

BTEC LEVEL 2

// Diploma in Music for
Practical Performance

You must complete and return this workbook to CVQO for marking.

THE DEADLINE FOR
SUBMISSION IS
30th April 2019*

NAME:

CVQO REF: **VQ**

UNIT:

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

Academic Year 2017-18

LEARNER DECLARATION

The declaration must be signed by you (the learner). Unfortunately, any unsigned work cannot be accepted for marking.

**"I certify that the work submitted in
this workbook is my own."**



SIGNED:



DATE:

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 1.

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.

You should have already completed workbook 1. This workbook contains the additional units required to achieve the diploma.

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****2**

RESOURCES



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



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
Demonstrate	Apply skills in a practical situation or show an understanding of the topic.
Explain	Set out in detail the meaning of something, with reasons. This is more difficult than describing or listing so it can help you to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'.
Identify	Provide brief information about a subject, specific process or activity.
List	Provide the information in a list rather than in continuous writing.
Produce	To make something or bring something into existence.

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

SOLO MUSICAL
PERFORMANCE

Learning Outcome 1

Know how to choose appropriate pieces of music for performance.



U4 Task 1

AC 1.1 Identify music for a concert programme that is appropriate to their performance standard.

- a. My chosen instrument for solo performance is:

--

- b. What are the **TWO most important** things you would consider when selecting music to perform on your chosen instrument?

- ☐ Choose pieces my audience will like
- ☐ Select music I can play well
- ☐ Choose pieces that I have time to prepare for
- ☐ Choose pieces that demonstrate my musical ability

- c. Select **FOUR** pieces that you have chosen to play in a solo performance, **giving reasons** for your choice.

Name of piece 1	
Reasons:	
Name of piece 2	
Reasons:	
Name of piece 3	
Reasons:	

Name of piece 4	
-----------------	--

Reasons:

**Learning Outcome 2**

Know how to prepare for a solo performance.

**U4 Task 2****AC 2.1** Identify examples of music practice techniques that are used to improve performance on their instrument.

- a. List **THREE** practice routines you frequently use.

1.

2.

3.

- b. Perform **TWO** of the practice routines given above, to your ensemble leader/bandmaster, giving a practical demonstration by applying them to specific pieces you are currently preparing.

Routine 1:

Routine 2:

Ensemble leader/bandmaster/VQ officer comments/feedback:

Learner signature:

"I confirm that I have read and understand the feedback given to me."

Date:

Continues overleaf

Ensemble leader/ bandmaster signature:	"I confirm that I have observed the learner's practice routines and given feedback."	Date:
Bandmaster name: (CAPITALS)		



Learning Outcome 3

Be able to perform music to an audience.



U4 Activity 1

AC 3.1 Present a recorded portfolio of contrasting pieces of music that are performed accurately to an audience, keeping with the conventions of the particular music style.

- You may have already gained a **PASS** by achieving any of the qualifications or proficiencies as detailed in the table below.
- If you have not achieved any of the below, you must pass the CVQO Solo Performance Assessment found on the next page. Your ensemble leader, bandmaster or VQ officer will witness your performance. You must provide an audio visual (AV) recording of you performing as a soloist. This can be a DVD, website link or digital recording. The performance must be given in front of an audience, and should contain a minimum of four pieces. Your recording and the witness statement will provide the evidence for your assessment.
 - You must perform four pieces of music as a soloist.
 - It is not necessary for you to perform all four pieces at once as they may be presented over time.
 - Each performance must be given in front of an audience.

PASS		PASS	
SCC	Band Proficiency Assessment	Institute of Piping	Level 2
ACF	ACF 2 Star syllabus ACF 2 Star P&D	ABRSM or Trinity College	Grade IV ABRSM (Pass grade)
CCF	As per SCC/ACF/ ATC or ABRSM grades	PDQB	Level 2
ATC	Band Proficiency Assessment		

SOLO PERFORMANCE WITNESS STATEMENT
BTEC Level 2 Diploma in Music for Practical Performance

FOR COMPLETION BY THE ENSEMBLE LEADER/BANDMASTER

CVQO registration number	VQ
Learner name(CAPS)	
Instrument played	

TECHNICAL CONTENT	✓	X	N/A
1. Accuracy of rhythm			
2. Accuracy of pitch			
3. Accuracy of intonation			
4. Use of expression			
5. Timing and pulse			
6. Confidence			

NB: The Bandmaster is to assess each category numbered 1 – 6. For non-tuned percussionists categories 2 and 3 are not applicable (N/A).

PRACTICAL PERFORMANCE	✓	X
Has the learner performed four pieces of music to an audience accurately with a sense of style?		

Ensemble leader/bandmaster/VQ officer comments and feedback:

Learner signature	"I confirm that I have read and understand the feedback given to me"	Date
Assessor signature	"I confirm that I have witnessed the performances, given feedback and that the video recording provided is that of the learner."	Date
Assessor name (CAPS)		

WORKING AS A MUSICAL ENSEMBLE



Learning Outcome 1

Know the roles and responsibilities of members of musical ensembles.



To achieve this section of your BTEC you must already be an active member of an ensemble. This can be a cadet force band, school orchestra, or choir etc. CVQO will receive confirmation of your ensemble activities from your organisation.



U6 Task 1

AC 1.1 Identify roles and responsibilities of members of musical ensembles.

- a. Name the ensemble which you are an active member of and specify the **type** of ensemble, e.g.: **Band/choir/orchestra/etc.**

- b. **Identify TWO** different roles you would find in your ensemble.

1.

2.

- c. For **EACH** of the **TWO** roles you have given above, **list FIVE** responsibilities associated with each role.

Role 1	Role 2
1.	1.
2.	2.
3.	3.

4.	4.
5.	5.

**Learning Outcome 2**

Be able to prepare for performances as part of an ensemble.

**U6 Activity 1**

AC 2.1 Demonstrate some of the processes required in the effective preparation of musical performances, as a member of a musical ensemble.

You will be observed by your ensemble staff and assessed while participating in rehearsals. During rehearsals you will need to show the following:

- Demonstrate musical and technical control of your instrument or voice.
- Identify areas for technical and musical improvement during rehearsals.
- Demonstrate some of the processes required for effective planning and preparation of an ensemble performance.

ENSEMBLE REHEARSAL PRACTICAL ASSESSMENT
BTEC Level 2 Diploma in Music for Practical Performance

FOR COMPLETION BY THE ENSEMBLE LEADER/BANDMASTER

CVQO registration number	VQ
Learner name(CAPS)	

PRACTICAL ASSESSMENT	✓	X
Did the learner demonstrate musical and technical control of their instrument or voice?		
Did the learner identify areas for technical and musical improvement during rehearsals?		
Did the learner demonstrate some of the processes required for an effective preparation of an ensemble performance?		

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 rehearsal and given feedback."</i>	Date
Assessor name (CAPS)		

**Learning Outcome 3**

Be able to present effective ensemble performances.

**U6 Activity 2****AC 3.1** Demonstrate the musical presentation and musical communication skills required in ensemble performances.

You may have already passed this criteria by achieving any of the qualifications or proficiencies as detailed in **TABLE A** below. This is because you will already have learnt and demonstrated the following:

MUSICAL SKILLS	<ul style="list-style-type: none"> • Accuracy of pitch, rhythm, intonation and timing • Balance and blend between instruments and/or voices • Musicality and expression • Maintaining a pulse
PRESENTATION SKILLS	<ul style="list-style-type: none"> • Stage presence • Projection • Communicating with an audience
ENSEMBLE SKILLS	<ul style="list-style-type: none"> • Working with a conductor, leader, drum major • Working as part of a team

If you have not achieved any of the below, you **MUST** pass the CVQO Ensemble Performance Assessment found on the next page. Your ensemble leader, bandmaster or VQ officer will assess you. You must provide an audio visual (AV) recording of you performing in an ensemble. This can be a DVD, website link or digital recording. The performance must be given in front of an audience, and should contain a minimum of two pieces.

The table below will give you an indication of whether you have achieved a pass already, but remember - you **MUST** advise **CVQO** of your ensemble participation.

Table A

PASS		PASS	
SCC	SCC Band Proficiency/ public performance in a unit band/ ensemble	School or community choir/band/ensemble	Participate in live performances

ACF	ACF 2 Star Band/ACF 2 Star P&D syllabus/ Public performance in a detachment band/ ensemble	ATC	ATC Band Proficiency/ Public performance in a squadron band/ ensemble
CCF	As per SCC/ACF/ATC or public performance in a contingent band		

ENSEMBLE PERFORMANCE PRACTICAL ASSESSMENT
BTEC Level 2 Diploma in Music for Practical Performance

FOR COMPLETION BY THE ENSEMBLE LEADER/BANDMASTER

CVQO registration number	VQ
Learner name(CAPS)	

The learner must achieve at least five of the skills below with at least one in each section.

TECHNICAL ASSESSMENT		✓ OR X	
Musical Skills	Accuracy of pitch, rhythm, intonation and timing		
	Balance and blend between instruments and/or voices		
	Musicality and expression		
	Maintaining a pulse		
Presentation Skills	Stage presence		
	Projection		
	Communicating with an audience		
Ensemble Skills	Working with a conductor/leader/drum major		
	Working as a team		
PRACTICAL ASSESSMENT			
Has the learner demonstrated the musical presentation and musical communication skills required in an ensemble performance?			

Ensemble leader/assessor 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 performance and given feedback"</i>	Date
Assessor name (CAPS)		



Learning Outcome 4

Be able to demonstrate employability skills through participation in musical ensemble activities.



U6 Activity 3

AC 4.1 Demonstrate appropriate employability skills in musical ensemble activities.

You will need to demonstrate to your ensemble leader or bandmaster that you possess various team-working skills when working as part of an ensemble. These are called 'employability skills'. You will be assessed throughout your ensemble activities and will need to sign the Practical Assessment Marksheet on the next page before sending your completed workbook to CVQO.

To pass this activity you will need to demonstrate at least **FIVE** employability skills

Good timekeeping

Positive attitude

Focus

Enthusiasm

Motivation

Making a contribution to set tasks

Respect for others' opinions

Being supportive of others

Reliability

Responding to feedback

Taking advice/direction

Negotiation through reasoned argument

EMPLOYABILITY SKILLS PRACTICAL ASSESSMENT
BTEC Level 2 Diploma in Music for Practical Performance

FOR COMPLETION BY THE VQ OFFICER/ENSEMBLE LEADER/BANDMASTER

CVQO registration number	VQ
Learner name(CAPS)	

<i>The learner must achieve at least five of the following skills:</i>					
Employability skill	✓ OR X		Employability skill	✓ OR X	
Good timekeeping			Respect for others' opinions		
Positive attitude			Being supportive of others		
Focus			Negotiation through reasoned argument		
Enthusiasm			Responding to feedback		
Motivation			Taking advice/direction		
Making a contribution to set tasks			Reliability		

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 and assessed this learner working as part of an ensemble, and given feedback."</i>	Date
Assessor name (CAPS)		

REHEARSAL TECHNIQUES FOR MUSICIANS



Learning Outcome 1

Know about the rehearsal process for musicians.



U11 Task 1

AC 1.1 Identify the issues you might expect to find during the rehearsal process.

- a. **List FOUR** issues you need to consider when organising a rehearsal. You need to decide whether each one is a practical issue, musical issue or technical issue by ticking the relevant box.

Issue	Practical	Musical	Technical
1.			
2.			
3.			
4.			

- b. **Explain** what could go wrong in rehearsals if you ignored any of the practical, musical and technical issues above?

Practical issues
Musical issues
Technical issues

**Learning Outcome 2**

Know how to find solutions to issues arising during the rehearsal process.

**U11 Task 2**

AC 2.1: Identify solutions to issues arising during rehearsals.

What would your solutions be to the problems that you have identified in task 1?

Practical problem solutions
Musical problem solutions
Technical problem solutions

**Learning Outcome 3**

Understand how to evaluate progress against targets.

**U11 Task 3**

AC 3.1 Provide records of rehearsals that describe how progress has been made against set targets.

Using the table on the next page, keep a diary of your rehearsals. You should say what targets have been set (either by you, your ensemble leader, bandmaster or VQ officer) and what progress has been made towards reaching each target.

Your diary should include ensemble as well as solo rehearsals. Your comments must relate to your solo targets and progress, and to your ensemble targets and progress.

Rehearsal diary			
Rehearsal date	Solo or ensemble	Targets set	Progress made
	Solo		
	Solo		
	Solo		
	Ensemble		
	Ensemble		
	Ensemble		

**Learning Outcome 4**

Be able to demonstrate technical and musical control of an instrument within a group.

**U11 Activity 1**

AC 4.1 Demonstrate technical and musical control of an instrument during the rehearsal process.

AC 4.2 Identify areas for technical and musical improvements during the rehearsal process.

To achieve the above criteria you will need to participate in rehearsals where you will be observed and assessed by your ensemble staff.

During rehearsals you will need to show the following:

- a. Demonstrate musical and technical control of your instrument or voice.
- b. Identify areas for technical and musical improvement.

REHEARSAL PARTICIPATION PRACTICAL ASSESSMENT
BTEC Level 2 Diploma in Music for Practical Performance

FOR COMPLETION BY THE ENSEMBLE LEADER/BANDMASTER

CVQO registration number	VQ
Learner name(CAPS)	

PRACTICAL ASSESSMENT	✓	OR X
Did the learner demonstrate musical and technical control of their instrument or voice		
Did the learner identify areas for technical and musical improvement during rehearsals		

Ensemble leader/assessor 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 this learner in rehearsals and given feedback."</i>	Date
Assessor name (CAPS)		

INVESTIGATING AN AREA OF MUSIC



Learning Outcome 1

Be able to plan an investigation, taking deadlines into account.



U16 Task 1

AC 1.1 Produce a proposal identifying the choice of methodology, detailing timelines for the investigation.

- You must research and give a presentation on a **music-related topic** of your choice.
- The format can be a lecture, demonstration or a presentation. You can use PowerPoint or another electronic format.
- The format must be relevant to your research and presentation topic.

a. What is your topic of research and presentation?

b. Why did you choose it?

c. Timelines. How long do you estimate that it will take you to:

Find out the information that you think you will need?

Decide what material to use and what to discard?

Put the information in a logical order?

Complete final write up and prepare presentation?
Rehearse your presentation?



Learning Outcome 2

Be able to carry out an investigation into an area of music.



U16 Task 2

AC 2.1 Identify information from a range of sources.

You should use a range of sources to gather information from and identify **FOUR** different sources, and the information that you gathered. You also need to indicate whether each is a primary (first hand) or a secondary (reported) source.

Source 1	
Is this primary or secondary?	
Information gathered:	
Source 2	
Is this primary or secondary?	
Information gathered:	
Source 3	
Is this primary or secondary?	
Information gathered:	

Source 4	
Is this primary or secondary?	
Information gathered:	

**Learning Outcome 3**

Know the nature of information and whether it is reliable and valid.

**U16 Task 3**

AC 3.1 Identify the validity of the information used.

From the list of sources you gave in task 2, select which you think are the best **THREE** and **explain**:

- How reliable you think the information is?
- Why you are choosing to use it?

Source 1	
How reliable:	
Why you are using it:	
Source 2	
How reliable:	
Why you are using it:	

Source 3

How reliable:

Why you are using it:



Learning Outcome 4

Be able to present the results of an investigation into an area of music in an appropriate way.



U16 Activity 1

AC 4.1 Demonstrate comprehension of the topic area showing reference to sources and suitability of presentation format.

To achieve this criteria you need to deliver a presentation to an audience on the topic that you specified in Task 1.

- Your presentation must be a minimum of **FIVE minutes long** and, will be observed and assessed by your ensemble leader, bandmaster or VQ officer.

You must:

- Use a suitable format
- Show an understanding of your chosen topic
- Demonstrate use of appropriate resources
- Give reference to sources of your information

PRESENTATION PRACTICAL ASSESSMENT
BTEC Level 2 Diploma in Music for Practical Performance

FOR COMPLETION BY THE ENSEMBLE LEADER/BANDMASTER

CVQO registration number	VQ
Learner name(CAPS)	
Presentation topic	

PRESENTATION	✓ OR X	
Presentation format:		
Was it suitable?		
Learner demonstrated knowledge and understanding of the topic:		
Learner demonstrated use of appropriate resources?		
Resources used:		
Reference to sources of information given:		

Ensemble leader/assessor 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 presentation and given feedback."</i>	Date
Assessor name (CAPS)		

ARE YOU READY TO SUBMIT YOUR WORKBOOK?

YOUR CHECKLIST

- ☐ Have you completed all of the tasks? (Remember, you need all of these units to achieve a diploma)
- ☐ Have you signed your practical assessment mark sheets?
- ☐ Have you included or sent to CVQO:
 - DVD of ensemble (unless you are exempt from this assignment)
 - DVD of solo performance (unless you are exempt from this assignment)
- ☐ 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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