

Music Practitioner Qualifications

Level 2

MUSPRA 231

Unit Title: Recorded Music Performance

Credit Value: 8

Learning Outcomes

The learner will be able to:

1. Demonstrate skills to perform music in a recording studio environment and identify strengths and areas requiring further development

Assessment Criteria

The learner can:

1.1 Assess personal aims in relation to instrumental or vocal performance in a recording environment for a specific music repertoire to record eight minutes of material within a two hour time frame, including:

- a. rationale for the selection of repertoire
- b. personal development and experience
- c. preparation for instrumental or vocal performance in a recording environment

1.2 Prepare effectively for the performance in a recording environment, considering the following:

- a. the specific environment where the recording will take place;
- b. methods to be used to record their performance;
- c. Health & Safety implications of recording in the specific environment;
- d. pressures of performing in the recording environment;
- e. personal equipment needs;
- f. communication with technical staff, where appropriate

1.3 Undertake the performance for recording purposes relevant to the aims identified in 1.1, to complete the recording of their instrumental or vocal part within a two hour time frame.

1.4 Assess the success of the performance in relation to the criteria in 1.1 and 1.2 and define areas of strength and those requiring further development in relation to future recording projects.

Grading Criteria

<p>Distinction</p>	<p>To achieve a distinction at Level 2, learners should:</p> <ol style="list-style-type: none"> 1. Define and take ownership of a set of realistic and achievable personal goals in relation to their aspirations and expectations of the performance. There will be little or no tutor input into this undertaking. 2. Evidence clear understanding of what the performance will look and feel like, its duration and how they will engage with it. Within this there will be strong evidence of clear understanding of where potential issues may lie, including technical issues. Strategies for how these may be overcome effectively will be in place. Clear understanding of the relevant health and safety implications associated with performing music in a recording environment will be evident, with clear understanding of where issues may occur and how they may be avoided. 3. Evidence excellent musical, technical, self-management, communication (verbal and non-verbal) and safe practice skills in taking part in the performance for recording and associated activity. 4. Evidence clarity and realism in evaluating the degree of success of the performance as a whole and of their role within it. Strengths and areas for development are defined clearly. Strategies for the ongoing refinement of their skills as a recording artist will be in place.
<p>Merit</p>	<p>To achieve a merit at Level 2, learners should:</p> <ol style="list-style-type: none"> 1. Define a set of realistic and achievable personal goals in relation to their aspirations and expectations of the performance. There will be nominal tutor input into this undertaking. 2. Evidence clear understanding of what the performance will look and feel like, its duration and how they will engage with it. Within this there will be evidence of understanding of where potential issues may lie, including technical issues. Clear understanding of the relevant health and safety implications associated with performing music in a recording environment will be evident. 3. Evidence good musical, technical, self management, communication and safe practice skills in taking part in the performance and associated activity 4. Evidence clear understanding of the degree of success of the performance as a whole and of their role within it. Strengths and areas for development are defined clearly.
<p>Pass</p>	<p>To achieve a pass at Level 2, all learners must:</p> <ol style="list-style-type: none"> 1. Define a set of realistic and achievable personal goals in relation to their aspirations and expectations of the performance. There will be some tutor input into this undertaking. 2. Based on their personal goals, evidence understanding of what the performance will look and feel like, its duration and how they will engage with it in order to refine their performance effectively. Learners must also evidence understanding of health and safety implications associated with performing music, relevant to the context in which the performance is taking place. 3. Evidence competent musical, technical, self management, communication and safe practice skills in taking part in the rehearsal process and associated activity. 4. Evidence understanding of the degree of success of the performance as a whole and of their role within it. As part of this, learners are expected to assess their strengths and areas for development.

<p>Unclassified</p>	<p>A learner not on course to achieve this unit might evidence the majority of the following:</p> <ol style="list-style-type: none"> 1. Personal goals, aspirations and expectations are unclear, or undefined. 2. Little or no understanding the profile of the performance and/or how they will engage with it. Little or no understanding of the relevant health and safety implications. 3. Little or no effective musical, technical, self management, communication and/or safe practice skills in taking part in the performance and related activity. 4. Little or no understanding of the degree of success of the performance as a whole and of their role within it. Strengths and areas for development may or may not be identified. Where they are identified, they are unlikely to be of any evaluative value.
----------------------------	--

Unit Content

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

Skills for Performance in a Recording Studio

Appropriate knowledge of repertoire for performance
 Understanding the nature of the performance and the performance environment
 Understanding of the personal musical and peripheral equipment required for performance, relevant to them
 The ability to perform repertoire as required in a studio environment
 The ability to play/sing to a click track and/or using headphones
 The ability to set up personal equipment for performance as required, safely and efficiently
 Strategies for overcoming nerves/performing effectively when the red light is on

Vocal/Instrumental Skills

Understanding of relevant stylistic characteristics in relation to the instrument/voice
 Instrumental/vocal techniques appropriate to the context of the recorded performance

Health and Safety

The ability to set up personal equipment for performance as required, safely and efficiently
 Understanding of personal health and safety considerations in relation to recording with an instrument and/or voice and associated equipment, and in the context of the recording studio environment generally

Communication Skills

The means to identify and respond to musical/visual cues relevant to context
 Use of verbal and non-verbal communication in studio performance (with other musicians and/or technical staff), 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 own work and consider ways of improving 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 studio performance
 The means to access the personal musical and peripheral equipment required for studio performance, relevant to them
 Strategies for learning and retaining repertoire
 Time management skills – working to a given time frame, working to deadlines

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 will be performed and organised in the studio.

Learners may work alone or in small groups to develop their performances. It should be noted by teachers that where assessed activity occurs in groups, assessment would be carried out on the individual and their contribution to the group work.

Much of the learning will take place in rehearsal spaces and recording studio environments 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 rehearsals in front of peers to elicit feedback to inform ongoing decision-making.

Learners should be encouraged to listen to and review their own and each other's recorded performances and compare their performance to professional live performances.

Suggested Activity Ideas

Planning the recording is crucial to success in this unit, so learners should initially be encouraged to explore the nature of the performance itself, (i.e. what it will be like performing in a studio) and how they are going to develop the means to undertake the process effectively and efficiently.

Learners will need to select repertoire for their recorded performance. This could be achieved through discussion and a process of elimination in rehearsal sessions.

Learners may wish try out ideas in small rehearsals in front of peers and should be encouraged to do so. Activities will need to be established that develop learners' understanding of the differences between live performance and studio performance and the different pressures of working in a studio environment.

Learners must be able to 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 recordings by established artists.

In advance of the recording itself, learners will also need opportunities to think about how they prepare effectively for the performance in terms of having the appropriate equipment, understanding studio etiquette 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.

Summative Assessment Methods

Learners need to evidence that they have defined their personal aims for the performance. Assessment activity could focus around recorded discussion (audio/video), a report, a questionnaire or a presentation.

Learners need to evidence their personal aims for the recording session, including reasons for undertaking the project and how it relates to other projects; a justification for the selection of material to be recorded; how they have prepared for the recording session and how they should behave in the recording studio (etiquette).

Learners also need to demonstrate effective preparation for their performance through an understanding of the factors that may affect their performance in the studio (such as monitoring, playing to click tracks, pressure of working to a specific time frame, nerves, etc.).

Learners must evidence awareness of Health & Safety implications, including electrical, manual handling and hearing issues. They should discuss their personal equipment needs and anything that they may need to communicate with technical staff.

Learners should complete a recorded performance of approximately eight minutes of music or about four songs in a two hour time frame, relevant to their personal aims identified previously.

Learners need to draw conclusions relating to the success of the performance by analysing teacher comments made in relation to the recorded performance and the performance as a whole, distinguishing between strengths and areas requiring further development for effective studio performance in the future.

Recommended Evidence

1.1 & 1.2 Videoed presentation/written document/responses to a questionnaire

1.3 Live performance – audio/video evidence of the performance supported by teacher observation report

1.4 Evaluative report/reflective blog/videoed presentation