

| L3 Extended Diploma in Music Performance & Production | | | | | | | |
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| Unit 13 Extended project in music performance and production - Assessment and Grading Record Sheet | | | | | | | |
| The learner can provide evidence of: | | | F | P | M | D | |
| Context | Comment | | | | | | |
| 1.1 Use critical and contextual perspectives to initiate a music performance and production project. | Comprehensive understanding and knowledge of subject context used to communicate complex concepts, 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. | 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. | | | | | | 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, autonomously implementing creative solutions and 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. | Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous 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. | Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress 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 |

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| Candidate ID: Ethan Faulkner | | Grade DISTINCTION |
| Pathway: MPP | | |
| Centre: Bradford College | Assessor: Nicolas Sykes Second Marker: Lewis Blofeld | Dates: Initial marking: 07/06/24 Second marking: 11//06/24 |

Commentary as appropriate:

Well done Ethan, you have achieved a Distinction. Your project submission meets all the assessment criteria and is of a very high standard. You planned, developed, and delivered a highly successful project focused on finding a singer, learning songs, and performing gigs. Your project was exceptionally well-planned and executed, showcasing a diverse range of advanced skills you developed through this process.

Context – You have demonstrated an excellent understanding of the live music scene and the complexities of preparing for and executing live performances. Your insights into the challenges of collaborating with a singer and managing the logistics of gigs are thorough, although your extensive auditioning process was not documented or articulated very well. You have effectively explored various aspects of the context, and your analysis of the promotion and marketing of your performances provides an understanding of how to get giga and engage your audience.

Research – You have documented a wide variety of research and applied it exceptionally well to your project, particularly in the areas of performance and gig organisation. Your research is comprehensive, incorporating diverse sources, although not always including academic and professional references, something that is hard to find for your topic so that is understandable This robust approach to the application of research and experimentation with how and where to find singers and gigs underscores your readiness for professional settings, adding significant value to your project.

Problem Solving – You have demonstrated outstanding problem-solving skills throughout your project, especially in handling time management and scheduling conflicts. Your quick adaptation to these challenges is evident in the successful execution of your gigs. You have provided a detailed and comprehensive account of the difficulties encountered in finding singers, showcasing your ability to reflect and learn from these experiences. This thorough problem-solving approach adds significant depth to your project.

Planning and Production – You planned and produced your project with exceptional attention to detail, managing your time effectively and integrating promotional activities seamlessly with your gigs. However, you did not attempt the songwriting aspect of your project and I do not think this was a realistic goal given the scope of your project. Your duos communication with your audience during live performances was highly effective, creating a cohesive and engaging experience. Your integrated approach to linking performances with promotional efforts significantly

strengthens your project, demonstrating your ability to manage both the artistic and logistical aspects of live music performance and production.

Practical Skills – You have showcased an impressive range of practical skills in performing and organising gigs, as well as managing your own live sound. Your ability to secure paid gigs and upcoming bookings highlights your excellent capabilities in live performance and project management. The project reflects significant growth in your musical skills and your ability to manage and execute live performances at a professional level. Your detailed documentation of rehearsals and performance techniques provides valuable insights into your process and enhances the overall quality of your project.

Evaluation and Reflection – Throughout your project, you have demonstrated a high level of ability in evaluating and reflecting on your processes and skills. Your evaluations are insightful and provide an analysis of your project's development. You could have used a reflective model to structure your evaluations, providing depth and clarity in your analysis, although this is more aimed at HE level. This structured approach to reflection could enhance your ability to critically assess and improve your practice.

Presentation – Your work is presented to an excellent standard through your live performances. The presentation of your gigs was highly engaging and well-received by your audience. You have successfully linked your performances with promotional activities, creating a cohesive and compelling presentation of your work. Your development of a strong brand and promotion strategy has helped connect your performances with a broader audience, significantly enhancing the impact of your project.

Ethan, you have shown exceptional development as a musician throughout this course and have excelled in managing and performing live gigs. By merging your advanced musical skills with the organisational aspects of live performance management, you have created a highly successful project. This project is a testament to your dedication, thorough research, and comprehensive approach to linking performance with promotional activities. Overall, you should be extremely proud of your achievements and the progress you have made in this final project. Well done!

Second Marker Comments:

This is an excellent project that works within the industry to develop a practical performance career. Ethan has worked professionally to audition and hire a singer to develop a live duo that can work booking gigs for weddings and other events. The work produced here demonstrated mostly through the practical activity is of a distinction standard and demonstrates Ethan's ability to work to a high standard. Grade Distinction.

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 |
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| 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. |

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| 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. |