

Cambridge TECHNICALS LEVEL 3

# PERFORMING ARTS

Cambridge  
TECHNICALS  
2016

Unit 24

Instrumental music technique

M/507/6834

Guided learning hours: 120

Version 1 September 2015

## LEVEL 3

### UNIT 24: Instrumental music technique

M/507/6834

Guided learning hours: 120

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

#### UNIT AIM

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Mastering the techniques and skills required to be an outstanding instrumentalist is a vital skill for any musician. Understanding how and what to practise and continuing to develop your music theory is at the heart of being a working musician.

You will develop your technical music skills through exploring how a chosen instrument(s) works in theory and practice and in the application of skills and techniques. It will give you the knowledge and understanding of how your instrument can be cared for and how your music skills and techniques can be developed and enhanced with exercises and practice.

You will learn how to assess and monitor your skill level, the importance of regular practice, how to continually evaluate your development and relate your skills to the industry standards.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

| Learning outcomes  | Teaching content   |
|--|--|
| The Learner will:  | Learners must be taught:   |
| 1. Be able to develop instrumental techniques                  | 1.1 Physiology - posture, breathing, correct positions for playing instrument, (e.g. holding instrument, use of fingering, tonguing, bowing, control of the embouchure, sticking, etc.) as relevant to specific instrument<br>1.2 Technical exercises – scales, arpeggios, rhythms and those etudes associated with specific instrument (e.g. drums rudiments, sticking patterns, finger dexterity, development of the embouchure for tuning, etc.)<br>1.3 Working as a member of an ensemble – different types and format of ensembles, skills required for different ensembles (e.g. jazz band, pop group, orchestra, pit band, etc.), working with a conductor or musical director, production team, relationship and connection to audience<br>1.4 Frequency of practice |
| 2. Understand key features of musical notation                 | 2.1 Common time signatures for different genres<br>2.2 Note lengths<br>2.3 To navigate score. Following structured notation, i.e. repeat signs, counting bars and systems, codas<br>2.4 To follow the relevant score line for instrument<br>2.5 Identify notes and basic key signatures<br>2.6 Dynamics<br>2.7 Sight read short extracts   |
| 3. Be able to demonstrate instrumental techniques as a soloist | 3.1 The key features of their chosen genres (e.g. tone and pitch, projection, control and capacity, range, dynamics, resonance, inflection, instrumentation, style of music, background narrative, arrangements)<br>3.2 Use of microphones/band/electronic equipment where appropriate<br>3.3 The correct technique and anatomical information relevant to the instrument<br>3.4 To demonstrate technical performance in 2 different musical styles  |

| Learning outcomes   | Teaching content   |
|---|--|
| The Learner will:   | Learners must be taught:   |
| 4 Be able to demonstrate instrumental techniques as part of an ensemble | 4.1 The skills and techniques needed to perform as part of an ensemble (e.g. use of instrumentation, arrangements of pieces, working with live or recorded accompanists, use of instruments and dynamics, presentation in performance, physical positioning and arrangements)<br>4.2 Research and preparation for demonstration using technical ability<br>4.3 Rehearsal schedules and planning<br>4.4 Respond to direction/feedback<br>4.5 Development of appropriate and applied technical skills as appropriate to the instrument |

## GRADING CRITERIA

| LO   | Pass   | Merit   | Distinction   |
|--|--|---|---|
|  | The assessment criteria are the Pass requirements for this unit. | To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to: | To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to: |
| 1. Be able to develop instrumental techniques                            | P1: Demonstrate how to develop instrumental technique            | M1: Analyse strengths and weaknesses of own instrumental technique  | D1: Devise and implement an improvement plan to address areas of weakness in own instrumental technique                     |
| 2. Understand key features of musical notation                           | P2: Describe the key features of musical notation from a score   |   |   |
| 3. Be able to demonstrate instrumental techniques as a soloist           | P3: Demonstrate instrumental techniques as a soloist             | M2: Demonstrate instrumental techniques as a soloist with technical accuracy                                |   |
| 4. Be able to demonstrate instrumental techniques as part of an ensemble | P4: Demonstrate instrumental techniques as part of an ensemble   | M3: Demonstrate instrumental techniques as part of an ensemble with technical accuracy                      |   |

## ASSESSMENT GUIDANCE

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### Assessment and Grading Criteria P1, M1, D1

Learners should present a portfolio of evidence of their technical development journey for LO1. This could include both written discussions and visual and audio recordings of exercises and presentations. For **P1**, learners could give a presentation which explains the benefits of technical exercises for developing and maintaining skills in areas such as tone, pitching, dynamics and interpretation, scales, speed and rhythm control. This could be video-recorded or could be a written document. For **M1**, learners will be able to identify their own strengths and weakness and determine the most appropriate technical exercises to address these concerns. Again, this may be verbal or through written evidence. Learners aiming for **D1** will be able to evidence that they have regularly implemented their technical development plan through video recordings of exercises, diary entries and written or verbal evaluative statements about its effectiveness. Learners may also demonstrate that their development plan changes as their technical strengths alter.

### Assessment and Grading Criteria P2

For **P2**, learners must evidence that they understand the key features of musical notation as cited in the LO. This could be through a presentation/demonstration or a written document which explains the features of a given score. Learners could also annotate a score explaining the key features. This could include guitar tablature or a drum score but must be accompanied by traditional notation.

### Assessment and grading Criteria P3, M2

Evidence for **P3** and **M2** should be from a range of sources including recordings of rehearsals, observation records from tutors, witness statements from peers and diary entries which explore instrumental skills in different musical genres. Learners should prepare 2 pieces for presentation in 2 different genres (a minimum of 2 minutes each). These should be recorded for assessment. The choice of material for assessment should be of significant technical demand to allow the learner to demonstrate their skills in being able to play in different styles. Learners may choose 2 pieces using the same instrument if they specialise in only one instrument or may choose to demonstrate techniques on two different instruments (one piece per instrument). For **M2**, learners must be able to demonstrate technical accuracy in both styles with equal technical skill which is maintained throughout the demonstrations of the pieces. The focus of this LO is on the technical skill rather than the performance and therefore a workshop or a class recording is suitable.

### Assessment and Grading Criteria P4, M3

The focus of the evidence should be on learners demonstrating technical skills as a member of an ensemble. Evidence should focus on video and audio recordings of learners performing 2 pieces as a member of an ensemble. Learners should be able to demonstrate the different techniques needed for performing in these two pieces. For **M3**, learners must be able to demonstrate high levels of technical accuracy and the ensemble performance should include technical instrumental challenges to stretch the individual players. Material choices should be technically demanding to stretch learners' musical knowledge and the pieces should be performed and recorded for evidence. Although the assessment is focused on technique, this might be an ideal opportunity for learners to perform in front of an audience so levels of confidence can be developed.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units, although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

| Meaningful employer involvement   | Suggestion/ideas for centres when delivering this unit   |
|---|--|
| 1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.  | Learners could visit and view rehearsals for a music performance or a recording studio to see how professional performers undertake warm-up and technique exercises. |
| 2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).  | Industry professionals could be used to set the selection of material for LO3.   |
| 3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.  | Lessons and master classes could take place from industry professionals and instrument professionals.  |
| 4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification. | The demonstration of instrumental techniques could be performed as part of a formal assessment situation and be witnessed by external experts.                       |

To find out more

**[ocr.org.uk/performingarts](http://ocr.org.uk/performingarts)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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