

Cambridge TECHNICALS LEVEL 3

PERFORMING ARTS

Cambridge
TECHNICALS
2016

Unit 25

Music performance

T/507/6835

Guided learning hours: 120

Version 1 September 2015

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Guided learning hours: 120

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Being a musician is all about performing: performance is a result of the hours of practice and rehearsing to engage your audience.

This unit is all about performing and exploring the process it takes to get there. You will investigate different genres of music, then select pieces to prepare for performance as both a soloist and as a member of an ensemble, whether this be a rock band, as a duo or even full classical orchestra. You will experience the demands and exhilaration of live music performance.

To be a performer requires commitment and dedication to personal and professional improvement. To secure work, the musician will need to be competent in a range of styles and genres: this unit encourages the development of music skills in a variety of possible performance opportunities to prepare you for the realities of life as a performer.

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 prepare for music rehearsal and performance	1.1 The importance of warming up for physical and mental readiness 1.2 Warm up exercises - tone, tuning, projection, control and capacity, range, pitch, diction, dynamics, resonance, inflection, physical agility such as preparing the embouchure or finger preparation 1.3 Readiness for rehearsal/performance – posture, tension, body awareness, relaxation, instrument preparation (knowing how to warm up own instrument for playing)
2. Be able to rehearse music for performance	2.1 Practice techniques time management, target setting and self-development and personal monitoring, stamina, self-motivation and discipline, personal health and safety, bringing correct equipment to rehearsal (e.g., score, pencil, instrument and cables, etc.) 2.2 Schedules realistic timescales, group and individual practice 2.3 To follow basic notation, e.g. following melody/harmony line, chord boxes, guitar tablature, time signatures, key signatures, repeats, dynamics
3. Be able to perform as a soloist	3.1 Matching repertoire to instrument skill level, quality, range and ability 3.2 Interpretation, e.g. emotional phrasing, engagement with audience, dynamics, staging, movement and image, theme and/or coherence of programme, focus and confidence 3.3 Technical accuracy, e.g. coordination, relaxation, clarity, projection, movement, stage presence, memorisation of material, ability to correct poor intonation in performance, microphone technique. performance technique
4. Be able to perform as part of an ensemble	4.1 Types of ensemble, e.g. bands, duos, choir, quartets, trios 4.2 Roles within an ensemble, e.g. individual parts, rhythm section, lead section, wind section, string section, brass section, percussion section 4.3 Performing as part of an ensemble, e.g. listening skills, blending/taking the lead, dynamics, adaptability, tuning – to each other and own part, tone, following and respecting conductor, phrasing, rhythm, tempo, energy, enthusiasm, emotion, commitment, confidence, communication with other musicians

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 prepare for music rehearsal and performance	P1: Prepare for music rehearsal and performance		
2. Be able to rehearse music for performance	P2: Rehearse for music performance demonstrating self-discipline and skill improvement		
3. Be able to perform as a soloist	P3: Perform a collection of music pieces as a soloist	M1: Perform a collection of music pieces as a soloist with technical accuracy and musicality	
4. Be able to perform as part of an ensemble	P4: Perform a collection of music pieces as part of an ensemble	M2: Engage with other members of the ensemble	D1: Perform as a member of an ensemble showing full engagement with other ensemble members and the audience

ASSESSMENT GUIDANCE

Assessment and Grading Criteria P1

In evidencing **P1**, learners should take it in turns to lead the group in warm-up exercises for in preparation for ensemble rehearsal and performance. An individual warm-up plan should also be produced and demonstrated by individual learners to accompany preparation for rehearsal and performance of solo material. Evidence of participation and leadership through video recording is essential and this may be accompanied by learners' written plans which cite the reasons behind their selection of particular exercises and the purpose of each exercise. Individual warm-up should be tailored specifically to the requirements of the chosen instrument and ensemble warm-up should include specific skills as defined in the LO.

Assessment and grading Criteria P2

Evidence for **P2** should be from a range of sources including recordings of rehearsals, observation records from tutors, witness statements from peers and diary entries which explore musical improvement. The focus of the evidence should be on the learners demonstrating self-discipline in rehearsals whether tutor or peer-led and the improvement of music skills towards preparing for performance. This criterion should be used to focus preparation for both ensemble and solo performances.

Assessment and Grading Criteria P3, M1

For criteria **P3**, learners should perform a minimum of 3 solo pieces to an invited or public audience. Each piece should last a minimum of 90 seconds. These should be visually and audio recorded and performed with backing tracks or live accompaniment. Some attempt at creating a performance atmosphere will be present. For **M1**, the 3 pieces will be thoughtfully selected and two or more genres, or styles within a genre, of music will be effectively communicated with the audience.

Learners should be given the opportunity to perform to a public or invited audience and performances video recorded for assessment evidence. Music should be performed live.

Assessment and Grading Criteria P4, M2, D1

Evidence for **P4** should focus on video and audio recordings of learners performing a minimum of 3 contrasting pieces as part of an ensemble. To evidence **M1**, learners should demonstrate that they can engage with and be aware of the roles and responsibilities of the other members of the ensemble. For **D1** learners should demonstrate a high level of confidence and accuracy and be able to maintain this level of accuracy throughout the performance, whilst being fully engaged with the other members of the ensemble and showing a connection and/or empathy with the audience. Learners should be given the opportunity to perform to a public or invited audience.

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 observe a performance given by professional musicians including access to rehearsal and warm-ups.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	The choices of music pieces could be set by industry practitioners and the performance could be commissioned by a practitioner for a given audience.
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.	Industry practitioners could be used to offer master classes for rehearsals and act as producer or A&R. Learners could attend guest lectures and professional workshops.
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.	Industry practitioners could be part of the invited audience and support the awarding of grades for the performance aspect of the unit.

To find out more

ocr.org.uk/performingarts

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

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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