

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.	Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions 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.	Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop 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.	Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.			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.	Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against timescales.			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.	Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of 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.	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.				X
7.2 Present a music performance and production project to a specified audience.					X

Candidate ID: 10629409 Faith Roberts		Grade MERIT
Pathway: MPP		
Centre: Bradford College	Assessor: Nicolas Sykes Second Marker: John Dey	Dates: Initial marking: 13/06/22 Second marking: 15/06/22

Commentary as appropriate:

Well done Faith., you have achieved a Merit. Your project submission meets all the assessment criteria and is of a high standard. You planned, developed and delivered two successful strands of a project – performing as a vocalist and recording and editing music videos. Both strands of your project were effectively planned, completed and a range of skills were developed through this process.

Context – You have shown you have a good understanding of lyric music videos on Youtube as well as the genre in which you have created your video. You have also demonstrated a good understanding of performance through your final performance at Kala Sangam. Overall, there is a good range of context on display but more detail into the promotion and marketing of your Youtube channel and videos could be explored

Research – You have documented a variety of research and applied your research within your work, particularly within the field of video editing. You have not consistently applied Harvard referencing format and this something you will need to address if you wish to progress to Higher Education. The referencing is a little limited and there is a lot of similar and web-based sources. It is crucial to use a range of sources including books and professional sources to ensure the accuracy and quality of your research is appropriate to the work.

Problem Solving – You have used your own initiative and skills to solve the issues with videos and video editing. You have demonstrated your ability to quickly adapt and solve a problem, particularly the videos you developed and produced that were good. There is evidence of problem solving throughout your project and evaluations but there are certainly problems that you did not mention, such as developing your solo performance set in enough time to rehearse effectively.

Planning and Production – You successfully planned and produced both strands of your project and managed to organise your time effectively for the most part. The planning could have been more independent when managing your solo performance. You managed to communicate effectively with the live audience and also via your Youtube videos, however, it would have been excellent to link these two through a more thoughtful plan.

Practical Skills – You have demonstrated a range of performing, recording and editing skills throughout the process of the project development. You have worked particularly hard to develop your recording and editing skills - most of the time via a phone which I doubted could be effective, but you have shown it certainly can be!. There is less detail on the practical skills of your performance but as you have had an extensive performance experience and have documented this previously, it is not as crucial to the success of this project.

Evaluation and Reflection – Throughout the work you have demonstrated evaluation of the processes and skills whilst identifying the skills required and how you can attain these. This is good and has helped you to achieve the final edits of the videos. However, sometimes your evaluations become a little descriptive and more details about why things happened and how they could be improved could be included. As mentioned in your proposal feedback, the use of a reflective model would aid this process.

Presentation – You have presented your work effectively to a live audience and on Youtube. The presentations of final videos are very impressive and sit within the style of Youtube videos you wanted to create very well. There are still areas to develop, particularly with spelling and grammar, but overall, your work is easy to read. You could have developed this aspect of your project further through branding and promotion to link your performance and Youtube channel. However, your performance and videos are effectively communicated separately to the intended audiences.

You have really developed as a singer throughout this course Faith and especially challenged yourself as a video editor in this project. Through merging your existing singing and performance skills with your newly acquired recording and editing skills you have created a successful project. This project could have been excellent if you had been slightly more diligent and organized with your research and documentation. The other main area to improve is linking the performance aspect with your Youtube channel to create a strong brand to link and promote your work. Overall, you should be very proud of your achievements and progress in this final project, well done!

Second Marker Comments:

Faith, this was an interesting idea and the final product is good. You've stuck to what you originally proposed and demonstrated some strong practical skills in both the creation of the music videos and the showcase performance. You've got a good voice and this really comes across in all your work. To create these videos just using your phone is really impressive – in the future it would be great to see you explore further ways of filming/editing/recording through music and video software, as this would increase the quality. There is a lot of detail on your blog, although you could develop your research and referencing as it doesn't feel like this is something that has underpinned the project. It would also be great to see you market/promote your work as it is worthy of a wider audience. Well done and keep working on your singing!

Grade - Merit

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.