

L3 Extended Diploma in Music Performance & Production							
Unit 12 Project proposal for extended project in music performance and production – Assessment and Grading Record Sheet							
The learner can provide evidence of:				R	P	M	D
Context		Comment					
1.1 Critically review own practice and progression.		Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.				X	
1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated.						X	
Research							
2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal.		Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.				X	
2.2 Apply academic conventions to reference research sources.						X	
Problem Solving							
3.1 Apply knowledge and understanding to anticipate potential problems.		Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.				X	
3.2 Critically compare a range of practical and theoretical approaches used to solve problems.						X	
Planning and Production							
4.1 Propose a realistic timescale for the completion of a personal project.		Detailed and coherent self directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.				X	
4.2 Estimate resources required for the successful completion of a personal project						X	
Practical Skills							
5.1 Review a range of techniques and processes used in realising ideas		In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.				X	
5.2 Propose approaches and strategies for the development of a personal project.						X	
Evaluation and Reflection							
6.1 Describe approaches and strategies for evaluation in order to inform develop and progress ideas.		Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.				X	
Presentation							
7.1 Communicate and articulate creative ideas and concepts for a personal project proposal.		Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience.				X	
7.2 Present ideas and concepts in a range of appropriate formats.						X	

Candidate ID: 10577750 Finlay Mactaggart		Grade DISTINCTION
Pathway: MPP		
Centre: Bradford College	Assessors: Nicolas Sykes, John Dey (second marker)	Date: 13/06/19

Commentary as appropriate:

Well done Finlay, you have achieved a distinction - the work submitted for your proposal meets all of the assessment criteria and is of a very high standard. You have shown clearly how you have developed your idea from the initial conception to the proposal form which is articulate. Your proposal is also backed up by a very detailed production plan and presentation. This is an excellent project proposal that comprehensibly outlines your intentions.

Context – You have shown different ideas before finalising your chosen idea. You are clear in your ambitions and purpose and you review your own practice and progression through an exploration of your personal strengths and weaknesses – also how they match this project.

Research – You have applied academic conventions through the use of Harvard referencing to demonstrate your written research sources. You have also researched reflective cycles and chosen to implement on in your reflections. There is clear research behind your presentation, although the direction of your project did change after this.

Problem Solving – You have included an initial risk assessment which covers health and safety issues – an important part of live performance. You also include a list of potential project as part of your proposal.

Planning and Production – You have completed a very detailed production plan which clearly states your intentions each week. You have given thought to your target audience as well as the lineup of musicians that you would like to employ throughout the project. The inclusion of a risk assessment displays your foresight into live music performance issues.

Practical Skills – You have shown the development of your project idea through videos, images and written work culminating in a successful presentation of your project to the class as well as the completed proposal form which is articulate and concise.

Evaluation and Reflection – You have included detailed reflections from the inception of your idea through to the proposal form, including a detailed evaluation on your presentation. You have mentioned Gibb’s reflective cycle – this is an excellent source to reference. You have also mentioned weekly video evaluations as well as band meetings recorded as audio – both good ideas.

Presentation – You have demonstrated autonomy in presented your work professionally in a range of appropriate formats. Your presentation to the class was confident, engaging and used a range of imagery and videos.

Finlay, this is an excellent proposal that clearly outlines your intentions, accompanied by multiple supporting documents to strengthen your proposal form. You have proposed a large amount of work to complete during this project but it is supported by detailed plans and realistic timeframes. Well done!

Second marker comments:

Finlay, this piece of work is clearly a distinction. There is a high level of detail in your proposal, and the accompanying documents make it clear that you have a plan for how the project will develop and become a reality.

You have thought about the required problem solving, especially when working with older, non-college, musicians, and how this might be managed. You have included a wide range of references that will support the research for this project.

The blog is very well presented and uses a wide range of references. You have played to your strengths – performance and composition, and this should provide you with lots of evidence for the final project blog.

Well done Finlay – I think that if you implement the planning you have demonstrated in this proposal then there is no reason why it can’t be a success.

Exemplification for UAL Awarding Body Grade Criteria – Level 3X

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3X.

	Fail Work submitted fails to meet one or more of the assessment criteria and is of a poor standard	Pass Work submitted meets all of the assessment criteria and is of a satisfactory standard	Merit Work submitted meets all assessment criteria and is of a high standard	Distinction Work submitted meets all assessment criteria and is of a very high standard
Context	Limited understanding of subject context, lacking clarity in aims and purpose.	Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.	Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.	Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.
Research	Little or no evidence presented or information does not relate sufficiently to task.	Sufficient relevant information has been gathered, documented and used in the development of ideas.	Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.	Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.
Problem solving	Insufficient exploration of alternative ideas and processes. Problems unresolved.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.	Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.	Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Planning and production	Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.	Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.	Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against timescales.	Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.
Practical skills	Limited range of processes demonstrated, judgement and execution of techniques is poor.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.	Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.	In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.
Evaluation and reflection	Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.	Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.	Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.
Presentation	Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.	Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.	Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.	Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience.