

BTEC Assignment Brief

Qualification	BTEC Level 1/Level 2 First Award in Music BTEC Level 1/Level 2 First Certificate in Music BTEC Level 1/Level 2 First Extended Certificate in Music BTEC Level 1/Level 2 First Diploma in Music
Unit number and title	Unit 2: Managing a Music Product
Learning aim(s) (For NQF only)	Learning aim A: Plan, develop and deliver a music product Learning aim B: Promote a music product Learning aim C: Review the management of a music product
Assignment title	Spring Recital
Assessor	Marc Robinson
Issue date	13.01.20
Hand in deadline	25.02.20

Vocational Scenario or Context	Your Headteacher has asked you to organise a celebration called the Spring Recital by putting on a music event featuring musicians from the BTEC classes (including teachers if necessary) to promote music to a group of lower-school pupils. You will organise all aspects of this from start to finish including the publicity and promotion of the event, and must work together to make this event a success.
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Task 1	<p>In groups, form a Production Team to plan, develop and deliver your event. At your production meetings you should consider and document:</p> <ul style="list-style-type: none"> • your target audience and suitability of the event for this • the content/material for your event and how you propose to run it • individual roles • individual and group progress • availability of the rehearsal space • availability of musicians/performer • time constraints relating to planning, rehearsing and promotion. • copyright issues if you are including cover versions of existing songs <p>Your development activities as part of the Production Team putting on the event will include:</p> <ul style="list-style-type: none"> • contributing to scheduled meetings and rehearsals • considering suggestions, working with others and taking decisions where needed, to contribute to the success of the work.
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	<ul style="list-style-type: none"> carrying out and reviewing the progress of the work, making any changes necessary to meet deadlines and achieve your aims. <p>The final product will benefit from effective teamwork and the strengths of the individual team members involved.</p>
Checklist of evidence required	<p>An individual logbook/blog that may contain:</p> <ul style="list-style-type: none"> rough outline ideas in the form of written notes, diagrams, mind maps etc notes from discussions and meetings showing your contribution, that may include shared documents, saved group chat, annotated group minutes your activities and your group's activities schedules/timetables lists of required resources and equipment set lists drafts of compositions or arrangements, annotated sheet music recordings/video from rehearsals and/or other preparations equipment lists set-up diagrams and floor plans room and resource booking sheets video footage of meetings Teacher/tutor observations that support your planning and carrying out of the project (these should support your evidence and not be instead of it) <p>Video evidence should be provided of the following:</p> <ul style="list-style-type: none"> setting up the event footage of the final event

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
2A.D1	Make a significant and imaginative contribution to the planning of a music product, making considered and insightful decisions in relation to the demands of the work.
2A.M1	Make a positive and consistent contribution to the planning of a music product, making considered decisions in relation to the demands of the work.
2A.P1	Make a positive contribution to the planning of a music product.
2A.D2	Demonstrate a sustained and effective input into the development and delivery of a music product, making a significant contribution to the

	success of the work.
2A.M2	Demonstrate a positive and consistent input into the development and delivery of a music product that is integral to the success of the work.
2A.P2	Demonstrate a positive input into the development and delivery of a music product.

Task 2	<p>Individually, create at least one element of a promotional pack for the event. Examples of the element you might choose include:</p> <ul style="list-style-type: none"> • a poster/flyer • a press release • a magazine advert • a radio advert • use of social media/website <p>Carry out some research on your chosen promotional element, showing how you have used what you found out about target audience and industry practice within your own idea.</p> <p>Ensure you make and keep notes and sketches for your ideas and drafts.</p> <p>You should make sure that all essential information is included in your promotion and that your final material looks professional and will be suitable to attract your target audience.</p>
Checklist of evidence required	<ul style="list-style-type: none"> • Your final promotional item • Annotated research notes on target audience and industry practice and how your material addresses this • Drafts and notes on your promotional material
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
2B.D3	Create imaginative promotional material appropriate to the product that communicates information effectively to the target audience and shows awareness of industry practice.
2B.M3	Create promotional material appropriate to the product that communicates essential information to the target audience and shows awareness of industry practice.

2B.P3	Create promotional material appropriate to the product that communicates essential information to the target audience.
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Task 3	<p>Following the event, you should:</p> <ul style="list-style-type: none"> • review the work undertaken by you and your Production Team throughout the project • evaluate the product itself • make suggestions for improvement or development in terms of future projects. <p>This could be in the form of a written report, recorded discussion or presentation. You should pay particular attention to any strengths and weaknesses evident:</p> <ul style="list-style-type: none"> • in the planning and management of the project as a whole and the event itself • in the artistic content of the event • from the audience's responses to your event
	<p>Checklist of evidence required</p> <p>A written report, recorded discussion or presentation.</p>

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
2C.D4	Explain the strengths and weaknesses of the product, justifying conclusions, with reference to the management process.
2C.M4	Explain the strengths and weaknesses of the product with reference to the management process.
2C.P4	Describe the strengths and weaknesses of the product with reference to the management process.

Sources of information to support you with this Assignment	<p>Websites</p> <p>PRS for Music - http://www.prsformusic.com http://www.musiciansunion.org.uk/Home/Advice/Playing-Live/Gigs-and-Live-Entertainments/Starting-Out http://www.bbc.co.uk/programmes/profiles/24r7mcftgJHbN27VbKsxhJ/advice</p> <p>Note to assessors</p> <p>We are committed to ensuring that teachers/tutors and learners have a choice of resources to support their teaching and study.</p> <p>We would encourage them to use relevant resources for your local area such as local employers, newspapers and council websites.</p>

	<p>Resources from various publishers are available to support delivery and training for all Pearson and BTEC qualifications so that learners and teachers/tutors can select those that best suit their needs.</p> <p>Above are some suggestions for textbooks and websites. Further useful resources may be found at: www.edexcel.com/resources/Pages/default.aspx.</p>
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If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Make a limited contribution to the planning of a music product.	2	1A.1
Demonstrate a limited input into the development and delivery of a music product.	2	1A.2
Create promotional material.	2	1B.3
Identify the main strengths and weaknesses of the product with reference to the management process.	2	1C.4

Note to assessor:

Scenario	<p>This is an example of an assignment brief for a performance. Scenarios suggested in the specification allow learners to either put on an event or create a recorded product. Unless the group is very large it is suggested that the given scenario is either one or the other but not both in the same assignment as this might give learners too much to do, resulting in them not having the time to address the higher grades in sufficient detail.</p> <p>When adapting a scenario it should be kept in mind that the tasks should not be changed so much that the result is an assignment brief that will not allow learners to provide suitable evidence for all aspects of the unit.</p>
Task 1, 2, 3	<p>Task one covers both the planning and the carrying out of the event. It is important the learners provide sufficient evidence to show their own contribution. Although tutor observations are included in evidence requirements, these are to support learner evidence rather than replace it. Shared documents and video footage can provide suitable evidence of meetings, with an ongoing log being helpful to show how decisions were made. Tutor observations can be helpful in this unit in</p>

documenting contributions made by learners such as teamwork, reliability, going the extra mile etc.

In general, roles allocated should be as closely related to the musical and technical aspects of the performance. Where group sizes are very large, learners may need to be put into smaller groups and put on separate event if possible. It is important that there is enough to do for all learners to be able to access the higher grades.

It is essential that video footage of both the set-up of the event and the event is provided. One way to do this might be to set up a static camera on time-lapse for the setting up. Video footage of some of the meetings might be helpful as well as the use of other technologies such as shared documents and group chat evidence.

For Task 2, learners only need to produce **one** item each of promotional material but this should be such that it will include the essential information. To show industry awareness and target audience suitability, learners need to explain/annotate/draw conclusions from research and relate it to their own work. If there is a large group, it is possible for many of the group to produce a poster for example, and the best one be chosen. There are many free websites that allow learners themselves to design and create a professional looking poster, so unless the learner is particularly talented at drawing or design, there is no need to hand-draw materials and generally this would not be in line with industry practice.

For task 3 the learners may be given a scaffolded worksheet that allows them to structure their review, as long as this does not target the pass, merit and distinction individually.