

### 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:		<b>R</b>	<b>P</b>	<b>M</b>	<b>D</b>
<b>Context</b>	<b>Comment</b>				
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.				<b>X</b>
1.2 Use analysis and evaluation to clarify and develop ideas for a music performance and production project proposal.					<b>X</b>
<b>Research</b>					
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.				<b>X</b>
2.2 Use analytical and evaluative skills to develop creative solutions to realise a music performance and production project.					<b>X</b>
<b>Problem Solving</b>					
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.				<b>X</b>
3.2 Solve theoretical problems within a music performance and production project.					<b>X</b>
<b>Planning and Production</b>					
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.				<b>X</b>
<b>Practical Skills</b>					
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.				<b>X</b>
<b>Evaluation and Reflection</b>					
6.1 Maintain evaluative and reflective records of the development and production of a music performance and production project.	Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.			<b>X</b>	
6.2 Use evaluative and reflective skills to make decisions for a music performance and production project.				<b>X</b>	
<b>Presentation</b>					
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.				<b>X</b>
7.2 Present a music performance and production project to a specified audience.					<b>X</b>

Candidate ID: 10608053 Carys Marshall		Grade <b>DISTINCTION</b>
Pathway: MPP		
Centre: Bradford College	Assessor, Int.Verifier, Ext. Moderator: Nicolas Sykes Lewis Blofeld	Date: 04/06/21

**Commentary as appropriate:**

Carys, 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 event management and promotion you have completed. You have been consistent with the documentation of work and commitment to your project which has resulted in an excellent final project.

**Context** – Your introduction for the project introduces your concept nicely to the reader. You have chosen to organise a showcase for the entire music cohort and have demonstrated a comprehensive understanding of achieving this goal. In what could potentially be a convoluted project, your purpose is apparent. You have explained the concept of an event manager 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 of self-employment to fulfill your aspirations as an event manager?

**Research** – You have documented some excellent primary and secondary research. 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 promotional research and event management techniques. You detail case studies to analyse what makes a successful (and unsuccessful) online event, influencing ideas for your own showcase. You have displayed comprehensive and extensive research in your project Carys.

**Problem Solving** – You have detailed many problems during your weekly evaluations which act more as a log than reflections. You have detailed problems such as changes to schedule and working with different videographers. There is also mention of the event management process and how the showcase has been developed. You also coped with practical problems such as students changing projects and not meeting deadlines. You have documented numerous problems you encountered and how you overcome them.

**Planning and Production** – You have managed to organise and facilitate a very successful online event, including the organisation of students and multiple projects. You displayed your skill as a leader, keeping some unorganized students on track. You have simultaneously coped with event management and promotion, showing your 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** – You have worked hard to develop your promotional skills throughout this project as well as managing the event. You have displayed autonomy in liaising with different platforms, organisations and people who can help promote the showcase, such as BCB Radio, Bradford Music Network and the Student's Union. You have documented the consistency of your promotion through Instagram and several other platforms. piano practice through a multitude of videos. You showed your ability to adapt to a variety of situations and cope with pressure effectively. The final showcase was extremely professional and of a very high standard, demonstrating the practical work you have put in throughout this project was all worthwhile. Well done!

**Evaluation and Reflection** – Your viva voce is insightful and displays your reflective working process well. You mentioned the Rolfe's reflective cycle in the project proposal but did not implement it fully – be aware of this when using reflective cycles in the future. Is Rolfe the best model? Are there others and why might different models be appropriate for different activities? There are weekly evaluations although they are very descriptive. Do be careful when completing reflections in the future that they are reflective accounts and not descriptions. Your final project evaluation could be more thorough and you could have discussed your aims for the future.

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

Carys, this is a piece of work that you should be extremely proud of. Through completing this project you have grown in confidence and displayed your talent as an event manager. You have also exhibited your drive as a promoter. You have laid a solid foundation for your future as an event manager if this is something you wish to pursue. Hopefully you can use the knowledge from this project to help you manage and complete large-scale projects in the future!

### 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.

	<b>Fail</b> Work submitted fails to meet one or more of the assessment criteria and is of a poor standard	<b>Pass</b> Work submitted meets all of the assessment criteria and is of a satisfactory standard	<b>Merit</b> Work submitted meets all assessment criteria and is of a high standard	<b>Distinction</b> Work submitted meets all assessment criteria and is of a very high standard
<b>Context</b>	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.
<b>Research</b>	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.
<b>Problem solving</b>	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.

<b>Planning and production</b>	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.
<b>Practical skills</b>	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.
<b>Evaluation and reflection</b>	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.
<b>Presentation</b>	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.