

10L3 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.	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: 10626679 Adam Stothers		Grade <div>PASS</div>
Pathway: MPP		
Centre: Bradford College	Assessor: John Dey Second Marker: Nicolas Sykes	Dates: Initial marking: 09/06/22 Second marking: 15/06/22

Commentary as appropriate:

Well done Adam, you have completed this project to a Pass standard. The work submitted meets all the assessment criteria and is of a satisfactory standard. The final track is nicely put together and you have shown some good practical skills in the use of Ableton and your own drumming. The research is also relevant to the final track and you've shown some good practical research in learning the drum beats related to the style.

Context – Your main context is research into the style and related performers. This is relevant and has helped to initiate the project and also develop ideas. There was still much more you could have looked into and I feel that this has impacted on the final product.

Research – You have researched different drum beats and then shown that you have embedded this in the planning by learning the beats, which is good. There were many other areas you could have researched, including hybrid drumming, Ableton production techniques and mixing/mastering.

Problem Solving – The problem-solving page is very thin in detail and could easily be expanded more. Whilst you have solved some problems as you've gone along, but you haven't really evidenced it that well here. It also feels like some of the problems you encountered have resulted in a real scaling back of the project, rather than trying to address them and stay on track.

Planning and Production – You have demonstrated planning and production skills in putting together the track and this is evidenced in the documentation on your weekly evaluations. Whilst you finished the track in the agreed timeframe, it didn't really reflect what you initially proposed.

Practical Skills – You have completed a final track to a satisfactory standard. However, it's a shame that it didn't take the form that you originally intended as it's a lot simpler than what you originally proposed. The drumming element was a big part of the project, but now it seems you've just used a repeated drum sample. Was there not an opportunity to record/sample your own drums? The bass line, keyboard part and guitar riffs work well and it all fits together nicely, but it's not as technical or interesting as what you originally proposed.

Evaluation and Reflection – You have evaluated and reflected in an ongoing weekly blog, as well as a final evaluation. I think you could have been a bit more imaginative in how you presented this as there is a lot of text, whereas more video evaluations or other use of reflective cycles to inform how you might improve on this,

Presentation – The work is effectively presented on your blog and all the evidence is easy to find. You have also included screenshots and the final tracks, as well as video demonstrating the progress of your drumming. Again, this could have been more imaginative in how it was presented, the final track itself is quite limited as just an audio file, which wasn't the originally proposed method.

Second marker comments:

Adam, you had a really interesting concept for this project, but unfortunately you didn't manage to complete it to a high standard. You spent a lot of time researching without apply this research and experimenting with ideas. Once you began developing ideas for your track you struggled to structure the piece. Due to the time lost in the early stages of your project, you failed to prepare a live performance or finish the track properly. You are a competent drummer but this project was too challenging for you in the given timeframe. With more careful planning you could have completed this. You need to reflect on the success of this project in more detail before progressing onto higher education.

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.