

## Music Practitioner Qualifications

Level 2

MUSPRA 230

Unit Title: Live Music Performance – External Assessment

Credit Value: 8

### Learning Outcomes

The learner will:

1. be able to plan for a live performance
2. be able to demonstrate, in collaboration with others, the skills to perform a set in a specific live environment to a target audience
3. be able to reflect on their performance and consider ways to improve future performances

### Assessment Criteria

The learner can:

- 1.1. describe personal aims in relation to the live performance including own image, repertoire and audience expectation
- 1.2. propose ideas for the performance
- 1.3. produce a production plan to meet the needs of an agreed brief
- 1.4. describe health and safety issues in the context of a live performance
- 2.1. make appropriate modifications to the performance in the light of other contributions
- 2.2. present a performance to a target audience
- 3.1. review their performance in the light of feedback
- 3.2. suggest ways to improve future performances

### Evidence Required

The learner must produce evidence of achievement of the assessment criteria. This must include:

1. a statement of personal aims and proposal of ideas for the performance, giving reasons for their recommendations (written or audio/video presentation)
2. a production plan for working towards the live performance, including an assessment of the venue, size and make-up of audience, personal equipment needs and health and safety implications (including electrical safety, noise and manual handling issues) (written report or videoed presentation accompanied by notes).
3. a video recording of the live performance to the target audience
4. a record of feedback received
5. a report or videoed presentation evaluating their performance, in the light of feedback from the audience and/or teacher/tutor, with suggestions for improvement.

## Grading Criteria

<b>Distinction</b>	<p>To achieve a distinction at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Define and take ownership of a set of realistic and achievable personal goals in relation to their aspirations and expectations of the performance. There will be little or no tutor input into this undertaking.</li> <li>2. Evidence clear understanding of what the performance will look and feel like, its duration and how they will engage with it. Within this there will be strong evidence of clear understanding of where potential issues may lie. Strategies for how these may be overcome effectively will be in place. Clear understanding of the relevant health and safety implications associated with performing music in this context will be evident, with clear understanding of where issues may occur and how they may be avoided.</li> <li>3. Evidence excellent musical, technical, self-management, communication (verbal and non-verbal) and safe practice skills in taking part in the performance and associated activity.</li> <li>4. Evidence clarity and realism in evaluating the degree of success of the performance as a whole and of their role within it. Strengths and areas for development are defined clearly. Strategies for the ongoing refinement of their skills as a live performer will be in place.</li> </ol>
<b>Merit</b>	<p>To achieve a merit at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Define a set of realistic and achievable personal goals in relation to their aspirations and expectations of the performance. There will be nominal tutor input into this undertaking.</li> <li>2. Evidence clear understanding of what the performance will look and feel like, its duration and how they will engage with it. Clear understanding of the relevant health and safety implications associated with performing music in this context will be evident.</li> <li>3. Evidence good musical, technical, self management, communication (verbal and non-verbal) and safe practice skills in taking part in the performance and associated activity.</li> <li>4. Evidence clear understanding of the degree of success of the performance as a whole and of their role within it. Strengths and areas for development are defined clearly.</li> </ol>
<b>Pass</b>	<p>To achieve a pass at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Define a set of realistic and achievable personal goals in relation to their aspirations and expectations of the performance. There will be some tutor input into this undertaking.</li> <li>2. Based on their personal goals, evidence understanding of what the performance will look and feel like, its duration and how they will engage with it. Learners must also evidence understanding of health and safety implications associated with performing music, relevant to the context in which the performance is taking place.</li> <li>3. Evidence competent musical, technical, self management, communication (verbal and non-verbal) and safe practice skills in taking part in the rehearsal process and associated activity.</li> <li>4. Evidence understanding of the degree of success of the performance as a whole and of their role within it. As part of this, learners are expected to assess their strengths and areas for development.</li> </ol>

<b>Unclassified</b>	<p>A learner not on course to achieve a Pass might evidence:</p> <ol style="list-style-type: none"> <li>1. Personal goals, aspirations and expectations are unclear, or undefined.</li> <li>2. Little or no understanding the profile of the performance and/or how they will engage with it. Little or no understanding of the relevant health and safety implications.</li> <li>3. Little or no effective musical, technical, self management, communication and/or safe practice skills in taking part in the performance and related activity.</li> <li>4. Little or no understanding of the degree of success of the performance as a whole and of their role within it. Strengths and areas for development may or may not be identified. Where they are identified, they are unlikely to be of any evaluative value.</li> </ol>
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## **Unit Content**

There should be opportunities for learners to develop the following:

### **Skills for Performance**

- Appropriate knowledge of repertoire for performance
- Understanding the nature of the performance and the performance environment
- Understanding of the personal musical and peripheral equipment required for performance, relevant to them
- Ability to perform repertoire as required
- Ability to set up personal equipment for performance as required, safely and efficiently
- Strategies for overcoming nerves
- Techniques for communicating with other musicians/the audience presentation skills

### **Vocal/Instrumental Skills**

- Understanding of relevant stylistic characteristics in relation to the instrument/voice
- Instrumental/vocal techniques appropriate to the context of the live performance

### **Health and Safety**

- The ability to set up personal equipment for performance as required, safely and efficiently
- Understanding of personal health and safety considerations in relation to performing with an instrument and/or voice and associated equipment, and in the context of the performance environment generally

### **Communication Skills**

- The means to identify and respond to musical/visual cues
- Use of verbal and/or non-verbal communication in live performance (with other musicians), as appropriate
- The ability to respond to musical direction

### **Analytical Skills**

- The ability to analyse and assess own skills and personal aims
- The ability evaluate their own work and consider ways of improving own performance in a live music performance environment
- The capacity to respond positively to teacher comments and evaluations
- The capacity to assess and act upon Health & Safety considerations

### **Organisational Skills**

- The capacity to plan and prepare effectively for live performance
- The means to access the personal musical and peripheral equipment required for live performance, relevant to them
- Strategies for learning and retaining repertoire
- Time management skills – working to a given time frame, working to deadlines

### **Suggested Delivery Ideas**

The delivery, where possible, should be learner led. Learners should take responsibility for selecting and rehearsing repertoire and considering how the material should be performed and organised. This could be negotiated with the teacher/tutor. Much of the learning will take place in a rehearsal space where the learners (alone or in groups) should be encouraged to work independently. Opportunities should be provided where learners can try out ideas, for example in small warm-up gigs in front of peers. Learners could listen to and review their own and each other's assessed performances and compare their performance to professional live performances.

### **Suggested Activity Ideas**

Planning the performance is crucial to success in this unit so initially, learners should be encouraged to think about the nature of the performance and what purpose it serves and how then they are going to create a performance to suit.

Taking that into consideration, learners will need to be able to select repertoire for their live performance. This could be achieved through discussion and a process of elimination in rehearsal sessions. Learners may wish try out ideas in small warm-up gigs in front of peers and should be encouraged to do so. They will need to do the same in relation to developing image, where this is appropriate.

Learners must be able to watch and listen to recordings of their own performances to review and evaluate them to inform ongoing strategies for improvement. They should also be encouraged to compare their performances with live performances by established artists.

In preparing for the performance, learners will also need opportunities to think about how to prepare effectively for the performance in terms of having the appropriate equipment and technical know-how. Learners should also be encouraged to carry out a personal risk assessment to establish health & safety risks and develop strategies to minimise them.

Learners should also have opportunities to undertake 'dry-run' performances to work on for example, refining performance techniques, their on-stage presentation, developing their relationship and interactions with an audience.

### **External Assessment**

This unit is externally assessed in the form of a task-based controlled assessment. Learners are given an assignment that is set and marked by Rockscool. The assignment provides the opportunity for learners to demonstrate and also integrate their knowledge, understanding and skills from across the area of study. It will also enable learners to develop study skills and to under-pin practical skills with core knowledge and understanding.

### **Preparation Period**

Learners will be given 10 hours of preparation time, which can be spread over several weeks, and can include guided learning and independent work. Learners must include their preparation work for assessment so that Examiners can see the progression from their initial ideas through to the final presentation. Preparation work can include research, ideas, planning notes etc. However, evidence produced to meet the assessment criteria (including statements of aims and work plans) must be undertaken during the controlled assessment period. The preparatory work and timed examination work will be identified separately but considered as a whole in order to arrive at a grade.

### **Controlled Assessment Period**

The controlled assessment period will then take place over 20 hours. The activities in the assignments must take place inside the school community to ensure that the assessment can be administered by centre staff under controlled conditions. Learners should complete all work for the controlled assessment under a limited level of control, but ensuring that plagiarism does not take place. Guidance should be given to learners about availability and choice of materials, health and safety and completion of work in accordance with specification requirements. However, learners are required to reach their own judgments and conclusions and produce their own work. Assessors must be able to authenticate the contributions of individual learners. It is expected that all of the evidence learners provide during the 20 hours controlled assessment will be produced under supervised conditions. However, work during the 10 hours preparation time can be produced in an un-supervised environment. Learners must sign an Assessment Declaration Sheet on completion of their timed assessment to declare that the work produced is their own.

### **Time Frame**

Centres can choose from two controlled assessment periods per year, and must notify Rockscool of the controlled assessment period they wish to select when entering. Centres will have 6 weeks from the controlled assessment period start date until the assessment deadline. (The assignment will mirror industry practice and learners need to plan their response in a systematic fashion that takes into account contingencies and allows for time to make revisions where necessary.) The assignment papers must be kept secure throughout the duration of the assessment period. Centres must ensure that all assessments are submitted to Rockscool for marking in accordance with the deadlines given.

### **Working in groups**

Learners may work alone or in small groups. Teachers/tutors should identify appropriate opportunities for collaboration to take place (within and/or across the subjects areas within this suite of qualifications, i.e., Performance, Composition, Business and Technology for Music Practitioners, as appropriate). Assignments have been designed to enable to collaboration across these areas. Team work should be encouraged so that all participants are actively involved in each stage of the production process and are able to work in co-operation towards a shared end. Each learner must provide their own individual personal response for assessment that can be identified, authenticated and evidenced. It should be noted by teachers that where assessed activity occurs in groups, assessment will be carried out on the individual and their contribution to the group work.

### **Example Assignments**

Assignments are designed so that learners working on different areas within the suite of qualifications can work collaboratively on the same project. Equally, they can be completed by learners taking one area (e.g. performance). However, where this is the case learners taking technology for music practitioners will need to draw on the help of peers who can provide a live performance for them to record. The following are examples of assignments for the externally assessed unit in each of the study areas within this suite:

#### **Performance**

Your school's Performing Arts or Music Department has decided to host an awards evening at the end of the year, as a way to recognise the work achieved by its learners. You have been asked to perform at the awards ceremony to entertain the audience between presentation categories. Your task is to work collaboratively with your peers to plan, present and reflect on your performance at the ceremony.

#### **Composition**

Your school's Performing Arts or Music Department has decided to host an awards evening at the end of the year, as a way to recognise the work achieved by its learners. You have been asked to create a set of original music for performance at the ceremony, or which can be recorded for use during the event (e.g. as the audience arrives). Your task is to work collaboratively with your peers to plan, present and reflect on your composition at the ceremony.

#### **Technology**

Your school's Performing Arts or Music Department has decided to host an awards evening at the end of the year, as a way to recognise the work achieved by its learners. You have been asked to record an ensemble that will be performing live at the awards ceremony. Your task is to work collaboratively with your peers to plan, record the music and reflect on your recording.

#### **Business**

Your school's Performing Arts or Music Department has decided to host an awards evening at the end of the year, as a way to recognise the work achieved by its learners. You have been asked to work in a team to organize the event. Your task is to work collaboratively with your peers to plan, realise and reflect on the success of the event in relation to goals.