

BTEC LEVEL 2

// Diploma in Music for Practical Performance

You must complete this e-workbook and submit it to CVQO via Moodle for marking.

THE DEADLINE FOR
SUBMISSION IS
.....
6 months from your
enrolment date*

NAME:

CVQO REF: **VQ**

UNIT:

*unless CVQO has confirmed other arrangements with your Unit in writing.

Academic Year 2017-18

LEARNER NOTES:

This e-workbook is for electronic completion only.

When completed, it must be submitted by uploading into your Moodle account. It can only be accepted this way as this will be the learner declaration that the submission is your own work.

This replaces the requirement for signatures.

TUTOR NOTES:

This version is for the learners' work only.

CVQO assessment forms are included in the workbook for information only.

If a CVQO assessment is to be used, the tutor or assessor must use the relevant form by downloading from the tutor area in Moodle, or from the tutor resource memory stick, or from the Downloads area of CVQO Online.

Fully completed assessment forms are to be retained at the unit for verification by the CVQO Regional Manager. Achievements should be entered for the learners' record in CVQO Online.

INSTRUCTIONS FOR COMPLETING THIS WORKBOOK

OVERVIEW

The Pearson BTEC Level 2 Diploma in Music for Practical Performance is a 60 credit qualification. Some of the qualification will be achieved through your musical achievements and the remainder by successfully completing the required units in this workbook and in workbook 2.

The qualification is broken down into a number of units. In order to achieve the qualification, you must achieve 60 credits.

The qualification consists of two workbooks which must be submitted on or before the deadline outlined on the front cover. This workbook contains the three mandatory units. The additional four units are in workbook 2.

The qualification consists of pass only questions. This means that all of the questions in each unit must be successfully answered to gain the qualification.

Content in this workbook is either a **TASK**, a **QUESTION**, or an **ACTIVITY**. Each is headed as follows:

	The Unit	TASK, QUESTION, ACTIVITY	Assessment Criterion
Example:	U1	Task 1	AC 1.1

SUBMISSION GUIDELINES

- Ensure you only submit work that is in your own words. Copied answers or work that is not your own will be returned to you and you risk not being able to complete your qualification.
- Write your answers in **BLACK PEN**. These workbooks are scanned and your work may not be legible unless it is in black pen.
- Send your completed workbook to CVQO on or before the submission deadline outlined on the front cover.
- Do not use any staples or glue in this workbook. If you have used continuation sheets make sure your name is on each sheet and this is placed in the correct unit within your workbook.
- Do not use any highlighters or corrective fluid (i.e. Tipp-Ex or Snopake) in this workbook.

REFERENCING

Although you should try to use your own words throughout this workbook, there may be some tasks where a quote from somewhere else is acceptable. This is allowed but must be shown by using quotation marks, for example: "The Royal Marines Band Service is the musical arm of the Royal Navy."

You should also note the reference of where you have taken the quote from, for example: **CVQO Resource Book, Page 10.**

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This workbook contains the practical assessment mark sheets which must be completed and signed by you **AND** your ensemble leader/bandmaster or VQ officer.

Remember to tell us about all of your musical achievements, performances you have given and courses you have completed.

This is important as these activities may mean that you will not have to complete certain questions in this workbook.

Diploma in Music for Practical Performance

ENROL

You've made the fantastic decision to enrol on a BTEC Level 2 Diploma in Music for Practical Performance. Well done!

**1**

RESOURCES



Look out for a letter from CVQO, along with your nifty workbooks and resource book that will be sent to your home address.

2

ONLINE / BY HAND

You can either complete the e-workbooks online by using Moodle, or fill in a hard copy.

4**3**

UNITS



You must complete all the units in the workbooks to attain 60 credits, but most practical work is accredited through your music activities.

SEND

When you're done, send in your completed workbooks via your unit tutor, or upload your e-workbooks on Moodle.

**5****6**

CONGRATS!



Congratulations, you've gained a BTEC Level 2 Diploma!



Add it to your CV, UCAS application, job applications and start being brilliant.

Need help or advice? No problem. Speak with your unit tutor, your CVQO Regional Manager or give us a ring at CVQO HQ.

Much of the practical work is already done as part of your normal cadet music activities, including rehearsal and performance skills. Check the CVQO Music Exemption Matrix that you will be sent and ensure your unit tutor informs CVQO of your exemptions.

Workbooks are marked and verified by CVQO (don't worry, we'll let you know if you need to resubmit any questions).



GLOSSARY

Command verbs	Description
Carry out	Complete a task or activity.
Communicate	Give, receive and share information.
Describe	Give a clear description that includes all the relevant features. Think of it as 'painting a picture with words'.
Design	To make or draw plans for something.
Evaluate	To judge or calculate the quality, importance, amount, or value of something.
Identify	Provide brief information about a subject, specific process or activity.
List	Provide the information in a list rather than in continuous writing.
Monitor	To keep watching or noticing particular things.
Outline	Identify or briefly describe the main points.
Participate	To take part, be or become actively involved in something.
Review	Look back over the topic or activity.

Icon legend	Description
	Learning Outcome - each Unit has a series of Learning Outcomes, which indicate the knowledge you are expected to show when you complete the accompanying tasks and/or activities
	Task - this requires you to complete a written response
	Activity - this requires you to complete a practical activity

WORKING IN THE MUSIC INDUSTRY



Learning Outcome 1

Know different types of organisations in the music industry.



U1 Task 1

AC 1.1 Describe an organisation's function and relation to other areas of the music industry.

- a. Select one organisation from **TABLE A** and tick the corresponding box. Write a short **description** of the function of your chosen organisation.

TABLE A: Types of organisations in the music industry

<input type="checkbox"/> Record label	<input type="checkbox"/> Broadcasting (TV and radio)	<input type="checkbox"/> Stage hire company
<input type="checkbox"/> HM Forces Band Service	<input type="checkbox"/> Professional ensemble*	<input type="checkbox"/> Concert promoter
<input type="checkbox"/> Performing Rights Society (PRS)	<input type="checkbox"/> Artists agency	<input type="checkbox"/> Musicians union

*Choir, band, orchestra, etc.

Description:

b. **Describe** how your chosen organisation relates to **two other** types from **TABLE A**.

Type 1:
Description:

Type 2:
Description:



Learning Outcome 2

Know job roles in the music industry.



U1 Task 2

AC 2.1 Describe a job role from the performance area of employment.

Listed below are some of the **PERFORMANCE** jobs available in the music industry. Tick one box from **TABLE B** and write a **description** of the performance role you have chosen.

TABLE B: Performance roles in the music industry		
<input type="checkbox"/> Musician (instrumentalist)	<input type="checkbox"/> HM Forces musician/ piper/drummer/bugler	<input type="checkbox"/> Vocalist
<input type="checkbox"/> Choirmaster	<input type="checkbox"/> Conductor	<input type="checkbox"/> Pipe major
<input type="checkbox"/> Drum major	<input type="checkbox"/> Accompanist	

Description:



U1 Task 3

AC 2.2 Compare the job role from the performance area of employment to other roles within the industry.

Briefly **describe two similarities** and **two differences** between your chosen performance role and **two other** performance roles.

Role 1:

Similarities

1.

2.

Differences

1.

2.

Role 2:

Similarities

1.

2.

Differences

1.

2.



U1 Task 4

AC 2.3 Describe a job role from a different area of employment within the music industry.

Listed below are some of the different **non-performance** based roles you can find in the music industry. Tick one box from **TABLE C** and write a short **description** of your chosen non-performance role.

TABLE C: Types of non-performance based roles in the music industry

<input type="checkbox"/> HM Forces director of music	<input type="checkbox"/> Composer/arranger	<input type="checkbox"/> Music librarian
<input type="checkbox"/> Music teacher	<input type="checkbox"/> Sound recording	<input type="checkbox"/> CD manufacturer
	<input type="checkbox"/> Event manager	

Description:



U1 Task 5

AC 2.4 Describe how the job role relates to other roles within the industry.

Describe how your chosen non-performance role relates to two other roles from **TABLE B** or **TABLE C**.

Role 1:

Description:

Role 2:

Description:

PROFESSIONAL DEVELOPMENT IN THE MUSIC INDUSTRY



Learning Outcome 1

Know career and progression opportunities within the music industry.



U2 Task 1

AC 1.1 Identify the training and experience required for a career path in the music industry.

a. Select a role from the list below and write it in the box.

Musician (instrumentalist)

Music event manager

Choirmaster

Music librarian

Vocalist

Composer/arranger

Conductor

Music teacher

Sound recording

HM Forces musician/piper/drummer/bugler

Chosen role	
Is this a performance or a non-performance role	

b. **Identify THREE** training requirements and **THREE** types of experience that would be required for the job role that you have chosen above.

Training required	
1.	
2.	
3.	

Experience required	
1.	
2.	
3.	

**Learning Outcome 2**

Be able to design and monitor an appropriate professional development plan.

**U2 Task 2**

AC 2.1 Design an appropriate professional development plan that identifies current skill levels and sets targets.

a. Think about your current performance role and the skills this requires.

- Select from the list below **FOUR SKILLS AND QUALITIES*** that you consider are important to your role.
- Rate each of the four skills and qualities according to your ability.
- Give each of the four skills and qualities a priority for development for success.

*** SKILLS AND QUALITIES**

Practical performance

Commitment

Pride in appearance

Motivation

Determination

Individual practice

Play well in a group

Communication

Your current performance role						
Skills and qualities I consider to be important	My ability rating			My priority for development of this skill		
	I do this well	OK but I need more practice	I cannot do this	Very important	Quite important	Not important

b. Give two realistic short-term improvements and two long-term targets you would like to achieve.

Short term improvements	Long term targets
1.	1.
2.	2.



U2 Task 3

AC 2.2 Monitor a professional development plan, identifying progress towards targets.

You will need to look back at the short-term improvements and long term targets you set yourself in your **development plan**.

- You must review the plan **twice**.

a. Review 1

Have you achieved your short-term improvements?		Have you achieved your long-term targets?	
Yes	No	Yes	No
1.		1.	
2.		2.	

b. From your review, identify the progress you have made so far.

Progress:

c. Review 2

	Yes	No	N/A
Have the outstanding short term improvements from Review 1 now been achieved?			
Have the outstanding long term targets from Review 1 now been achieved?			

d. **Identify** the progress you have made during the period of these two reviews.

PLANNING AND CREATING A MUSIC PRODUCT



Learning Outcome 1

Know how to carry out the planning requirements for the creation of a music product.



U3 Task 1

AC 1.1 Identify the necessary planning requirements for the creation of a music product.

SCENARIO

For your BTEC qualification, you are required to plan and prepare for a specific musical event in which your ensemble could participate. You **will not** be assessed on your **musical ability** in this task, but on your approach to the whole **planning** process and how you **communicate** with others.

Outline your project plan for your musical event in the boxes below.

Type of musical event and performance	
Musical programme:	
Type of audience:	
Venue:	

Marketing:

Rehearsal schedule:

Costs/Budget:



U3 Task 2

AC 1.2 Identify material and/or equipment suitable for the creation of a music product.

List the material and equipment required for your event project plan.



Learning Outcome 2

Be able to take part in the developmental processes for a music product.



U3 Activity 1

AC 2.1 Carry out a role in the development process for a music product, showing a grasp of the task requirements.

AC 2.2 Communicate with other team members and/or event personnel as appropriate.



You will be interviewed by your ensemble leader/bandmaster/VQ officer regarding the planning requirements, your role in the development process and your communication with the team.

The VQF 640 assessment mark sheet on the following page will be completed by your ensemble leader/bandmaster/VQ officer during the interview.

YOU MUST SIGN THE MARKSHEET.

BTEC Level 2 Diploma in Music for Practical Performance
Interview Marksheet
FOR COMPLETION BY THE ENSEMBLE LEADER/BANDMASTER

CVQO registration number	VQ
Learner name(CAPS)	

INVOLVEMENT AND UNDERSTANDING	✓ OR X
a. Did the learner carry out a role in the development process for their Event showing a grasp of the task requirements?	
COMMUNICATION	
b. Did the learner communicate with other team members and/or event personnel as appropriate?	

Ensemble leader/bandmaster/VQ officer comments and feedback:

Learner signature	<i>"I confirm that I have read and understand the feedback given to me"</i>	Date
Assessor signature	<i>"I confirm that I have witnessed the instruction and given feedback"</i>	Date
Assessor name (CAPS)		



Learning Outcome 3

Know the purpose of the planning and preparation process in relation to the creation of a music product.



U3 Task 3

AC 3.1 Identify opportunities for improvement through evaluating the planning and preparation processes.

Evaluate the event you participated in taking into account all the different processes you were involved in. Give **two examples** of what you felt went well and **two examples** of what could be improved upon.

What went well? WHY?

1.

2.

What could be improved upon? HOW?

1.

2.

ARE YOU READY TO SUBMIT YOUR WORKBOOK?

YOUR CHECKLIST:

- ☐ Have you completed all of the tasks? (Remember, all of the units are mandatory)
- ☐ Have you signed your practical assessment mark sheets?
- ☐ Have you signed and dated your learner declaration on the front of the book?



Have you also remembered to tell us of all your musical achievements, performances you have given and courses you have completed?

On completion contact your tutor/VQ officer who will inform CVQO and send by recorded delivery.



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