

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

Candidate ID: 10626670 Millie Lohan		Grade PASS
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 project is completed to a satisfactory standard. Millie, you have worked very hard on your project and have managed to create a solo performance that was good! Your final performance was confident and showed how far you have developed as a vocalist and performer over the last two years. You should be very proud of how well you performed – you captivated the audience, and you could perform professionally with a bigger repertoire and a little more practice.

Context – You discuss the context of your project in your proposal. You have showed that you understand the context of music performance throughout your project. It would have been appropriate to link these topics to the wider industry, such as, is being a performer a field that is lucrative? Are there opportunities for live music performance? Are there other local performers who could serve as examples?

Research – You have documented lots of primary research through rehearsals of your interpretation of cover songs that you have documented as videos. These are good but could be better if you accompanied them with more detailed reflections. You have some limited research into your set list and inspirations for cover songs. You have struggled with nerves, and you conducted some secondary research around performance anxiety and applied this to your project, culminating in a confident final performance. More detailed and sustained research is needed for a higher grade. You could have identified more sources in your proposal to achieve this.

Problem Solving – You have mentioned a list of problems that might occur in your proposal. It would have been interesting to note if any of these problems did occur and what you did to overcome them. You have shown in your rehearsal diary how you developed each song and how you tackled problems, such as selecting the best repertoire for the performance.

Planning and Production – You have demonstrated, through a successful live performance, that you are capable of planning this project successfully. Further documentation of this process could have referred to your production schedule to ensure you are on track. You could have also evidenced copies of correspondence and collaboration.

Practical Skills – You have worked hard to develop your performance skills as well as rehearsing your interpretations of cover songs. You have

documented this process through video files. I was particularly impressed with your final performance. You were confident and engaging throughout due to the two mock performances you carried out. To be accompanied by only a guitar/piano is not an easy task and you accomplished this successfully through diligent practice. You demonstrated your development as a vocalist in the final performance, well done! You should still aim to address intonation issues which are largely caused by nerves for you.

Evaluation and Reflection – You have evaluated briefly and intermittently throughout the project. Most rehearsals have brief evaluations. You obtained professional feedback from a singing tutor, which was an excellent idea, but then did not document this or show what you learnt from this feedback. Similarly, it would have been useful to evaluate your mock performances, stating what areas you improved. Your final evaluation is more detailed and demonstrates what you gained from completing this project.

Presentation – Your final presentation of your performance was excellent, engaging the audience throughout. You structured your set list accordingly and introduced each song. You could have also developed an online presence, including promotional photos, logos, identity and branding. In future allow time for proofreading to check for spelling and grammar.

Millie, you should be very proud of your captivating live performance. There is certainly a career for you to contemplate in live performance with further study. If you had documented other areas of your project as well as your practical skills, you could have achieved a higher grade. Overall, this project was a success – well done!

Second Marker Comments:

Millie, I was impressed by your performance in the showcase and the way you applied yourself to learning the songs with your accompanist. This is a real strength of yours and with more work could be something that could lead to employment. The main area to develop is the documentation of your research, context and evaluation. This at times is quite descriptive and you could work on your written communication to back up your strong practical skills. Overall, though, well done and I hope you continue with your development as a singer.

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.

	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.