

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 5: Introducing Music Performance
Learning aim(s) (For NQF only)	Learning aim A: Develop your music performance skills and review your own practice
Assignment title	Getting Better
Assessor	Marc Robinson
Issue date	27/05/2019
Hand in deadline	13/01/2020

Vocational Scenario or Context	<p>You are planning to apply for a music course at a local college.</p> <p>To ensure you have the best possible chance of success you should develop your music performance skills during teacher/tutor-led sessions and during personal practice.</p> <p>You are required to take a practice log with you to the audition that shows how you have tracked your progress during the sessions. This should include strengths and areas for development in your vocal or instrumental technique.</p>
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Task 1	<p>Starting with a baseline skills audit of strengths and areas for development, you should then set SMART short-term and long-term targets that you document in your practice log. You should review these regularly and record achievement and set new targets as appropriate.</p> <p>Through regular practice activities, you should develop your music performance skills for your voice or chosen instrument.</p> <p>You should demonstrate progress in techniques such as accuracy of pitch, rhythm, timing and tuning through the use of technical exercises.</p> <p>You should also be aware of interpretive skills and</p>
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	<p>stylistic qualities, such as communication in performance with other musicians and the audience, projection, stage presence, etc.</p> <p>Review your progress regularly, demonstrating that you can respond positively to feedback and direction from your teacher/tutor and peers.</p> <p>There will be a review point where you are given feedback about your progress. You should review this feedback and record your achievement at this point and rewrite any targets that have not yet been met, setting new ones where appropriate.</p>
Checklist of evidence required	<ul style="list-style-type: none"> • Baseline skills audit and target setting • Log/practice diary • Video recordings of review point • Video recordings of practice sessions
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
2A.D1	Demonstrate competent use and control of technical and interpretive music performance skills, incorporating stylistic qualities and a high level of focus, response and effort in practice and development.
2A.M1	Demonstrate competent use and control of technical and interpretive music performance skills, showing consistency in focus, response and effort in practice and development.
2A.P1	Demonstrate competent use and control of technical and interpretive music performance skills in practice and development.
2A.D2	Present a review of music performance skills, making qualitative judgements about own strengths and areas to develop.
2A.M2	Present a review of music performance skills, explaining strengths and areas to develop.
2A.P2	Present a review of music performance skills, describing strengths and areas to develop.

Sources of information to support you with this Assignment	Textbooks
	Each instrument/voice will have its own set of technique development material that will be available from peripatetic instrumental/vocal teachers/tutors, libraries and music shops.
	Websites

	<p>YouTube (www.youtube.com) has a wide range of videos for developing instrumental/vocal techniques, including technical exercises.</p> <p>Note to assessors 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>
Other assessment materials attached to this Assignment Brief	<i>eg, work sheets, risk assessments, case study</i>

FOR NQF LEVEL 2 ONLY: 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
Demonstrate limited use and control of technical and interpretive music performance skills in practice and development.	5	1A.1
Identify, with guidance, strengths and areas to develop in own technique.	5	1A.2

Note to assessor:

Scenario	<p>The scenario is a likely one for many Level 2 learners who will hopefully continue to study music at Level 3.</p> <p>Instrumental technique includes DJ techniques as well as traditional instruments.</p> <p>The unit is divided into Learning aim A which is to improve personal performance skills and Learning aim B which is to then work on a specific performance that might be solo or in a group and to show the rehearsal skills associated with this. There is often some crossover between the two due to personal practice being needed between rehearsals for a group performance but it is important that sufficient evidence is provided for both learning aims.</p>
Task 1	<p>For task 1 learners must start with a baseline skills audit from which they set targets for improvement. It can be helpful to have an informal performance for the review point; the review point is not for confirming achievement of assessment criteria or grades but for feedback on the learner's performance and development, from which they can then set further targets and actions to improve. Video footage of development would be useful in showing progress and practice. Learners often provide phone footage of personal practice away from the centre. Tutor observation is useful but only as a backup to the learner video footage or diary.</p>

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Unit number and title	Unit 5: Introducing Music Performance
Learning aim(s) (For NQF only)	Learning aim B: Use your music performance skills within rehearsal and performance
Assignment title	The Talent Scout
Assessor	Marc Robinson
Issue date	27/05/2019
Hand in deadline	13/01/2020

Vocational Scenario or Context	You have heard that a talent scout from a local live music agency is coming to your next performance. You will need to prepare two contrasting pieces that show your interpretive skills in performance as either a soloist or in a band/ensemble.
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Task 1	<p>You should rehearse the two pieces that you have chosen for your performance, working with others in a band, or rehearsing with a backing track or accompanist.</p> <p>During rehearsals you should demonstrate appropriate personal management skills, e.g. time management, concentration and focus, self-discipline and sensitivity towards others. You should also use musical performance skills in rehearsal to ensure that the pieces are fully prepared for performance to an audience.</p> <p>You should keep a log of your rehearsals setting targets for future rehearsal sessions and improvement.</p>
Checklist of evidence required	<ul style="list-style-type: none"> • Video recordings of performance skills for at least two contrasting pieces in rehearsal sessions. • Log/rehearsal diary

	<ul style="list-style-type: none"> Teacher observation records that support the video and the diary
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
2B.D3	Demonstrate a high level of personal management skills with competent, confident, fluent and sustained application of music performance skills in rehearsal.
2B.M3	Demonstrate consistent personal management skills with competent and confident application of music performance skills in rehearsal.
2B.P3	Demonstrate personal management skills and competent application of music performance skills in rehearsal.

Task 2	<p>You will perform the two contrasting pieces you have rehearsed to an audience. Each performance will also be video recorded.</p> <p>Through your performances you will show you have used the technical and interpretive skills you have developed during your study for this unit.</p> <p>Your performance should also clearly show the particular stylistic qualities of the type of music being performed and should be confident, consistently accurate and fluent.</p>
Checklist of evidence required	Video recordings of the performance(s).
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
2B.D4	Perform music with confidence, consistency and ease, using relevant technical and interpretive performance skills competently and fluently and fully demonstrating stylistic qualities.
2B.M4	Perform music with confidence and consistency, using relevant technical and interpretive performance skills competently to demonstrate stylistic qualities.
2B.P4	Perform music using relevant technical and interpretive performance skills competently.

Sources of information to support you with this Assignment	<p>Textbooks</p> <p>Each instrument/voice will have its own set of technique development material that will be available from peripatetic instrumental/vocal teachers/tutors, libraries and music shops.</p> <p>Websites</p> <p>YouTube (www.youtube.com) has a wide range of videos for developing instrumental/vocal techniques, including technical exercises.</p> <p>Note to assessors</p>
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	<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>
Other assessment materials attached to this Assignment Brief	<i>eg, work sheets, risk assessments, case study</i>

FOR NQF LEVEL 2 ONLY: 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
Demonstrate limited personal management and music performance skills in rehearsal.	5	1B.3
Perform music using limited technical and interpretive performance skills.	5	1B.4

Note to assessor:

Scenario	<p>The scenario differs from Learning aim A in that the eventual aim of the work for this assignment is the final performance of two contrasting pieces.</p> <p>The unit is divided into Learning aim A which is to improve personal performance skills and Learning aim B which is to then work on a specific performance that might be solo or in a group and to show the rehearsal skills associated with this. There is often some crossover between the two due to personal practice being needed between rehearsals for a group performance, but it is important that sufficient evidence is provided for both learning aims.</p>
Task 1 and 2	<p>Video evidence should be provided that shows development during the rehearsal process. The learner diary/blog should also support this. Tutor observation may back this up with examples of how the learner has worked within the group and their reliability, team work and other similar skills that may not show on a video or in the learner diary.</p> <p>The performance/s should be the culmination of the unit. There is no requirement for written work but a review of this may support evidence for Learning aim A which is why the dates for both assignment briefs may overlap to some extent.</p>