

Unit Code: 202ta

Unit Title: Live Music Performance – External Core

Level: 2

TQT/GLH: 80/60

Credit Value: 8

UNIT AIM

Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry.

The rehearsal elements of the unit are designed to develop the learner's ability to rehearse effectively. Learners will develop their planning, organisation, communication and evaluation skills throughout the rehearsal process. The purpose of the unit is to prepare learners for the undertaking of a live musical performance in front of an audience.

UNIT CONTENT

Using the learning outcomes as the main point of reference, a scheme of work for this unit will include opportunities for learner to develop the following:

Skills for Rehearsal

- Techniques for learning and retaining repertoire
- The ability to safely and efficiently set up personal equipment for rehearsal as required
- The ability to use resources and time effectively – planning and implementing the rehearsal process
- Methods for communicating with other musicians and technical staff as appropriate within the rehearsal and in an organisational capacity as required
- Techniques for developing and refining personal instrumental and/or vocal part(s) for performance
- Techniques for developing skills to undertake and evaluate effectively 'dry run' performances
- Methods for developing stagecraft techniques

Skills for Performance

- Appropriate knowledge of repertoire for performance
- Understanding the nature of the performance and the performance environment
- Understanding of the relevant personal, musical and peripheral equipment required for performance
- Ability to perform repertoire as required
- Ability to safely and efficiently set up personal equipment for performance as required
- Strategies for overcoming nerves
- Techniques for communicating with other musicians/the audience and presentation skills

Vocal/Instrumental Skills

- Understanding of relevant stylistic characteristics in relation to the instrument/voice
- Instrumental/Vocal techniques appropriate to the context of the live performance

Health & Safety

- The ability to safely and efficiently set up personal equipment for performance as required
- Understanding of personal Health & Safety considerations in relation to performing with an instrument and/or voice and associated equipment, and in the context of the performance environment generally

Communication Skills

- The means to identify and respond to musical/visual cues
- Use of both verbal and/or non-verbal communication in live performance (with other musicians), as appropriate
- The ability to respond to musical direction

Analytical Skills

- The ability to analyse and assess own skills and personal aims
- The ability to evaluate their own work and consider ways of improving their own performance in a live music performance environment
- The capacity to respond positively to teacher comments and evaluations
- The capacity to assess and act upon Health & Safety considerations

Organisational Skills

- The capacity to plan and prepare effectively for live performance
- The means to access the relevant personal, musical and peripheral equipment required for live performance
- Strategies for learning and retaining repertoire
- Time management skills – working to a given time frame, working to deadlines

LEARNING OUTCOMES

The learner will be able to:

1. Plan for a live performance
2. Undertake an effective rehearsal process
3. Demonstrate, in collaboration with others, the skills to perform a set in a specific live environment to a target audience
4. Reflect on the performance and consider ways to improve future performances

ASSESSMENT CRITERIA

The learner can:

- 11 Describe personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation
- 12 Produce a production plan for the Live performance to meet the needs of an agreed brief
- 13 Produce a rehearsal plan
- 14 Describe Health & Safety issues in the context of performing live music

- 21 Undertake the rehearsal process produced in 1.3
- 22 Make appropriate modifications to the set of music through the rehearsal process

- 3.1 Present a performance to a target audience

- 4.1 Review their performance in the light of feedback
- 4.2 Suggest ways to improve future performances

GRADING CRITERIA

Unclassified

A learner not on course to achieve this unit might evidence a significant number of the following:

- 11 Insufficient ability to describe personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation
- 12 Insufficient ability to produce a production plan to meet the needs of an agreed brief
- 13 Insufficient ability to produce a rehearsal plan
- 14 Insufficient ability to describe Health & Safety issues in the context of a live performance

- 21 Insufficient ability to undertake the rehearsal process produced in **1.3**
- 22 Insufficient ability to make appropriate modifications to the musical set through the rehearsal process

- 3.1 Insufficient ability to present a performance to a target audience

- 41 Insufficient ability to review their performance in the light of feedback
- 42 Insufficient ability to suggest ways to improve future performances

Pass

To achieve a pass, all learners must:

- 11 Describe personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation
- 12 Produce a production plan to meet the needs of an agreed brief
- 13 Produce a basic rehearsal plan
- 14 Describe Health & Safety issues in the context of a live performance

- 21 Undertake the rehearsal process produced in **1.3**
- 22 Make basic modifications to the musical set during the rehearsal process

- 3.1 Present a performance to a target audience

- 41 Produce a basic review of their performance in the light of feedback
- 42 Suggest ways to improve future performances

Merit

To achieve a merit, learners should:

- 11 Describe clear, detailed personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation
- 12 Produce a clear and detailed production plan to meet the needs of an agreed brief
- 13 Produce a well-structured rehearsal plan
- 14 Describe clear, detailed Health & Safety issues in the context of a live performance

- 21 Undertake an effective rehearsal process, based upon the plan produced in **1.3**
- 22 Make clear and reasoned modifications to the musical set during the rehearsal process

- 3.1 Present an effective performance to a target audience

- 41 Produce a clear and reflective review of their performance in the light of feedback, giving detail and showing clarity of thought
- 42 Suggest a range of ways to improve future performances

Distinction

To achieve a distinction, learners should:

- 11** Describe comprehensive personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation
- 12** Produce a rigorous production plan to meet the needs of an agreed brief
- 13** Produce a comprehensive rehearsal plan
- 14** Describe Health & Safety issues comprehensively in the context of a live performance

- 21** Undertake a highly effective rehearsal process, based upon the plan produced in **1.3**
- 22** Make original and progressive modifications to the musical set during the rehearsal process

- 3.1** Present an engaging performance to a target audience

- 41** Produce an astute, wide and encompassing review of their performance in the light of feedback
- 42** Suggest a range of perceptive ways to improve future performances

RECOMMENDED EVIDENCE

*This unit will be evidenced through the following: **written work, video presentation, blog, vlog or podcast**. Learners are not limited to a single submission type and may wish to use different methods of evidence dependent on their suitability to each learning outcome. Learners may use multiple evidence methods for the same learning outcome if they wish but should clearly state the learning outcome/assessment criteria they are addressing with their work.*

Learning Outcome 1 – Plan for a live performance

Evidence for this learning outcome may be presented as; written work, video presentations, blog, vlog.
Total written evidence for this learning outcome must not exceed 1200 words
Total audio/visual evidence for this learning outcome must not exceed 10 minutes

Learning Outcome 2 – Undertake an effective rehearsal process

Evidence for this learning outcome may be presented as written work, blog, or Vlog.
Total written evidence for this learning outcome must not exceed 1000 words

Learning Outcome 3 – Demonstrate, in collaboration with others, the skills to perform a set in a specific live environment to a target audience

Evidence for this learning outcome may be presented as video
Total audio/visual evidence for this learning outcome must not exceed 15 minutes

Learning Outcome 4 – Reflect on their performance and consider ways to improve future performances

Evidence for this learning outcome may be presented as written work, video presentation, blog, Vlog
Total written evidence for this learning outcome must not exceed 800 words
Total audio/visual evidence for this learning outcome must not exceed 8 minutes

The learner must produce evidence of achievement of the assessment criteria. This must include:

- Statement of personal aims and proposed ideas for the performance including own image, repertoire, and audience expectations (1.1):
- Production plan and description of Health & Safety issues (1.2, 1.4): supportive written/visual documents with accompanying notes
- Rehearsal plan (1.3): a diary, blog or vlog template
- Rehearsal diary/blog/vlog (2.1, 2.2): completed rehearsal diary, blog or vlog

- Live performance to the target audience (3.1): video recording
- Performance review (4.1, 4.2): written work, presentation, blog entry, vlog entry.

Practical

The live performance will be 10-15 minutes in duration

The maximum evidence is stated in 'Recommended Evidence' in order to prevent learners from preparing and submitting work which is surplus to the requirements of the qualification. The minimum requirement for evidence is whatever is necessary for the individual learner to demonstrate all assessment criteria (in whichever stated, appropriate format) as long as the volume of work does not exceed the stated maximum. The maximum requirement should not be confused for a minimum requirement. Marks are awarded purely for how effectively the learner has met all assessment criteria within the maximum requirement boundary.

N.B. For each learning outcome, learners will be awarded a 20% buffer on exceeding the stated maximum limits. Any evidence that exceeds this 20% is not to be considered during grading.

SUMMATIVE ASSESSMENT METHODS

External Assessment

This unit is externally assessed in the form of a task based controlled assessment. Learners are given an assignment that is set and marked by RSL. The assignment provides the opportunity for learners to demonstrate and also integrate their knowledge, understanding and skills from across the area of study. It will also enable learners to develop study skills and underpin practical skills with core knowledge and understanding.

Preparation Period

Learners will be given 10 hours of preparation time, which can be spread over several weeks, and can include work time that is directed by the teacher/tutor and/or independent work.

Learners can use their centre's intranet and the internet to support their research and inform their final piece of work; however, they cannot copy directly from the internet. Any information used from the internet must be acknowledged in their work.

Controlled Assessment Period

The controlled assessment period will then take place over 20 hours. The activities in the assignments must take place inside the school community to ensure that the assessment can be administered by centre staff under controlled conditions. Learners should complete all work for the controlled assessment under a limited level of control but ensuring that plagiarism does not take place. Guidance should be given to learners about availability and choice of materials, Health & Safety and completion of work in accordance with specification requirements. However, learners are required to reach their own judgements and conclusions and produce their own work. Assessors must be able to authenticate the contributions of individual learners. It is expected that all of the evidence learners provide during the 20 hours-controlled assessment will be produced under supervised conditions. However, work during the 10 hours preparation time can be produced in an unsupervised environment. Learners must sign an Assessment Declaration Sheet on completion of their timed assessment to declare that the work produced is their own.

Time Frame

There is one controlled assessment window per year. The assessment window will be detailed in the Key Dates Calendar for the academic year. (The assignment will mirror industry practice and learners need to plan their response in a systematic fashion that takes into account contingencies and allows for time to make revisions where necessary.) The assignment papers must be kept secure throughout the duration of the assessment period. Centres must ensure that all assessments are submitted to RSL for marking in accordance with the deadlines given.

Working in Groups

Learners may work alone or in small groups. Teachers/Tutors should identify appropriate opportunities for collaboration to take place (within and/ or across the subject areas within this suite of qualifications, i.e., Performance, Composition, Business and Technology for Music Practitioners, as appropriate). Assignments have been designed to enable collaboration across these areas. Team work should be encouraged so that all participants are actively involved in each stage of the production process

and are able to work in co-operation towards a shared end. Each learner must provide their own individual personal response for assessment that can be identified, authenticated and evidenced. It should be noted by teachers that where assessed activity occurs in groups, assessment will be carried out on the individual and their contribution to the group work.

Example Assignments

Assignments are designed so that learners working on different areas within the suite of qualifications can work collaboratively on the same project. Equally, they can be completed by learners taking one area (e.g. performance). However, where this is the case learners taking technology & composition for music practitioners will need to draw on the help of peers who can provide a live performance for them to record if they choose to undertake the sound recording unit (206ta). The following are examples of assignments for the externally assessed unit in each of the study areas within this suite:

Performance

Your school's Performing Arts or Music Department has decided to host an awards evening at the end of the year, as a way to recognise the achievements of its learners. You have been asked to perform at the awards ceremony to entertain the audience between presentation categories. Your task is to work collaboratively with your peers to plan, present and reflect on your performance at the ceremony. Your planning will include consideration of your personal aims, ideas for the performance and production of a plan for the performance. You will then present your performance to an audience and review it in the light of feedback. Evidence should include a statement of aims, a plan for the performance, a video recording of the performance, a record of feedback received and an evaluation report/video.

Technology & Composition

Your school has been approached by a music production company that is seeking out talented music technologists. To take part in an upcoming project they are recruiting for you must demonstrate your technology & composition skills. Your task is to create an original DAW project that shows your ability to compose and sequence music. Your project will involve a project plan, the creation of your DAW project file and a review of the project. To evidence this project, you will provide a statement of personal aims, a completed DAW audio file, and an evaluative report of the project.

SUGGESTED DELIVERY IDEAS

The delivery, where possible, should be learner led. Learners should take responsibility for selecting and rehearsing repertoire and considering how the material should be performed and organised. This could be negotiated with the teacher/tutor. Much of the learning will take place in a rehearsal space where the learners (alone or in groups) should be encouraged to work independently. Opportunities should be provided where learners can try out ideas, for example, in small warm-up gigs in front of peers. Learners could listen to and review their own and each other's assessed performances and compare their performance to professional live performances.

In the core 'Musical Knowledge' unit learners will be introduced to unfamiliar musical styles. Learners should be given the opportunity to view different performances and use this to inform their own performance decisions.

To prepare for the final controlled assessment learners should be familiar with forming opinions on musical performances based on the stylistic and musical knowledge gained in the core 'Musical Knowledge' unit. This should be applied to their own musical endeavours throughout this unit and form the basis for their final performance reflection at the end of the controlled assessment.

SUGGESTED ACTIVITY IDEAS

Planning the performance is crucial to success in this unit so learners should initially be encouraged to think about the nature of the performance, what purpose it serves and how then they are going to create a performance to suit. Learners may wish to conduct case studies of other live performances to better understand the planning involved in a live performance.

Taking that into consideration, learners will need to be able to select repertoire for their live performance. This could be achieved

through discussion and a process of elimination in rehearsal sessions. Learners may wish try out ideas in small warm-up gigs in front of peers and should be encouraged to do so. They will need to do the same in relation to developing image, where this is appropriate.

Learners must be able to watch and listen to recordings of their own performances to review and evaluate them to inform ongoing strategies for improvement. They should also be encouraged to compare their performances with live performances by established artists.

Learners should conduct 'band' meetings to discuss the efficacy of the rehearsal process. This can be done separate to the band rehearsal or form part of the rehearsal itself.

In preparing for the performance, learners will also need opportunities to think about how to prepare effectively for the performance in terms of having the appropriate equipment and technical know-how. Learners should also be encouraged to carry out a personal risk assessment to establish Health & Safety risks and develop strategies to minimise them.

Learners should also have opportunities to undertake 'dry-run' performances to work on, for example, refining performance techniques, their onstage presentation, developing their relationship and interaction with an audience.

Learners will benefit from conducting musical reviews of other live performance (peer or established artists) and offering insight into how performances may be improved.

GLOSSARY

Personal aims	The learners aspirations for the performance, aims (or goals) should be quantifiable.
Audience expectation	What an audience at this type of event may expect to see
Production plan	Live performance plan showing consideration of; repertoire, timings, resources (equipment), personnel
Agreed brief	The brief set by RSL and released to centres prior to the start of the controlled assessment window
Rehearsal plan	The template for the rehearsal schedule. This should include date, time, register and be able to track what was worked on in each session as well as comments on how the rehearsal went and what improvements have been made to the rehearsed set of music.
Health & Safety	The critical factors to be aware of in a live performance environment
Rehearsal process	The completion of the rehearsal plan
Appropriate modifications	How the plans for the live performance have changed through the rehearsal process
Present	Perform live
Target audience	A specific audience or event, as defined by the agreed brief
Review	Look back on the performance and judge its success
In light of feedback	Make use of feedback from; tutor, peers, audience