

<b>L3 Extended Diploma in Music Performance &amp; Production</b>								
<b>Unit 12 Project proposal for extended project in music performance and production – Assessment and Grading Record Sheet</b>								
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 Critically review own practice and progression.	Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.					<b>X</b>		
1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated.						<b>X</b>		
<b>Research</b>								
2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal.	Sufficient relevant information has been gathered, documented and used in the development of ideas.					<b>X</b>		
2.2 Apply academic conventions to reference research sources.						<b>X</b>		
<b>Problem Solving</b>								
3.1 Apply knowledge and understanding to anticipate potential problems.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.					<b>X</b>		
3.2 Critically compare a range of practical and theoretical approaches used to solve problems.						<b>X</b>		
<b>Planning and Production</b>								
4.1 Propose a realistic timescale for the completion of a personal project.	Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the tasks.					<b>X</b>		
4.2 Estimate resources required for the successful completion of a personal project						<b>X</b>		
<b>Practical Skills</b>								
5.1 Review a range of techniques and processes used in realising ideas	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.					<b>X</b>		
5.2 Propose approaches and strategies for the development of a personal project.						<b>X</b>		
<b>Evaluation and Reflection</b>								
6.1 Describe approaches and strategies for evaluation in order to inform develop and progress ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.					<b>X</b>		
<b>Presentation</b>								
7.1 Communicate and articulate creative ideas and concepts for a personal project proposal.	Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.					<b>X</b>		
7.2 Present ideas and concepts in a range of appropriate formats.						<b>X</b>		

Candidate ID: 10626670 Millie Lohan		Grade <b>PASS</b>
Pathway: MPP		
Centre: Bradford College	Assessor: Nicolas Sykes Second Marker: John Dey	Dates: Initial marking: 10/06/22 Second marking: 16/06/22

**Commentary as appropriate:**

Well done Millie, you have achieved a pass – your proposal is completed to a satisfactory standard. You have explained how this project is a combination of previous skills (performance) whilst also challenging yourself in the direction of a solo vocal performance – something you feel very passionate about and have struggled with in the past. There is clear development from the initial project idea, through a presentation to a final proposal form. You do not always express yourself clearly in the proposal form through written work and this is the main area to improve upon. You can do this through careful proofreading to check spelling and grammar as well as making sure your proposal clearly matches your intentions.

**Context** – You have provided some context of performing in general and you have critically reviewed your own progress and practice. You have also clarified the concept and aims and objectives of the personal project, although some of the objectives are a little vague such as the research objectives for which there are no listed sources.

**Research** – You have not listed Harvard referencing for your research sources and this is something you will need to do if you progress into Higher Education. There are lots of sources (both primary and secondary) that you have stated you will gain information from, however you have not referenced them.

**Problem Solving** – You have discussed this in your proposal and then provided a detailed list of problems that might occur. You should look at a variety of approaches to problem solving including a risk assessment/health and safety section that is particularly important for performance.

**Planning and Production** – There is a production plan covering the length of the project although some weeks are very vague. Try to improve the detail for each week as it can be used to keep you on track throughout your project.

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

**Evaluation and Reflection** – You have reflected at various stages, including after your initial idea and after your presentation. You utilised peer

feedback but did not reflect on tutor feedback, which could have been useful in developing your proposal form.

**Presentation** – Your work is documented in a range of appropriate formats. Your proposal form could be improved by being more concise and direct as well as addressing spelling and grammar issues throughout. Allowing time for proofreading would help with spelling and grammar.

Overall, this is a coherent proposal for an exciting project that challenges you sufficiently. Well done!

**Second Marker Comments:**

Millie, there is some good work here and it does meet the standard for a pass. Producing convincing written work is something that I know you find a bit difficult, but you have expressed the outcomes for your project clearly and it looks like an interesting idea that plays to your strengths as a singer. There are no research sources listed and this is something to look at your project should be underpinned by research. The schedule is good through and clearly lists the resources you will require. In the future try to be a bit more analytical in your writing and try and leave time to proof-read. Overall, though, I look forward to hearing your project!

**Grade - Pass**

### 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.