

Unit 2 – Managing a Music Product

Assignment Brief – Spring Recital

Hand-in Deadline: Friday 28th February 2020, 5pm

TASK ONE: Planning and Development

PLEASE READ: It is very likely that several of the tasks below will make up one large document called your 'Unit 2 Logbook.' You have started this already but should use the information below to improve upon your work. Remember, you must include the following:

As you complete the smaller tasks (1-6), you should tick off the purple bullet points below as you go to make sure you are talking about all areas.

In groups, form a Production Team to plan, develop and deliver your event. At your production meetings you should consider and document:

<ul style="list-style-type: none">• your target audience and suitability of the event for this	
<ul style="list-style-type: none">• the content/material for your event and how you propose to run it	
<ul style="list-style-type: none">• individual roles	
<ul style="list-style-type: none">• individual and group progress	
<ul style="list-style-type: none">• availability of the rehearsal space	
<ul style="list-style-type: none">• availability of musicians/performer	
<ul style="list-style-type: none">• time constraints relating to planning, rehearsing and promotion.	
<ul style="list-style-type: none">• copyright issues if you are including cover versions of existing songs	

Your development activities as part of the Production Team putting on the event will include:

<ul style="list-style-type: none">• contributing to scheduled meetings and rehearsals	
<ul style="list-style-type: none">• considering suggestions, working with others and taking decisions where needed, to contribute to the success of the work.	
<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.	

The final product will benefit from effective teamwork and the strengths of the individual team members involved.

1. Mind Map & Explanation

An individual document that shows how you first considered the needs of our target audience, thinking of ideas on how to make the event useful to them and entertaining.

Things you may have considered:

- What information do they need to know about the course?
- The timings of the event
- A suitable location for the event
- The content:
 - What interests do our students have? E.g. why might it be good to show a variety of music?
 - Length of performance
 - What pieces can our performers already play and how might this affect time?
 - Unit 5 performers are all working on 2 pieces for their final assessment
 - The group can already play 'Hallelujah' as a large ensemble piece from an activity over Christmas.
 - How can you use the skills of the music teachers in the department?
 - Is there any stand out performers in year 10 (you chose Madison but at this stage it was just a question.)
- Anything else that you would consider 'imaginative'
- We do have a very tight deadline so how could you prove yourselves to be time efficient as a team?

You should then write an evaluation of the decisions you've made on your mind-map (justify your decisions by explaining them; looking at the pros and cons; and then making a judgement.

e.g.

'I had the idea of providing refreshments in an interval for students so that they feel welcome as part of the music department. This would be good because it gives us time to talk to the audience one-to-one, but it will mean the performance is longer and we will have to arrange for refreshments to be provided and we would have to spend time fundraising for this. Therefore, I have come to the conclusion that this is not a good idea for this concert.'

2 and 3: Meeting Minutes and Contribution to the event (weekly log)

The digital meeting minutes for each week have been uploaded to ShowMyHomework for you to access. Look for a piece of ongoing HW called 'UNIT 2.' You should download each one and then (in a different colour) annotate the following underneath:

- How did you contribute to the meeting? (You can talk about how other people contributed too and whether you agreed/disagreed with them etc)
- Summarise the progress of the team so far
- State any action points that you need to achieve to meet deadlines and support the team

4. Sound Engineers Documentation

Once completed, the sound engineers will provide everyone with the following documentation:

- A stage plan
- Running order for the event
- A schedule for set-up, line check, sound check, rehearsal and performance on the day
- An equipment list
- A risk assessment

The Sound Engineers have produced this as part of their unit 3 assignment but you still need to explain the purpose of each of these documents and why it was delegated to them.

Performers Documentation

The sound engineers do not need this but performers should include and annotate. You could also include a video of you rehearsing:

- Annotated sheet music/lyrics/chord sheets

Draft email to the site staff

5. Summary of Event Planning (one paragraph at the end of your weekly log)

i) Time constraints for planning and delivery including promotion; availability of rehearsal space (classroom); availability of main hall (also annotate the school calendar); availability of musicians

6. Copyright issues

You have all been given a Government document on copyright for this concert.

- Highlight the relevant section about performances in schools
- Consider how you will explain the following:
 - Your event takes place in a school
 - Your event has only staff and students in the audience
 - Would this differ if we performed to parents?
 - The school does hold a PRS license – is it necessary for our Options concert?

7. ADD TO LOG BOOK: Technical Rehearsal 11.02.2020

A rehearsal of sound check took place with the sound engineers on this date, with equipment all being set up in the Music classroom. The performers had also been rehearsing before this independently.

- What was useful about this rehearsal and how did it benefit the team?
- How was the rehearsal affected by the smaller space?

8. Check your assessment criteria for 'Assignment Brief Task One' of your assignment brief (1-6 of the above)

Does your work clearly document the following...

<p>Planning stage 2A.D1</p>	<p>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.</p> <p>Significant: The work would not be as successful without your input Imaginative: The ideas you've put forward show your creative thinking Insightful decisions: You have clearly evaluated (pros and cons) all of the ideas and decisions you have made.</p>
<p>Planning stage 2A.M1</p>	<p>Make a positive and consistent contribution to the planning of a music product, making considered decisions in relation to the demands of the work.</p> <p>Consistent: Your input to the project has been continuously strong Considered decisions: You have explained why you have made decisions (using 'because')</p>
<p>Planning stage 2A.P1</p>	<p>Make a positive contribution to the planning of a music product.</p> <p>Positive contribution: You have been positive and helpful during the planning stage.</p>
<p>Development stage 2A.D2</p>	<p>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.</p> <p>Sustained and Effective: Constantly making a positive difference over time. Significant contribution: The product would not have been as successful without you.</p>
<p>Development stage 2A.M2</p>	<p>Demonstrate a positive and consistent input into the development and delivery of a music product that is integral to the success of the work.</p> <p>Consistent: You have done this all the time Integral: You have had an important role in the development of the product (both practically and when working as a team.)</p>
<p>Development stage 2A.P2</p>	<p>Demonstrate a positive input into the development and delivery of a music product.</p> <p>Positive input: You have made a positive contribution to the team in order to ensure the product is delivered.</p>

TASK TWO: Promotional Material

9. Research and Creation of your Promotional Poster

You need to include the following evidence:

1. Your final promotional item

A printed copy of your final poster and a very short evaluation on why you think your poster meets the needs of the target audience. Look at the pass, merit and distinction criteria below for help.

2. Annotated research notes on target audience and industry practice and how your material addresses this

Annotated research pages and a final explanation on how you will use:

- *Colour palette; Font choice and size; Layout; Content; Images*
- *Industry standard practice: Scalable without pixelating or becoming unclear, produced digitally, printed on gloss*
- *HOW DOES EACH POSTER MEET THE NEEDS OF A TARGET AUDIENCE AND HOW WILL YOU MEET YOURS?!*

3. Drafts and notes on your promotional material

Annotate how your poster developed (you can do this by hand on your print outs)

10. Double check your assessment criteria for task two of your assignment brief (all of the above)

Does your work clearly document the following...

2B.D3	<p>Create imaginative promotional material appropriate to the product that communicates information effectively to the target audience and shows awareness of industry practice.</p> <p>Imaginative: How you have improved upon posters you researched?</p> <p>Effectively: Information is clear and immediately jumps out at the audience.</p>
2B.M3	<p>Create promotional material appropriate to the product that communicates essential information to the target audience and shows awareness of industry practice.</p> <p>Industry practice: Poster is created digitally and is clearly based on your research. The poster can be scaled up and down without pixelating or becoming unclear.</p>
2B.P3	<p>Create promotional material appropriate to the product that communicates essential information to the target audience.</p> <p>Essential information: What, where, why, when?</p>

TASK THREE: EVALUATION

11. Write a written report, evaluating the success of the event.

Evaluate: What was good?; what didn't go so well?; why do you think this was?; how would you improve if you were to do this again?

- Review the work undertaken by **you** and your **Production Team** throughout the project
 - How did you work individually?
 - How did the team work together?
 - Positivity?
 - Deadline meeting?
 - Communication?
- evaluate the product itself
 - Did the concert meet the needs of the target audience?
 - Was your vision (and your teams vision) realised?
- make suggestions for improvement or development in terms of future projects.
 - If you were going to do this again, how would you ensure improvements are made?
e.g.
'A major constraint of our project was time. If we were going to do this project again I think we should allow ourselves more time to promote the event, making effective use of our promotional material. Although we did get a good audience size, I do think we could have attracted more people to the event with a bigger push on promotion.'

What were the strengths and weaknesses: *(make sure you give a balanced view on these.)*

- In the planning and management of the project as a whole and the event itself
- In the artistic content of the event (choices of music and talks)
- From the audience's responses to your event (survey? Did you get any feedback?)

12. Double check your assessment criteria for task three of your assignment brief (all of the above)

Does your work clearly document the following...

2C.D4	<p>Explain the strengths and weaknesses of the product, justifying conclusions, with reference to the management process.</p> <p>Making final conclusions that clearly show how the management process led to the strengths and weaknesses of the event.</p> <p>e.g.</p> <p>‘The aim of our concert was to ensure our audience enjoyed the event and learned more about BTEC course so that they feel more confident when deciding their KS4 options. During team discussions we were carefully able to plan the balance of having musical performance and information that allowed sound engineers and performers to get set up on stage whilst someone spoke in front of the microphones. This was a great idea because it meant that the event could run really smoothly as there wasn’t any long pauses between acts and it enabled performers and sound engineers to set up in the background. It also showed our job roles at work which was a real strength of our concert and had we now have planned it like this, I don’t feel the event would have been as successful.’</p>
2C.M4	<p>Explain the strengths and weaknesses of the product with reference to the management process.</p> <p>Evaluating strengths and weaknesses equally by using ‘because’ and ‘so that’ where possible (you can also use other connectives e.g. ‘however.’)</p> <p>e.g.</p> <p>‘The final concert was successful and the audience enjoyed the event <u>because</u> the performers and sound technicians were clearly well rehearsed and the event was successful. One of our aims was to ensure that the target audience found out more about the BTEC course as they might be choosing it for their options. We did meet this aim but I think it could’ve been improved by making our individual roles during the concert clearer <u>so that</u> the audience could see the different units they can study.’</p>
2C.P4	<p>Describe the strengths and weaknesses of the product with reference to the management process.</p> <p>A very basic account of the strengths and weaknesses of the event and how the planning process led to these outcomes.</p> <p>e.g.</p> <p>‘The final concert was good and the audience enjoyed it. The performers didn’t make any mistakes but we were very rushed with promotion so we didn’t promote the event very well. We spoke each of the units we study which was useful to the audience as they were able to find out more about the course.’</p>