teaching and assessments
- KU15.** use of auditions or sight-reading of music as a form of diagnostic assessment
- KU16.** define the levels of proficiency of the learners by developing rubrics of performance criteria

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read music and hear notes
- GS2.** comprehend music theory concepts
- GS3.** prepare concept notes and style guides to aid music composition from information gathered through research.
- GS4.** provide clear written guidelines to learners while assigning music composition tasks.
- GS5.** involve learners in deciding on a concert theme and in choosing some of the music, if appropriate
- GS6.** conceptualize music using wider music options
- GS7.** read and comprehend music briefs, scripts, storyboards etc.
- GS8.** research and gather relevant information related to genre, language, cultural and regional significance to aid music instructions
- GS9.** stay abreast with the trends and developments in the global music industry through regular reading.
- GS10.** discuss, clarify and teach learners to play music by ear and improvise
- GS11.** present/solicit feedback on learners' performance and identify the modifications required.
- GS12.** explain the creative concept to the learner to prepare music adapts and demos.
- GS13.** plan the teaching schedule to meet the agreed music deliverables.
- GS14.** vary the difficulty of the music selected for learners to master not more than two or three challenging pieces at a time



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- GS15.** organize the learning objectives and timelines according to the lesson plan.
- GS16.** conduct review sessions to ensure timely progress of learners' skills on vocal singing and various music instruments
- GS17.** analyse the impact of creative choices on the overall music concept.
- GS18.** assess the budgetary implications of realising creative choices while composing music.
- GS19.** address and resolve any fundamental challenges in finalising the creative concept and music compositions through consultation with the relevant stakeholders.
- GS20.** Choose music and get learners started on practicing using established criteria and make improvements where required.
- GS21.** provide constructive feedback to learners while reviewing music adapts and compositions.
- GS22.** make appropriate choices of compositional techniques to meet the creative concept requirements.
- GS23.** teach innovative and unconventional approaches to compose music that appeal to the current and emerging preferences of the target audience.
- GS24.** review the work of self and learners at every stage to ensure that they fully meet the performance criteria laid out in the lesson plan

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and prepare music learning content</i>	<b>16</b>	<b>60</b>	-	-
<b>PC1.</b> identify the target group of learners , their skill level, aspirations personal ambitions and employability	4	-	-	-
<b>PC2.</b> analyse a range of musical traditions, cultures, and practices to break down barriers to musical learning,	4	-	-	-
<b>PC3.</b> analyse different pedagogical approaches and their value in musical learning	4	-	-	-
<b>PC4.</b> plan musical learning that is appropriate to the setting, the mode of learning, and the musical practice(s) and traditions within which the learning is taking place	4	-	-	-
<i>Facilitate musical sessions and activities to develop learners' musical skills and understanding</i>	<b>24</b>	-	-	-
<b>PC5.</b> support and motivate the musical learning of all learners, taking into account ages and prior learning and experiences.	4	-	-	-
<b>PC6.</b> employ a range of strategies to overcome barriers to musical learning experienced by individuals and/or group	4	-	-	-
<b>PC7.</b> model appropriate technical, musical, and artistic concepts and skills to promote a sense of ownership	4	-	-	-
<b>PC8.</b> support learners to perform individually and in groups	4	-	-	-
<b>PC9.</b> create learning environments which support all learners to make music confidently, fluently and expressively	4	-	-	-
<b>PC10.</b> use technology to play, train in listening, compose and read music	4	-	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1519
<b>NOS Name</b>	Teach music to learners from beginner to advanced level
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Music, Radio, Animation, Gaming, Advertising
<b>Occupation</b>	Music Production
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQF Clearance Date</b>	30/06/2022

## Qualification Pack

### MES/N1520: Teach general styles of music

#### Description

This OS unit covers the skills to read music, hear notes and internalize rhythms Encourage learners to grasp music theory concepts, Conceptualize music, play by ear and be able to improvise their music

#### Scope

The scope covers the following :

- Read music and Hear notes
- Comprehend music theory concepts

#### Elements and Performance Criteria

##### *Read and Hear Music Notes*

To be competent, the user/individual on the job must be able to:

- PC1.** read and name notes on Sheet Music
- PC2.** recognize sharps and flats, Scales and Keys
- PC3.** read the speed of a piece of music and play it on an instrument
- PC4.** read the grouping of the beats through the time ,signatures, bars and barlines
- PC5.** calculate the length of a note and discuss the importance of impact of dots and ties on a note's length

##### *Comprehend music theory concepts*

To be competent, the user/individual on the job must be able to:

- PC6.** explain compositional elements such as song form, tempo, notes, chords, key signatures, intervals, scales
- PC7.** explore musical qualities such as pitch, tone, timbre, texture, dynamics,
- PC8.** read and clap different rhythms, spot rests and understand triplets
- PC9.** encourage learners to build chord progressions and melodies
- PC10.** model appropriate technical, musical, and artistic concepts and skills to promote a sense of ownership, and support people in becoming independent musical learners and musical decision-makers
- PC11.** support learners in developing safe and appropriate musical techniques (including instrumental care and hygiene) in order to promote physical, vocal and auditory health
- PC12.** employ a range of strategies to overcome barriers to musical learning experienced by individuals and/or group

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how to prepare for lessons
- KU2.** expected timelines and budget constraints to aid realistic goal achievement



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- KU3.** about musical instruments or musical styles to teach
- KU4.** importance of personal and cultural musical history and experience
- KU5.** Create an Inclusive Classroom and engage students of all learning styles, backgrounds, and ability levels
- KU6.** basic and advance concepts of music theory and harmonic principles
- KU7.** selecting pieces with different styles, for example, a fanfare or overture to open the concert and perhaps a medley of tunes to close.
- KU8.** the characteristics of a broad range of music genres and styles.
- KU9.** the possibilities and limitations of music ensemble formats (bands, orchestra, choir, etc.)
- KU10.** the operational and technical limitations of the medium and format for which music is composed.
- KU11.** the application of music technology to create music adapts, demos and original compositions.
- KU12.** technical knowledge required to perform both alone and with other musicians
- KU13.** how to use digital communication technologies (email, cloud computing, etc.) to present work and solicit feedback.
- KU14.** Develop models and assessment tools that can be used and adapted in the classrooms for teaching and assessments
- KU15.** use of auditions or sight-reading of music as a form of diagnostic assessment
- KU16.** define the levels of proficiency of the learners by developing rubrics of performance criteria

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read music and hear notes
- GS2.** comprehend music theory concepts
- GS3.** prepare concept notes and style guides to aid music composition from information gathered through research.
- GS4.** provide clear written guidelines to learners while assigning music composition tasks.
- GS5.** involve learners in deciding on a concert theme and in choosing some of the music, if appropriate
- GS6.** conceptualize music using wider music options
- GS7.** read and comprehend music briefs, scripts, storyboards etc.
- GS8.** research and gather relevant information related to genre, language, cultural and regional significance to aid music instructions
- GS9.** stay abreast with the trends and developments in the global music industry through regular reading.
- GS10.** discuss, clarify and teach learners to play music by ear and improvise
- GS11.** present/solicit feedback on learners' performance and identify the modifications required.
- GS12.** explain the creative concept to the learner to prepare music adapts and demos.
- GS13.** plan the teaching schedule to meet the agreed music deliverables.



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- GS14.** vary the difficulty of the music selected for learners to master not more than two or three challenging pieces at a time
- GS15.** organize the learning objectives and timelines according to the lesson plan.
- GS16.** conduct review sessions to ensure timely progress of learners' skills on vocal singing and various music instruments
- GS17.** analyse the impact of creative choices on the overall music concept.
- GS18.** assess the budgetary implications of realising creative choices while composing music.
- GS19.** address and resolve any fundamental challenges in finalising the creative concept and music compositions through consultation with the relevant stakeholders.
- GS20.** choose music and get learners started on practicing using established criteria and make improvements where required.
- GS21.** provide constructive feedback to learners while reviewing music adapts and compositions.
- GS22.** make appropriate choices of compositional techniques to meet the creative concept requirements.
- GS23.** teach innovative and unconventional approaches to compose music that appeal to the current and emerging preferences of the target audience.
- GS24.** review the work of self and learners at every stage to ensure that they fully meet the performance criteria laid out in the lesson plan

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Read and Hear Music Notes</i>	<b>15</b>	<b>65</b>	-	-
<b>PC1.</b> read and name notes on Sheet Music	3	-	-	-
<b>PC2.</b> recognize sharps and flats, Scales and Keys	3	-	-	-
<b>PC3.</b> read the speed of a piece of music and play it on an instrument	3	-	-	-
<b>PC4.</b> read the grouping of the beats through the time ,signatures, bars and barlines	3	-	-	-
<b>PC5.</b> calculate the length of a note and discuss the importance of impact of dots and ties on a note's length	3	-	-	-
<i>Comprehend music theory concepts</i>	<b>20</b>	-	-	-
<b>PC6.</b> explain compositional elements such as song form, tempo, notes, chords, key signatures, intervals, scales	3	-	-	-
<b>PC7.</b> explore musical qualities such as pitch, tone, timbre, texture, dynamics,	3	-	-	-
<b>PC8.</b> read and clap different rhythms, spot rests and understand triplets	3	-	-	-
<b>PC9.</b> encourage learners to build chord progressions and melodies	3	-	-	-
<b>PC10.</b> model appropriate technical, musical, and artistic concepts and skills to promote a sense of ownership, and support people in becoming independent musical learners and musical decision-makers	2	-	-	-
<b>PC11.</b> support learners in developing safe and appropriate musical techniques (including instrumental care and hygiene) in order to promote physical, vocal and auditory health	3	-	-	-
<b>PC12.</b> employ a range of strategies to overcome barriers to musical learning experienced by individuals and/or group	3	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1520
<b>NOS Name</b>	Teach general styles of music
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Music, Radio, Animation, Gaming, Advertising
<b>Occupation</b>	Music Production
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQF Clearance Date</b>	30/06/2022

## Qualification Pack

### MES/N1521: Incorporate musical instruments and movement in lessons

#### Description

This OS unit covers the skills to incorporate music and technology into the classroom to help make lessons become more engaging and meaningful.

#### Scope

The scope covers the following :

- Use music to establish a positive learning space.
- Use music as a collaborative tool among learners

#### Elements and Performance Criteria

##### *Use music to establish a positive learning space*

To be competent, the user/individual on the job must be able to:

- PC1.** use Theme Songs for Transitions
- PC2.** use Music in the Classroom as a Timer
- PC3.** teach new concepts with tunes
- PC4.** explore the historical events and periods in which songs were written
- PC5.** use song lyrics to teach poetry
- PC6.** use music to underscore mood or time period

##### *Use music as a collaborative tool among learners*

To be competent, the user/individual on the job must be able to:

- PC7.** facilitate learners to co-construct, rearrange and create music pieces in groups
- PC8.** apply strategies for supporting music learning using technologies
- PC9.** apply music learning to enhance communication skills and team interactions
- PC10.** apply music learning to enhance learning, memory, and imagination or to introduce new topics or lesson

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how to prepare for lessons
- KU2.** expected timelines and budget constraints to aid realistic goal achievement
- KU3.** about musical instruments or musical styles to teach
- KU4.** importance of personal and cultural musical history and experience
- KU5.** create an Inclusive Classroom and engage students of all learning styles, backgrounds, and ability levels
- KU6.** basic and advance concepts of music theory and harmonic principles



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- KU7.** selecting pieces with different styles, for example, a fanfare or overture to open the concert and perhaps a medley of tunes to close.
- KU8.** characteristics of a broad range of music genres and styles.
- KU9.** possibilities and limitations of music ensemble formats (bands, orchestra, choir, etc.)
- KU10.** operational and technical limitations of the medium and format for which music is composed.
- KU11.** application of music technology to create music adapts, demos and original compositions.
- KU12.** technical knowledge required to perform both alone and with other musicians
- KU13.** how to use digital communication technologies (email, cloud computing, etc.) to present work and solicit feedback.
- KU14.** develop models and assessment tools that can be used and adapted in the classrooms for teaching and assessments
- KU15.** use of auditions or sight-reading of music as a form of diagnostic assessment
- KU16.** define the levels of proficiency of the learners by developing rubrics of performance criteria

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read music and hear notes
- GS2.** comprehend music theory concepts
- GS3.** prepare concept notes and style guides to aid music composition from information gathered through research.
- GS4.** provide clear written guidelines to learners while assigning music composition tasks.
- GS5.** involve learners in deciding on a concert theme and in choosing some of the music, if appropriate
- GS6.** conceptualize music using wider music options
- GS7.** read and comprehend music briefs, scripts, storyboards etc.
- GS8.** research and gather relevant information related to genre, language, cultural and regional significance to aid music instructions
- GS9.** stay abreast with the trends and developments in the global music industry through regular reading.
- GS10.** discuss, clarify and teach learners to play music by ear and improvise
- GS11.** present/solicit feedback on learners' performance and identify the modifications required.
- GS12.** explain the creative concept to the learner to prepare music adapts and demos.
- GS13.** plan the teaching schedule to meet the agreed music deliverables.
- GS14.** vary the difficulty of the music selected for learners to master not more than two or three challenging pieces at a time
- GS15.** organize the learning objectives and timelines according to the lesson plan.
- GS16.** conduct review sessions to ensure timely progress of learners' skills on vocal singing and various music instruments
- GS17.** analyse the impact of creative choices on the overall music concept.
- GS18.** assess the budgetary implications of realising creative choices while composing music.



## Qualification Pack

- GS19.** address and resolve any fundamental challenges in finalising the creative concept and music compositions through consultation with the relevant stakeholders.
- GS20.** choose music and get learners started on practicing using established criteria and make improvements where required.
- GS21.** provide constructive feedback to learners while reviewing music adapts and compositions.
- GS22.** make appropriate choices of compositional techniques to meet the creative concept requirements.
- GS23.** teach innovative and unconventional approaches to compose music that appeal to the current and emerging preferences of the target audience.
- GS24.** review the work of self and learners at every stage to ensure that they fully meet the performance criteria laid out in the lesson plan



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Use music to establish a positive learning space</i>	<b>18</b>	<b>70</b>	-	-
<b>PC1.</b> use Theme Songs for Transitions	3	-	-	-
<b>PC2.</b> use Music in the Classroom as a Timer	3	-	-	-
<b>PC3.</b> teach new concepts with tunes	3	-	-	-
<b>PC4.</b> explore the historical events and periods in which songs were written	3	-	-	-
<b>PC5.</b> use song lyrics to teach poetry	3	-	-	-
<b>PC6.</b> use music to underscore mood or time period	3	-	-	-
<i>Use music as a collaborative tool among learners</i>	<b>12</b>	-	-	-
<b>PC7.</b> facilitate learners to co-construct, rearrange and create music pieces in groups	3	-	-	-
<b>PC8.</b> apply strategies for supporting music learning using technologies	3	-	-	-
<b>PC9.</b> apply music learning to enhance communication skills and team interactions	3	-	-	-
<b>PC10.</b> apply music learning to enhance learning, memory, and imagination or to introduce new topics or lesson	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1521
<b>NOS Name</b>	Incorporate musical instruments and movement in lessons
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Music, Radio, Animation, Gaming, Advertising
<b>Occupation</b>	Music Production
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQF Clearance Date</b>	30/06/2022



## Qualification Pack

# MES/N1522: Prepare learners for school concerts and planned music experiences

## Description

This OS unit covers the skills to plan, organize and promote a successful school concert, a fundraising concert or an end-of-the-year musical celebration.

## Scope

The scope covers the following :

- Plan and schedule a school concert:
- Promoting the Concert
- Organise a Benefit or Fundraiser Concert

## Elements and Performance Criteria

### *Plan and schedule a Concert*

To be competent, the user/individual on the job must be able to:

- PC1.** choose music and get learners started on practicing
- PC2.** select and reserve the venue, including rehearsal dates.
- PC3.** schedule a planning meeting with all personnel who will be involved (such as other teachers, administrators, staff to assist with AV, and custodians)
- PC4.** assign volunteer duties (ushering, ticket sales, refreshment sales etc.)
- PC5.** decide and organise dress code for musicians or performers

### *Promoting the Concert*

To be competent, the user/individual on the job must be able to:

- PC6.** take consent of the parents and inform them of the dates and roles
- PC7.** design the flyers, and other print and social media content to promote a concert.

### *Organise a Benefit or Fundraiser Concert*

To be competent, the user/individual on the job must be able to:

- PC8.** determine and sell tickets at an appropriate price
- PC9.** contact local newspapers and radio stations and local organisations to promote the concert
- PC10.** arrange for a sponsorship. refreshment sales etc to raise funds

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how to prepare for lessons
- KU2.** expected timelines and budget constraints to aid realistic goal achievement
- KU3.** about musical instruments or musical styles to teach
- KU4.** importance of personal and cultural musical history and experience

## Qualification Pack

- KU5.** create an Inclusive Classroom and engage students of all learning styles, backgrounds, and ability levels
- KU6.** basic and advance concepts of music theory and harmonic principles
- KU7.** selecting pieces with different styles, for example, a fanfare or overture to open the concert and perhaps a medley of tunes to close.
- KU8.** characteristics of a broad range of music genres and styles.
- KU9.** possibilities and limitations of music ensemble formats (bands, orchestra, choir, etc.)
- KU10.** operational and technical limitations of the medium and format for which music is composed.
- KU11.** application of music technology to create music adapts, demos and original compositions.
- KU12.** technical knowledge required to perform both alone and with other musicians
- KU13.** how to use digital communication technologies (email, cloud computing, etc.) to present work and solicit feedback.
- KU14.** develop models and assessment tools that can be used and adapted in the classrooms for teaching and assessments
- KU15.** use of auditions or sight-reading of music as a form of diagnostic assessment
- KU16.** define the levels of proficiency of the learners by developing rubrics of performance criteria

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read music and hear notes
- GS2.** comprehend music theory concepts
- GS3.** prepare concept notes and style guides to aid music composition from information gathered through research.
- GS4.** provide clear written guidelines to learners while assigning music composition tasks.
- GS5.** involve learners in deciding on a concert theme and in choosing some of the music, if appropriate
- GS6.** conceptualize music using wider music options
- GS7.** read and comprehend music briefs, scripts, storyboards etc.
- GS8.** research and gather relevant information related to genre, language, cultural and regional significance to aid music instructions
- GS9.** stay abreast with the trends and developments in the global music industry through regular reading.
- GS10.** discuss, clarify and teach learners to play music by ear and improvise
- GS11.** present/solicit feedback on learners' performance and identify the modifications required.
- GS12.** explain the creative concept to the learner to prepare music adapts and demos.
- GS13.** plan the teaching schedule to meet the agreed music deliverables.
- GS14.** vary the difficulty of the music selected for learners to master not more than two or three challenging pieces at a time
- GS15.** organize the learning objectives and timelines according to the lesson plan.



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- GS16.** conduct review sessions to ensure timely progress of learners' skills on vocal singing and various music instruments
- GS17.** analyse the impact of creative choices on the overall music concept.
- GS18.** assess the budgetary implications of realising creative choices while composing music.
- GS19.** address and resolve any fundamental challenges in finalising the creative concept and music compositions through consultation with the relevant stakeholders.
- GS20.** choose music and get learners started on practicing using established criteria and make improvements where required.
- GS21.** provide constructive feedback to learners while reviewing music adapts and compositions.
- GS22.** make appropriate choices of compositional techniques to meet the creative concept requirements.
- GS23.** teach innovative and unconventional approaches to compose music that appeal to the current and emerging preferences of the target audience.
- GS24.** review the work of self and learners at every stage to ensure that they fully meet the performance criteria laid out in the lesson plan

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and schedule a Concert</i>	<b>15</b>	<b>70</b>	-	-
<b>PC1.</b> choose music and get learners started on practicing	3	-	-	-
<b>PC2.</b> select and reserve the venue, including rehearsal dates.	3	-	-	-
<b>PC3.</b> schedule a planning meeting with all personnel who will be involved (such as other teachers, administrators, staff to assist with AV, and custodians)	3	-	-	-
<b>PC4.</b> assign volunteer duties (ushering, ticket sales, refreshment sales etc.)	3	-	-	-
<b>PC5.</b> decide and organise dress code for musicians or performers	3	-	-	-
<i>Promoting the Concert</i>	<b>6</b>	-	-	-
<b>PC6.</b> take consent of the parents and inform them of the dates and roles	3	-	-	-
<b>PC7.</b> design the flyers, and other print and social media content to promote a concert.	3	-	-	-
<i>Organise a Benefit or Fundraiser Concert</i>	<b>9</b>	-	-	-
<b>PC8.</b> determine and sell tickets at an appropriate price	3	-	-	-
<b>PC9.</b> contact local newspapers and radio stations and local organisations to promote the concert	3	-	-	-
<b>PC10.</b> arrange for a sponsorship. refreshment sales etc to raise funds	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1522
<b>NOS Name</b>	Prepare learners for school concerts and planned music experiences
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Music, Radio, Animation, Gaming, Advertising
<b>Occupation</b>	Music Production
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQF Clearance Date</b>	30/06/2022

## Qualification Pack

# MES/N1523: Evaluate learners' performance and make recommendations for improvement

## Description

This OS unit covers the skills to develop models and assessment tools that music teachers can use and adapt in their classrooms

## Scope

The scope covers the following :

- Plan and carry out an assessment
- Develop rubrics for assessment
- Analyze assessments and provide suggestions to learners

## Elements and Performance Criteria

### *Plan and carry out an assessment*

To be competent, the user/individual on the job must be able to:

- PC1.** identify the type of assessment to be carried out (diagnostic, summative, formative etc.)
- PC2.** align assessment methods, items, and tasks to match learning objectives
- PC3.** list and use measurement tools most appropriate as per the assessment type.(such as checklist or rating scales etc.)

### *Develop rubrics for assessment*

To be competent, the user/individual on the job must be able to:

- PC4.** identify the learning objective to be tested.
- PC5.** define the task or activity and break the task into component parts.
- PC6.** clearly define the standard for each level of proficiency
- PC7.** provide criteria for interpreting the final score

### *Analyze assessments and provide suggestions to learners*

To be competent, the user/individual on the job must be able to:

- PC8.** make use of technology to collect and analyse evidence of assessment
- PC9.** encourage learners to self assess their expressive and creative development.
- PC10.** give learners regular verbal or written feedback that includes praise and identifies areas for improvement

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how to prepare for lessons
- KU2.** expected timelines and budget constraints to aid realistic goal achievement
- KU3.** about musical instruments or musical styles to teach



## Qualification Pack

- KU4.** importance of personal and cultural musical history and experience
- KU5.** Create an Inclusive Classroom and engage students of all learning styles, backgrounds, and ability levels
- KU6.** basic and advance concepts of music theory and harmonic principles
- KU7.** selecting pieces with different styles, for example, a fanfare or overture to open the concert and perhaps a medley of tunes to close.
- KU8.** the characteristics of a broad range of music genres and styles.
- KU9.** the possibilities and limitations of music ensemble formats (bands, orchestra, choir, etc.)
- KU10.** the operational and technical limitations of the medium and format for which music is composed.
- KU11.** the application of music technology to create music adapts, demos and original compositions.
- KU12.** technical knowledge required to perform both alone and with other musicians
- KU13.** how to use digital communication technologies (email, cloud computing, etc.) to present work and solicit feedback.
- KU14.** develop models and assessment tools that can be used and adapted in the classrooms for teaching and assessments
- KU15.** use of auditions or sight-reading of music as a form of diagnostic assessment
- KU16.** define the levels of proficiency of the learners by developing rubrics of performance criteria

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read music and hear notes
- GS2.** comprehend music theory concepts
- GS3.** prepare concept notes and style guides to aid music composition from information gathered through research.
- GS4.** provide clear written guidelines to learners while assigning music composition tasks.
- GS5.** involve learners in deciding on a concert theme and in choosing some of the music, if appropriate
- GS6.** conceptualize music using wider music options
- GS7.** read and comprehend music briefs, scripts, storyboards etc.
- GS8.** research and gather relevant information related to genre, language, cultural and regional significance to aid music instructions
- GS9.** stay abreast with the trends and developments in the global music industry through regular reading.
- GS10.** discuss, clarify and teach learners to play music by ear and improvise
- GS11.** present/solicit feedback on learners' performance and identify the modifications required.
- GS12.** explain the creative concept to the learner to prepare music adapts and demos.
- GS13.** plan the teaching schedule to meet the agreed music deliverables.
- GS14.** vary the difficulty of the music selected for learners to master not more than two or three challenging pieces at a time



## Qualification Pack

- GS15.** organize the learning objectives and timelines according to the lesson plan.
- GS16.** conduct review sessions to ensure timely progress of learners' skills on vocal singing and various music instruments
- GS17.** analyse the impact of creative choices on the overall music concept.
- GS18.** assess the budgetary implications of realising creative choices while composing music.
- GS19.** address and resolve any fundamental challenges in finalising the creative concept and music compositions through consultation with the relevant stakeholders.
- GS20.** choose music and get learners started on practicing using established criteria and make improvements where required.
- GS21.** provide constructive feedback to learners while reviewing music adapts and compositions.
- GS22.** make appropriate choices of compositional techniques to meet the creative concept requirements.
- GS23.** teach innovative and unconventional approaches to compose music that appeal to the current and emerging preferences of the target audience.
- GS24.** review the work of self and learners at every stage to ensure that they fully meet the performance criteria laid out in the lesson plan

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and carry out an assessment</i>	<b>15</b>	<b>50</b>	-	-
<b>PC1.</b> identify the type of assessment to be carried out (diagnostic, summative, formative etc.)	5	-	-	-
<b>PC2.</b> align assessment methods, items, and tasks to match learning objectives	5	-	-	-
<b>PC3.</b> list and use measurement tools most appropriate as per the assessment type.(such as checklist or rating scales etc.)	5	-	-	-
<i>Develop rubrics for assessment</i>	<b>20</b>	-	-	-
<b>PC4.</b> identify the learning objective to be tested.	5	-	-	-
<b>PC5.</b> define the task or activity and break the task into component parts.	5	-	-	-
<b>PC6.</b> clearly define the standard for each level of proficiency	5	-	-	-
<b>PC7.</b> provide criteria for interpreting the final score	5	-	-	-
<i>Analyze assessments and provide suggestions to learners</i>	<b>15</b>	-	-	-
<b>PC8.</b> make use of technology to collect and analyse evidence of assessment	5	-	-	-
<b>PC9.</b> encourage learners to self assess their expressive and creative development.	5	-	-	-
<b>PC10.</b> give learners regular verbal or written feedback that includes praise and identifies areas for improvement	5	-	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1523
<b>NOS Name</b>	Evaluate learners' performance and make recommendations for improvement
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Music, Radio, Animation, Gaming, Advertising
<b>Occupation</b>	Music Production
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQC Clearance Date</b>	30/06/2022



## Qualification Pack

### MES/N0104: Maintain Workplace Health & Safety

#### Description

This OS unit is about contributing towards maintaining a healthy, safe and secure working environment

#### Elements and Performance Criteria

##### *Understanding the health, safety and security risks prevalent in the workplace*

To be competent, the user/individual on the job must be able to:

- PC1.** understand and comply with the organizations current health, safety and security policies and procedures
- PC2.** understand the safe working practices pertaining to own occupation
- PC3.** understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises
- PC4.** participate in organization health and safety knowledge sessions and drills

##### *Knowing the people responsible for health and safety and the resources available*

To be competent, the user/individual on the job must be able to:

- PC5.** identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency
- PC6.** identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms

##### *Identifying and reporting risks*

To be competent, the user/individual on the job must be able to:

- PC7.** identify aspects of your workplace that could cause potential risk to own and others health and safety
- PC8.** ensure own personal health and safety, and that of others in the workplace through precautionary measures
- PC9.** identify and recommend opportunities for improving health, safety, and security to the designated person
- PC10.** report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected

##### *Complying with procedures in the event of an emergency*

To be competent, the user/individual on the job must be able to:

- PC11.** follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard
- PC12.** identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:



## Qualification Pack

- KU1.** Organizations norms and policies relating to health and safety
- KU2.** Government norms and policies regarding health and safety and related emergency procedures
- KU3.** Limits of authority while dealing with risks/ hazards
- KU4.** The importance of maintaining high standards of health and safety at a workplace
- KU5.** The different types of health and safety hazards in a workplace
- KU6.** Safe working practices for own job role
- KU7.** Evacuation procedures and other arrangements for handling risks
- KU8.** Names and contact numbers of people responsible for health and safety in a workplace
- KU9.** How to summon medical assistance and the emergency services, where necessary
- KU10.** Vendors or manufacturers instructions for maintaining health and safety while using equipment, systems and/or machines

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** how to write and provide feedback regarding health and safety to the concerned people
- GS2.** how to write and highlight potential risks or report a hazard to the concerned people
- GS3.** read instructions, policies, procedures and norms relating to health and safety
- GS4.** highlight potential risks and report hazards to the designated people
- GS5.** listen and communicate information with all anyone concerned or affected
- GS6.** make decisions on a suitable course of action or plan
- GS7.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS8.** apply problem solving approaches in different situations
- GS9.** understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority
- GS10.** apply balanced judgments in different situations
- GS11.** How to write and provide feedback regarding health and safety to the concerned people
- GS12.** How to write and highlight potential risks or report a hazard to the concerned people
- GS13.** Read instructions, policies, procedures and norms relating to health and safety
- GS14.** Highlight potential risks and report hazards to the designated people
- GS15.** Listen and communicate information with all anyone concerned or affected
- GS16.** Make decisions on a suitable course of action or plan
- GS17.** Plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS18.** Apply problem solving approaches in different situations
- GS19.** build and maintain positive and effective relationships with colleges and customers
- GS20.** analyze data and activities
- GS21.** Understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority



## Qualification Pack

**GS22.** Apply balanced judgments in different situations

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the health, safety and security risks prevalent in the workplace</i>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> understand and comply with the organizations current health, safety and security policies and procedures	5	5	-	-
<b>PC2.</b> understand the safe working practices pertaining to own occupation	5	5	-	-
<b>PC3.</b> understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises	3	2	-	-
<b>PC4.</b> participate in organization health and safety knowledge sessions and drills	2	3	-	-
<i>Knowing the people responsible for health and safety and the resources available</i>	<b>10</b>	<b>10</b>	-	-
<b>PC5.</b> identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5	-	-
<b>PC6.</b> identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	5	5	-	-
<i>Identifying and reporting risks</i>	<b>18</b>	<b>17</b>	-	-
<b>PC7.</b> identify aspects of your workplace that could cause potential risk to own and others health and safety	5	5	-	-
<b>PC8.</b> ensure own personal health and safety, and that of others in the workplace through precautionary measures	5	5	-	-
<b>PC9.</b> identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-



## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected	5	5	-	-
<i>Complying with procedures in the event of an emergency</i>	<b>7</b>	<b>8</b>	-	-
<b>PC11.</b> follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	5	-	-
<b>PC12.</b> identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority	2	3	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0104
<b>NOS Name</b>	Maintain Workplace Health & Safety
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Gaming, Radio, Advertising
<b>Occupation</b>	Ad sales/Account Management/Scheduling/Traffic
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	27/01/2027
<b>NSQC Clearance Date</b>	27/01/2022

### Assessment Guidelines and Assessment Weightage

#### Assessment Guidelines

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#### Minimum Aggregate Passing % at QP Level : 70

**(Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

#### Assessment Weightage

Compulsory NOS

### Qualification Pack

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N1518.Plan and implement a program of instruction and lesson plans	70	30	0	0	100	15
MES/N1519.Teach music to learners from beginner to advanced level	40	60	0	0	100	15
MES/N1520.Teach general styles of music	35	65	0	0	100	20
MES/N1521.Incorporate musical instruments and movement in lessons	30	70	0	0	100	15
MES/N1522.Prepare learners for school concerts and planned music experiences	30	70	0	0	100	15
MES/N1523.Evaluate learners' performance and make recommendations for improvement	50	50	0	0	100	10
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
<b>Total</b>	<b>305</b>	<b>395</b>	<b>0</b>	<b>0</b>	<b>700</b>	<b>100</b>



## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.