

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.	Understanding of subject context used appropriately to make judgments, describe aims 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.	Sufficient relevant information has been gathered, documented and used in the development of 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.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.		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.	Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.		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.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.		X		
Evaluation and Reflection					
6.1 Maintain evaluative and reflective records of the development and production of a music performance and production project.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop 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.			X		

7.2 Present a music performance and production project to a specified audience.	Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.		X		
---	---	--	----------	--	--

Candidate ID: Kabeer Sindhu		Grade PASS
Pathway: MPP		
Centre: Bradford College	Assessor, Int.Verifier, Ext. Moderator: Nicolas Sykes Lewis Blofeld	Date: 04/06/21

Commentary:

Well done Sonny, you have achieved a Pass – your project submission meets all of the assessment criteria and is of a satisfactory standard.

Context – There is evidence that you understand your role and the professional position of yourself as an artist. You have an awareness of what you need to achieve and how to make this more professional but there is a lack of defined goals to reaching these aims. In order for you to develop as a professional artist you need to think more holistic about the processes you need to go through to achieve this. Artistic representation and branding, what is your brand how does it fit with your contemporaries? Understanding your position professionally and the audience expectations is crucial if you want to develop an audience and create a following. With some careful consideration and research this could be achieved, but a more professional approach is required. Remember all the artists you listen to are marketed products who have been developed and shaped to suit the audience expectations and this is not achieved by chance.

Research – The research is very limited with little evidence. There is a good opportunity to develop primary research that could inform your decisions on the directions of yourself as an artist and could be easily achieved with a questionnaire or asking friends and music fans. For the secondary research there some variety of resources on inspirations. There needs to be a wider range applied to your practice, so don't just highlight some research but discuss how you used ideas from it or created ideas from it etc.

Problem Solving – The problem solving is very limited in terms of the write up, but I have witness first hand a range of problems that you solved throughout the creative, planning and production process. You have focused on just the recording but what about the songwriting, rehearsal process, filming, radio shows interviews etc. What problems did you encounter during these events?

Planning and Production – Your proposal is very basic with little detail on how you actually intend to achieve the goals you have set. Your production plan is incomplete and does not articulate the planned dates and events in any detail. I witnessed more planning via conversations with you but this is not present in your portfolio submission. There is lots of implied planning and production evidence through the video shoots and recorded track.

Practical Skills – You have demonstrated the practical skills of songwriting and performing. Your final track and video was very good and you should consider submitting this to BBC Introducing and distributing on streaming platforms. You could have done so much more in the timeframe given that you wrote the song a long time ago. It would have been really good to see you develop more songs.

Evaluation and Reflection – The evaluation is quite basic, you have identified key areas to address and discussed the problems of the project. Some of these areas should have been thought through before starting the project, as they could have easily been prevented. A lot of the evaluation is based on emotional responses, this can be relevant but it is more useful to discuss the evaluation through objective opinions based on the facts of the project. You could have also integrated more evaluation through your written work, for instance, how did you create the songs and how could they be improved.

Presentation – what is your brand as an artist? Is there a logo, a clear design element? This is very confused and something that is vital to any successful music enterprise. Think about the artists you like, they all have clear brand identify and logos that represent them. The presentation of your performances are excellent and this is a real selling point for as an artist. The presentation of your work on digital space is suitable but could be more organised and more detailed.

Kabeer, apart from the final track and video, the portfolio work you have produced is very basic and does not demonstrate the grade you are capable of, this is a real shame as your ability to communicate ideas and develop these is very high but has not been evidenced here.

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.