

**L2 Diploma in Music Performance & Production**

**Unit 8 Music Performance and Production Project - Assessment and Grading Record Sheet**

| The learner can provide evidence of:  |  | R              | P | M | D |
|---|--|----------------|---|---|---|
| <b>Research</b>   |  | <b>Comment</b> |   |   |   |
| 1.1 Identify and compare appropriate research sources   | Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas. |                |   |   | X |
| 1.2 Use research in the interpretation of materials for a music performance                               |  |                |   |   | X |
| <b>Planning and Production</b>  |  |                |   |   |   |
| 2.1 Identify strengths, plan and collaborate in the development and implementation of a music performance | Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against timescales.                                  |                |   |   | X |
| 2.2 Use appropriate skills in the realisation of a role or roles in producing and performance             |  |                |   |   | X |
| 2.3 Demonstrate artistic interpretation in producing and performing to an audience                        |  |                |   |   | X |
| <b>Practical Skills and Presentation</b>  |  |                |   |   |   |
| 3.1 Contribute to a presentation that effectively communicates to an audience                             | Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.  |                |   |   | X |
| 3.2 Demonstrate consideration and commitment in working with others                                       |  |                |   |   | X |
| <b>Evaluation and Reflection</b>  |  |                |   |   |   |
| 4.1 Assess a music production and performance against identified parameters and timescale                 | Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.   |                |   |   | X |

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|--|--|--|--|
| Candidate ID: 10667834 Clarke Dewhurst |  | Grade  |  |
| Pathway: MPP                           |  | <b>DISTINCTION</b>   |  |
| Centre: BRADFORD COLLEGE               | Assessor: Nicolas Sykes<br>Second Marker: John Dey | Dates<br>Initial marking: 07/06/23<br>Second marking: 09/06/23 |  |

**Commentary as appropriate:**

Well done Clarke, you have achieved a Distinction – your project submission meets all the assessment criteria and is completed to a very high standard.

**Planning and Production** – Your project presentation was well put together and articulate. You evaluated this process in detail and reflected on the process to create a proposal and action plan that is detailed and has been carefully written, something I know you find very difficult. Mainly through the medium of video you provide the reader with a clear timeframe and continually describe the result which you hope to achieve, frequently demonstrating the necessary skills to obtain this. Your project plan talks about your aspirations to sing in public and look towards the final performance as being a milestone. The plan was well thought out and well executed. In future you could comment on the necessity for professionally produced promotional material.

**Research** – Your research, although not always immediately evident, is comprehensive and you have directly applied this in the process of the developing and finalising your performance set list in which you often relate back to your researched sources as a means of inspiration. You have been careful in the type of information researched; how to set up your guitar, what equipment to use, how to get the correct guitar tone, how to build a set list, researching recorded works and live performances – all informative and with the upmost relevance to your project. This shows an understanding of what is required at a professional level to acquire musical proficiency and excellency.

**Practical Skills** – The final showcase itself was a great success, with excellent feedback from the audience. However, this was not down to chance but was because of your tireless commitment to rehearsing and developing throughout the project. You chose extremely challenging material alongside singing – something you had not previously done. You improved dramatically as a guitarist and singer in a very short space of time and you should be extremely proud of this. You have only documented a fraction of your rehearsals but it is clear to see the distance you have travelled in this project. You could think more about performance in a holistic sense, possibly improving the spoken introductions to each song to help to create the appropriate atmosphere and build a relationship with the audience. Your musicality is superb and a testament your clear passion for music as well as many rehearsals, both individually and together with the band.

**Evaluation and Reflection** – Your reflective thoughts are not always evident at every stage of the portfolio. However, when you conduct your video evaluations, they are particularly in depth and insightful. They cover aspects from equipment, tone, voice projection and guitar techniques. You give detailed and critical evaluations of both the mock performance and final performance that state the musical problems with each song. It would have been nice to also evaluate the performance holistically, thinking about how you could improve interactions with the audience. You should be more consistent with your evaluations in the future and video/audio methods certainly work better for you.

You started this project with a lack of confidence, having never sung before and often not wanting to perform in front of anybody. It seems to me that you have made great strides in this project and you should be extremely proud of your final performance – in my opinion you successfully performed all three songs, particularly conveying the emotion of ‘Lover, You Should’ve Come Over’. Clarke, you have developed tremendously as a musician throughout this project and delighted us all with an excellent performance. An outstanding performance for this level working with other musicians – well done Clarke! Keep practicing hard and I can’t wait to hear future performances.

**Second Marker Comments:**

Clarke this was an excellent idea for a project that was delivered to a very high standard. Your playing in the showcase was very good and of distinction standard. You've been hugely committed to achieving what you set out to do, and this comes across in what's on your digitalspace site. Well done and I agree with the first marker that this is worth an overall distinction.

**Exemplification for UAL Awarding Body Grade Criteria – Level 2**

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 2.

|  | <b>Fail</b><br>Work submitted fails to meet one or more of the assessment criteria and is of a poor standard                  | <b>Pass</b><br>Work submitted meets all of the assessment criteria and is of a satisfactory standard                         | <b>Merit</b><br>Work submitted meets all assessment criteria and is of a high standard   | <b>Distinction</b><br>Work submitted meets all assessment criteria and is of a very high standard  |
|--|---|--|--|--|
| <b>Research</b>                          | Insufficient research and investigation evidenced. Little or no information from relevant sources used to inform ideas.       | Sufficient research and investigation of relevant sources, information used to inform ideas.                                 | Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas.                       | Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas. |
| <b>Planning and production</b>           | Ineffective or unrealistic planning and poor organisation. Task or tasks incomplete against timescale.                        | Realistic planning and organisation. Satisfactory production against timescales.   | Effective planning, organisation and subject engagement evidenced. Efficient production against timescales.                                  | Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against timescales.                                  |
| <b>Practical skills and presentation</b> | Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation. | Competent demonstration of processes and application of skills and knowledge used to develop and present creative solutions. | Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions. | Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.  |
| <b>Evaluation and reflection</b>         | Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development.              | Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.                  | Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.                        | Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.   |