

Unit Code: 204ta

Unit Title: Instrumental Study – Internal Optional

Level: 2

TQT/GLH: 80/60

Credit Value: 8

UNIT AIM

This unit aims to enhance the learner's capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment. The purpose of this unit is to facilitate the learner's ongoing development as an instrumentalist, based around their own goals and objectives using structured planning and reflection of personal development. This will in turn facilitate the capacity to use their instrument as their primary tool for creating and/or performing music.

N.B. An instrument may be defined as any tool with the capability of making musical sounds (vocals included).

UNIT CONTENT

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

Skills for Instrument Maintenance

- The ability to safely and efficiently set up their instrument for playing as required

Health & Safety

- Understanding of personal Health & Safety considerations in relation to playing an instrument and associated equipment

Instrumental Skills

- The ability to develop instrumental techniques appropriate to the instrument
- Understanding of relevant stylistic characteristics in relation to the instrument
- The ability to improve physiologically, e.g. dexterity, stamina and control of the instrument

Organisational Skills

- The capacity to plan instrumental practice, through developing realistic aims and defining success
- Time management skills – working to a given time frame, working to deadlines

Analytical Skills

- The ability to analyse and assess own skills and personal aims
- The ability to evaluate own work and consider ways of improving in relation to the personal goals
- The capacity to respond positively to tutor comments and evaluations
- The capacity to assess and act upon Health & Safety considerations

LEARNING OUTCOMES

The learner will be able to:

1. Demonstrate care of the instrument and the instrumentalist
2. Understand how to develop instrument-specific technique appropriate to performance at this level
3. Know how to review progress in instrumental techniques and identify strengths and areas for development

ASSESSMENT CRITERIA

The learner can:

- 11 Assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
- 12 Describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument
- 21 Review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:
 - a. A practice plan agreed with the tutor
 - b. Identification of specific aims for ongoing development
 - c. Timescales for achieving the aims
- 31 Over an agreed study period, demonstrate developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor. To include improvement in:
 - a. Technical ability
 - b. Dexterity
 - c. Stamina
 - d. Control of the instrument
- 32 Clarify achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

GRADING CRITERIA

Unclassified

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

- 11 Insufficient ability to assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
- 12 Insufficient ability to describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument
- 21 Insufficient ability to review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:
 - a. A practice plan, agreed with the tutor
 - b. Identification of specific aims for ongoing development
 - c. Timescales for achieving the aims
- 31 Insufficient ability to demonstrate over an agreed study period developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor
- 32 Insufficient ability to clarify achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

Pass

To achieve a pass, all learners must:

- 11 Assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
- 12 Describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument

- 21 Review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:
 - a. A practice plan, agreed with the tutor
 - b. Identification of specific aims for ongoing development
 - c. Timescales for achieving the aims

- 31 Over an agreed study period, demonstrate developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor. To include improvement in:
 - a. Technical ability
 - b. Dexterity
 - c. Stamina
 - d. Control of the instrument

- 32 Clarify achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

Merit

To achieve a merit, learners should:

- 11 Give clear and detailed assessment of day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
- 12 Give clear and detailed description of personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument

- 21 Give a clear and perceptive review of personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:
 - a. A practice plan agreed with the tutor
 - b. Identification of specific aims for ongoing development
 - c. Timescales for achieving the aims

- 31 Over an agreed study period, demonstrate significant developmental progression as an instrumentalist through consistent engagement with the practice plan agreed with an instrumental tutor. To include improvement in:
 - a. Technical ability
 - b. Dexterity
 - c. Stamina
 - d. Control of the instrument

- 32 Clarify clear and detailed achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

Distinction

To achieve a distinction, learners should

- 11 Comprehensively assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
- 12 Comprehensively describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument

- 21** Comprehensively and insightfully review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:
- A practice plan agreed with the tutor
 - Identification of specific aims for ongoing development
 - Timescales for achieving the aims
- 31** Over an agreed study period, demonstrate profound and comprehensive developmental progression as an instrumentalist through consistent and rigorous engagement with the practice plan agreed with an instrumental tutor. To include improvement in:
- Technical ability
 - Dexterity
 - Stamina
 - Control of the instrument
- 32** Rigorously clarify achievements in relation to the personal goals identified in 1.2, perceptively highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

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 – Demonstrate care of the instrument and the instrumentalist

Evidence for this Learning outcome may be presented as; written work, video presentation, blog or vlog
 Total written evidence for this learning outcome should not exceed 800 words
 Total audio/visual evidence for this learning outcome should not exceed 6 minutes

Learning Outcome 2 – Understand how to develop instrument-specific technique appropriate to performance at this level

Evidence for this learning outcome may be presented as; written work, video presentation, blog or vlog
 Total written evidence for this learning outcome should not exceed 1000 words
 Total audio/visual evidence for this learning outcome should not exceed 8 minutes

Learning Outcome 3 – Know how to review progress in instrumental technique and identify strengths and areas for development

Evidence for this learning outcome may be presented as; written work, video presentation, blog or vlog
 Total written evidence for this learning outcome should not exceed 800 words
 Total audio/visual evidence for this learning outcome should not exceed 6 minutes

The maximum evidence is stated 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. In some instances, the assessment criteria (or an external RSL Brief) will set a minimum evidence requirement and in these cases the minimum evidence requirement must also be adhered to.

N.B. RSL advises that for each learning outcome a 20% buffer on exceeding the stated maximum limits should be used. RSL recommends that any evidence that exceeds this 20% should not to be considered during grading.

SUMMATIVE ASSESSMENT METHODS

The effectiveness of the skills being assessed will be measured primarily by assessing the standard of the learner's instrumental skills measured during the initial assessment against those evidenced at the time of the performance identified as the success measure. From this, a quality judgement will then need to be made on the progress achieved.

Learners will evaluate the results of this to inform planning for further improvement.

To evidence this unit, it is recommended that learners produce the following:

- A documented assessment of day-to-day maintenance requirements of their instrument and personal Health & Safety issues in relation to the instrument/playing style
- An improvement plan including practice plan, specific aims for development and timescales in which to complete them
- An evaluative record of developmental progression, documenting improvement in technical ability, dexterity, stamina and control of instrument
- An evaluative record of achievements in relation to personal goals, highlighting strengths and areas for development.

SUGGESTED DELIVERY IDEAS

The delivery, where possible, should be learner led. Learners should take responsibility for their own improvement plan. By definition, every learner's development plan will be unique, relevant specifically to the individual. Any associated scheme of work will therefore need to focus on the learner having the procedural elements in place: being able to plan for improvement (including the elements associated with equipment, physiology etc.), being able to review progress and the ability to evaluate the process.

Learners' instrumental skills will need to be formally assessed early on to provide the standard against which improvement will be measured. It may be useful to incorporate this into the wider initial assessment process for practical reasons.

Opportunities for the learner to improve instrumentally may take place in a variety of settings across the course, dependent on the nature of their plan in relation to their aims, and on how it has been agreed that success will be measured.

It is therefore a very individual process. For some learners, for example, those wishing to concentrate on improving their band musicianship skills or perhaps those who wish to focus as singer-songwriters, opportunities for improvement might take place purely in rehearsals and performances, underpinned by engagement with their personal practice regime.

Other learners, who may wish to focus more specifically on refining their technical skills, could use additional qualifications, such as graded music exams, to facilitate improvement.

SUGGESTED ACTIVITY IDEAS

Activity designed to assess the instrumental improvement will need to meet the needs of the individual and as such be led by the learner in negotiation with the teacher.

Opportunities should be provided for learners to engage with regular peer evaluation and self-evaluation of progress instrumentally, in addition to teacher led formative assessment of instrumental improvement and of the skills involved in managing the improvement process.

GLOSSARY

Maintenance	The ability and awareness of instrumental and personal health. How to keep the instrument and body in good, safe, working order.
Personal goals	The learners aspirations for the study period (these should be quantifiable)
Practice plan	A plan for the development of chosen areas of musicianship. This may include exercises, tasks, research, tutoring, etc.
Timescales	The length of time given in which a chosen areas development will be undertaken and reviewed
Developmental progression	advancement in a chosen area over time. Developmental progression should be referred to at several points throughout the given timescales
Technical Ability	The learners ability as an instrumental technician (range and competence in varying instrumental techniques)
Dexterity	The mental aspects of musicianship (reading from tab/chart, improvisation, etc.)
Stamina	The ability to perform consistently over a period of time
Control of the instrument	Proficiency with the instrument, ability to control the sounds and dynamics of the instrument
Achievements	Personal success in relation to a set goal