

## Music Practitioner Qualifications

Level 2

MUSPRA 229

Unit Title: Music Rehearsal Skills

Credit Value: 8

### Learning Outcomes

The learner will be able to:

1. Demonstrate the skills to rehearse effectively for a specific music performance and identify strengths and areas for development

### Assessment Criteria

The learner can:

- 1.1 Assess personal goals, in relation to the effective rehearsal of a fifteen minute set, clarifying the following:
  - a. methods for effective preparation for each rehearsal
  - b. methods for ongoing refinement of personal instrumental and/or vocal part(s) throughout the process
  - c. refinement of own image as an artist/ performer
  - d. impact of consistent punctuality and attendance
  - e. impact of active engagement with other musicians or peers
- 1.2 Describe the profile of the rehearsal process for a specific performance of fifteen minutes material, defining the following:
  - a. the rationale for the rehearsal process
  - b. rationale for choosing repertoire for rehearsal
  - c. method by which developments and ideas are documented, e.g. recording, with the rationale for doing so and what impact it may have
  - d. ongoing opportunity for formative peer/tutor feedback and the impact this will have on the process
  - e. Health & Safety implications of rehearsing the chosen repertoire in the chosen rehearsal space
- 1.3 Undertake the rehearsal process as identified in 1.2 to refine fifteen minutes of musical material for performance
- 1.4 Assess the success of the rehearsal process by responding to tutor comments in relation to:
  - a full dress rehearsal of the set
  - the rehearsal process as a wholeand differentiate between strengths and areas requiring further development in relation to developing strategies for effective rehearsing in the future

## 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 rehearsal process, having identified their reasons for undertaking the rehearsal process. There will be little or no tutor input into this undertaking.</li> <li>2. Evidence clear understanding of what the rehearsal process will look and feel like 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 rehearsing music in 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, interpersonal and safe practice skills relevant to, and throughout, the rehearsal process.</li> <li>4. Evidence clarity and realism in evaluating the degree of success of the rehearsal process as a whole and of their role within it. Strengths and areas for development are defined clearly. Strategies for the ongoing refinement of the rehearsal process 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 rehearsal process, having identified their reasons for undertaking the rehearsal process. There will be nominal tutor input into this undertaking.</li> <li>2. Evidence clear understanding of what the rehearsal process will look and feel like and how they will engage with it. Within this there will be evidence of some understanding of where potential issues may lie and some thought as to how these might be overcome. Clear understanding of the relevant health and safety implications associated with rehearsing music in context will be evident.</li> <li>3. Evidence good musical, technical, self-management, interpersonal and safe practice skills relevant to, and throughout, the rehearsal process.</li> <li>4. Evidence clear understanding of the degree of success of the rehearsal process 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 personal goals in relation to their aspirations and expectations of the rehearsal process, having identified their reasons for undertaking the rehearsal process. There will be some tutor input into this undertaking.</li> <li>2. Based on their personal goals, evidence understanding of what the rehearsal process will look and feel like and how they will engage with it in order to refine their performance effectively. Learners must also evidence understanding of health and safety implications associated with rehearsing music, relevant to the context in which the rehearsals are taking place.</li> <li>3. Evidence of competent musical, technical, self management, interpersonal and safe practice skills relevant to, and throughout, the rehearsal process.</li> <li>4. Evidence understanding of the degree of success of the rehearsal process 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 of the rehearsal process and how they will engage with it. Little or no understanding of the relevant health and safety implications.</li> <li>3. Little or no evidence of effective, relevant musical, technical, self management, interpersonal and/or safe practice skills throughout the rehearsal process.</li> <li>4. Little or no understanding the degree of success of the rehearsal process as a whole and of their role within it. Strengths and areas for development may or may not be identified, and are unlikely to be of any evaluative value.</li> </ol>
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### **Unit Content**

Using the learning outcome as the main point of reference, a scheme of work for this unit will include opportunities for learners to develop the following:

#### **Skills for Rehearsal**

Techniques for learning and retaining repertoire

The ability to set up personal equipment for rehearsal as required, safely and efficiently

The ability to use resources and time effectively – planning and implementing the rehearsal process

Methods for communicating with other musicians and technical staff as appropriate within the rehearsal and in an organisational capacity as required

Techniques for developing and refining personal instrumental and/or vocal part(s) for performance

Techniques for developing skills to undertake and evaluate effective 'dry run' performances

Methods for developing presentation techniques

#### **Vocal/Instrumental Technical Skills**

Understanding of relevant stylistic characteristics in relation to their own instrument and/or voice

Instrumental/vocal techniques appropriate to the performance being rehearsed for

#### **Health & Safety**

The ability to set up personal equipment for rehearsal as required, safely and efficiently

Understanding personal health and safety considerations in relation to rehearsing, using an instrument and/or voice and associated equipment and in the context of the rehearsal environment generally

#### **Communication Skills**

The means to identify and respond to musical/visual cues

Use of verbal and non-verbal communication in rehearsal (with other musicians and/or technical staff), as appropriate

The ability to respond to musical direction

#### **Analytical Skills**

The ability to analyse and assess own skills and personal aims

The ability to evaluate own work and consider ways of improving own performance in rehearsal

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 rehearsal

The means to access to the personal musical and peripheral equipment required for rehearsal, relevant to them

Strategies for learning and retaining repertoire

Time management skills – working to a given time frame, working to deadlines

### **Suggested Delivery Ideas**

Learners should take responsibility for identifying their own goals and defining what is a successful outcome. Further discussions around best practice in effective rehearsal techniques will provide the foundation for much of the learning.

The delivery of the sessions to develop the practical application should, where possible, be learner led. Learners should be encouraged to select repertoire for rehearsal and make decisions (through consultation with each other) on planning and managing the rehearsal process. This can be negotiated with the teacher, but much will depend on the personal capacity of the learners to do so independently.

Much of the learning will take place in a rehearsal space where the learners (alone or in groups) should be encouraged to work independently. Rehearsal sessions must be structured, with learners working alone or in small groups, focussing on defined aims and objectives for each session.

Opportunities should be provided for learners to try out ideas, for the purposes of generating peer review to inform ongoing improvement strategies.

### **Suggested Activity Ideas**

This unit is inextricably linked with the other Music Performance units and much of the development of the skills for performance will take place through the provision of rehearsal time and in related activity.

Learners will need to engage in pre-production discussions to plan the rehearsal process. Through discussions will allow learners to select the repertoire for rehearsal in addition to taking into consideration amongst other things, their own goals, timescales, resources, issues relating to the performance for which they are rehearsing, as well as Health & Safety issues. Decisions could be further refined in follow up meetings and/or in the rehearsal sessions themselves.

Rehearsal activity must be structured and learners will work towards agreed targets in each session, to retain focus. Learners will be encouraged to evaluate progress after each rehearsal, reflecting regularly on their contributions to the process throughout.

Learners should have opportunities to undertake practice performances to develop their presentation, relevant to the context they are working in. Learners could also be encouraged to appraise other learners' work and using this to inform their own progress and achievements.

Ultimately, by way of assessing the effectiveness of the rehearsal process, learners will take part in a full dress rehearsal, which should mirror exactly the performance environment in which their actual performance will take place. This can then be used to inform further refinement.

### **Summative Assessment Methods**

Learners rehearse towards a specific performance and will have a specified time frame. They should analyse their personal goals for the rehearsal process and how to make that process more effective. This should include a discussion of their preparatory needs; development of their own instrumental/vocal parts; the refinement of their on-stage presentation; consistent punctuality and attendance throughout the rehearsal period; and how they will engage with other musicians or peers during the rehearsal process to help assess their progress.

They must plan the rehearsal process for a specific performance of approximately fifteen minutes material and explain the rationale behind the rehearsal process, and for choosing the repertoire for rehearsal and performance. Learners will also explain how they will document their progress and ideas (e.g. recordings, logs, etc.); the provision of opportunity for formative peer/teacher feedback and the impact this will have on the process; and the Health & Safety implications of rehearsing the chosen repertoire in the chosen rehearsal space.

Learners must then undertake the rehearsal process as defined, over a specified period, including a full dress rehearsal of the set, documenting their progress through out.

Conclusions relating to the success of the rehearsal process are drawn by analysing teacher comments made in relation to the dress rehearsal, and from their own reflections on the overall rehearsal process. Learners must distinguish between strengths and areas requiring further development and identify strategies for how they might improve the rehearsal process in the future.

**Recommended Evidence**

1.1 Videoed presentation/written report/responses to a questionnaire

1.2 Visual recording of the dress rehearsal supplemented by teacher observation

1.3 Documented evaluation of achievements, challenges, successes, failures and including strategies for ongoing improvement, for example a diary