

L3 Extended Diploma in Music Performance & Production

Unit 13 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 Use critical and contextual perspectives to initiate a music performance and production project.	Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.				X
1.2 Use analysis and evaluation to clarify and develop ideas for a music performance and production project proposal.					X
Research					
2.1 Use research to support the development of music performance and production project.	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 Use analytical and evaluative skills to develop creative solutions to realise a music performance and production project.					X
Problem Solving					
3.1 Solve practical and technical problems within a music performance and production project.	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 Solve theoretical problems within a music performance and production project.					X
Planning and Production					
4.1 Demonstrate the ability to plan, organise and produce a music performance and production project within an agreed time-frame.	Detailed and coherent self directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.				X
Practical Skills					
5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a music performance and production project.	In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.				X
Evaluation and Reflection					
6.1 Maintain evaluative and reflective records of the development and production of a music performance and production project.	Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.				X
6.2 Use evaluative and reflective skills to make decisions for a music performance and production project.					X
Presentation					
7.1 Explore strategies to present a music performance and production project.	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 a music performance and production project to a specified audience.					X

Candidate ID: 10577750 Finlay Mactaggart		Grade
Pathway: MPP		DISTINCTION
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 – your project submission meets all the assessment criteria and is of a very high standard. Finlay, you have worked extremely hard to document the evidence of all the work you have been doing for your project. You have completed a huge amount of work for this project and also managed to document much of the development and performances you have completed. You have been consistent with the documentation of work and commitment to your project which has resulted in an outstanding final project.

Context – Your introduction for the project introduces your concept nicely to the reader. You have some different strands to your project – Mother Fungus, Session Pianist and Professional Development. You have demonstrated comprehensive understanding of all three areas and even more impressively you have managed to relate all the areas in a coherent fashion. For example, you relate all work back to Mother Fungus, including the Grade 8 and Grade 5 qualifications. In what could potentially be a jumbled project, your purpose is apparent. You have explained the concept of a session musician but in future you could look into the wider context of freelance work within the creative industries. What do you need to know about the practicalities self-employment to fulfill your aspirations as a professional musician?

Research – You have documented some excellent primary and secondary research such as discussion of harmony and compositional drafts. You have included a wide range of relevant sources that are all referenced in a Harvard format. There is research relating to each aspect of your portfolio, including Chicago performances and Led Zeppelin tribute band performances. More detailed research is present relating to Mother Fungus and composition. You detail your inspirations, from more straight-ahead jazz to a plethora of current music and styles. You explain how and why these are relevant before dissecting and analysing some of these compositions. You also investigate performance aspects and jazz harmony, referencing some key texts. You have displayed comprehensive and extensive research in your project Finlay – excellent.

Problem Solving – You have detailed many problems during your weekly evaluations. You have detailed problems such as transport, equipment and promotion throughout most performances. There is also extensive mention of the compositional process and how songs were developed and arranged. You also coped with practical problems such as unavailable band members for certain performances leading to the formation of baby fungus. You even performed without a guitarist on the final performance and this transition was seamless. You have documented numerous problems you encountered and how you overcome them.

Planning and Production – You have managed to organise and facilitate a jazz fusion band, including the organization of venues and multiple performances. You displayed your skill as a band leader, keeping some unorganized members on track. You have simultaneously coped with multiple projects and qualifications, showing your excellent time management skills. You have documented your communications skills through several collaborations. Without careful planning and development, this project could not have been completed to such a high standard.

Practical Skills – There is a wide array of practical skills evidenced here Finlay – compositional skills, theoretical skills, performance skills and promotional skills to name a few. You have documented the intensity of your piano practice through a multitude of videos. There is documentation of ensemble playing in a variety of groups playing a variety of genres – no easy task! You showed your ability to adapt to a variety of situations and cope with pressure effectively. Your qualifications and the deserved grades you received are testament to your performing ability. Your mock performance and final performances were engaging and of a very high standard. You show a promising future as a music practitioner.

Evaluation and Reflection – There are lots of detailed weekly video reflections as well as topical reflections on every aspect of your portfolio. It is evident that you value evaluation as a tool to improve and the positive results of implementing reflective practice is apparent. Your final project evaluation is thorough and you have discussed your aims for the future. Your viva voce displays your reflective working process well. You mentioned the Gibbs reflective cycle in the final evaluation but did not implement it fully – be aware of this when using reflective cycles in the future. Is Gibbs the best model? Are there others and why might different models be appropriate for different activities?

Presentation – The presentation and layout of your website is very clear. Your final performance was presented to an audience effectively with the inclusion of appropriate interludes from yourself. You also sought to present yourself as an artist and band through social media and on local radio. Your photoshoot was a good addition to the presentation of yourself as an artist. You have presented yourself in a variety of settings and throughout have managed to communicate all of your ideas effectively to the intended audience.

Finlay, this is a comprehensive piece of work that you should be extremely proud of. Through completing this project you have grown in confidence and displayed your talent as a songwriter and performer. You have also exhibited your drive and passion for the subject of music and your interpersonal skills. You have laid an excellent foundation for your future as a musician. Hopefully you can use the knowledge from this project to know that you can complete any project you set your mind to in the future. I am extremely proud of your achievements throughout the past two years – congratulations!

Second marker comments:

Finlay, there is a huge range of evidence on your blog and you have documented the development of your project in lots (and lots) of detail. The evidence is wide ranging and relevant, and includes video, audio, images and writing, all of which is very well presented.

You have given context to all the different strands of the project, clearly stating what each area is and how it is important to your project. I agree with Nic, that some research into the nature of the Freelance industries would help to give you further guidance on how to become a successful self-employed session musician. There is lots of evidence that this is a growing area and it would be worth looking into.

Your practical skills are well documented and are at a high level. The input you gave to the Chicago pit band was something I witnessed first-hand and this has been made more relevant by your attendance at the Matilda performance.

The final performance of Mother Fungus was really well put together and at a level beyond that of the qualification. You managed the different members of the band extremely well and brought together a range of styles into something interesting and aesthetically viable.

The whole thing is completed with an insightful evaluation (which is complemented by the weekly vlogs) which critically analyses your performance and makes suggestions for future development. Well done!

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.