

Unit 24: Music Project

Unit code:	T/600/6973
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

In this unit, learners are required to plan, prepare for and deliver a large-scale music project. Learners will undertake appropriate responsibilities, working both individually and as part of a team. At the end of the project learners will review the complete process.

● Unit introduction

A love of performing is often a key factor in attracting people into the music industry. However, no professional gig or concert can take place without a great deal of considered planning and hard work before the performance itself. This unit is concerned with all the roles involved in putting on a successful live performance. From the marketing manager to the stage manager, from the composers to the performers, all roles are equally as important. The emphasis of this unit is on an active contribution across several areas, including, but at the same time going beyond, rehearsal and performance.

Learners will undertake roles and responsibilities both individually and as part of a team. Initial team meetings will need to focus on commercial considerations. Events need to be targeted at specific audiences and potential markets need to be explored. Other factors, such as the budget and projected expenditure, will also need to be examined before the project gets under way, and tutors should take care to maintain this focus. If performances are not commercially successful, artists may find it difficult to get continued support from their sponsors and promoters.

Having undertaken roles and responsibilities appropriate to their chosen project, learners will need to keep records as evidence of their input. Records could constitute notes, forms, drafts, minutes and diagrams, for example, which will be collected into a project portfolio. The tutor will also collect relevant evidence to supplement the portfolio, for example filmed footage of meetings, observation reports, photos, interviews etc. The emphasis is on practical, rather than written, work.

Central to the project will be the performance itself. Learners will be assessed on their performing or creative role as well as their support/technical role. For learners whose prime focus is composition, compositions may be performed as part of the live event.

The final stage is to review the performance as well as the whole process, from the very first meeting through to the get-out and debrief.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare and work as a member of a team towards a successful live event
- 2 Be able to prepare individually for the delivery of a successful live music event, undertaking appropriate responsibilities throughout the project
- 3 Be able to contribute to a performance to a technically acceptable level appropriate to context
- 4 Understand the complete process when preparing for and delivering a live music event.

Unit content

1 Be able to prepare and work as a member of a team towards a successful live event

Commercial considerations: market viability; available budget; income and expenditure

Preparation of material: selection of material; rehearsals (timekeeping, planning, aims); deadlines for performance/composition

Preparation of venue: eg identify venue, book acts, sound and lighting

Teamwork: contribution; support; communication

Organisational processes: creating schedules; assigning production roles; organising and running rehearsals and meetings; technical practices; marketing and promotion; time management

2 Be able to prepare individually for the delivery of a successful live music event, undertaking appropriate responsibilities throughout the project

Individual preparation: repertoire selection (or composition if this is the focus); practice; attending meetings and rehearsals; preparing and maintaining instruments; working to deadlines

Undertake responsibilities: working to strengths; choosing an appropriate role; understanding role within the group

3 Be able to contribute to a performance to a technically acceptable level appropriate to context

Technically acceptable instrumental performance: intonation; timing; technical competence; tightness; beginnings and endings; tone and clarity

Technically acceptable composition: appropriate selection of instrumentation, style/genre; idiomatic writing for instruments/voices, within selected styles/genres; technological considerations

Appropriate to context: eg volume, stylistic accuracy, choice of material, dress, communication with the audience

4 Understand the complete process when preparing for and delivering a live music event

Evaluate the process: what was successful; what was less effective; appropriateness of timescales; teamwork; individual contribution; reflective review of the process; ways to improve

Evaluate the product: was the product appropriate to audience?; was the event a commercial success?; was the event successful artistically?

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 as part of a team, contribute competently to the planning and preparation for a live music event [CT, TW, SM, EP]	M1 as part of a team, contribute competently and positively to the planning and preparation for a live music event	D1 as part of a team, contribute competently, confidently and with interpretation and artistic flair to the planning and preparation for a live music event
P2 as an individual, carry out appropriate responsibilities, with sufficient input to support the delivery of a live music event [IE, CT, SM]	M2 as an individual, carry out appropriate responsibilities positively, in preparation for a live music event	D2 as an individual, carry out appropriate responsibilities effectively, in preparation for a live music event
P3 as a performer, or through another creative role, contribute to a live event competently with minor errors that do not detract from the overall performance [TW, SM, EP]	M3 as a performer, or through another creative role, contribute to a live event competently and confidently	D3 as a performer, or through another creative role, contribute to a live event competently, confidently with interpretation and artistic flair
P4 evaluate the live event, describing the process and final product. [RL, IE, SM]	M4 evaluate the live event, analysing the process and final product.	D4 evaluate the live event, analysing and evaluating the process and final product.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners are required to undertake a large-scale project that will culminate in a live performance. Learners are required to work both individually and as part of a group; it is important that they are aware of this. The size of the group will vary according to the nature of the project. Visiting professionals and trips out to venues, events, and organisations are highly recommended to emphasise the vocational nature of the unit and to provide a professional context.

Tutors should direct learners to consider audience and market feasibility before anything else is discussed. After discussion within the group, it would be good practice for a proposal to be submitted to the tutor for assessment, taking into account the overall feasibility, including logistical and financial implications.

Regular meetings will then be needed to discuss and monitor progress and make collective decisions as necessary. Learners and tutors should collect as much evidence as possible throughout the process, eg minutes of meetings, plans, diagrams, lists, rough notes, filmed footage, observation reports etc.

As the project unfolds, learners are expected to take on and fulfil individual roles, reporting back to the team regularly. This will require collection of evidence. Personal records could include pieces such as draft technical plans for the live sound team, research material for programme notes, receipts for the catering rider, notes for a report to the team etc.

Rehearsals will be ongoing, and learners should be encouraged to keep logs of their individual preparation – lyrics, lead sheets, set lists, diary, costume ideas etc. Tutors should, of course, be available to help in rehearsal, however learners should be encouraged to take ownership of their project as much as possible. Again, evidence of working as a team in rehearsal will need evidencing in some way.

Learners are able to complete this unit through composition. For those who choose this route, they must work with the team to compose music that is appropriate for the group and for the live event. Commissions should be provided so that they, too, are working in a professional context. Composers do not need to perform but they will be required to attend all the planning and scheduling meetings as required, as well as rehearsals of their pieces.

The musical performance will ideally be a public performance at an outside venue. The team will then have access to considering a wide range of planning issues typically encountered by tour managers and bands on the road. Venue capacity, facilities, in-house equipment available, staff, transport, insurance and licences – all of these may need considering, and more. The aim is to create as realistic a scenario as possible. Given the ephemeral nature of performance, a video or audio recording of live performances is vital.

The final stage of the project is to review the process and final product, and learners may need guidance in how to achieve this effectively.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit, assignments and requirements.
Assignment 1: Project Portfolio (ongoing throughout) – P1, M1, D1, P2, M2, D2
<ul style="list-style-type: none">Collection, collation and presentation of evidence.
Team meetings
<ul style="list-style-type: none">Initial team meeting to explore possibilities of nature of event – possible audiences and feasibility (logistics and budget).Completion and submission of initial proposal.Subsequent team meetings throughout the project.Preparing agenda/minutes for meetings (as appropriate).Final plenary meeting to generate information for review of process and final product.
Individual preparation
<ul style="list-style-type: none">Individual responsibilities (not rehearsal) – carrying out and collating personal evidence.Private preparation/learning of material (rehearsal).
Rehearsing
<ul style="list-style-type: none">Scheduled rehearsals as a team.Technical/dress runs.
Performance, get-in and sound check.
Assignment 2: Performance – P3, M3, D3
<ul style="list-style-type: none">Packdown.Reviewing performance video and feedback.
Assignment 3: Project Review – P4, M4, D4
<ul style="list-style-type: none">Assignment overview – emphasis on complete process.Preparation for writing review – processing evidence from project portfolio and making notes.Preparing and writing project review process and final product.

Assessment

Learning outcome 1 relates explicitly to working as part of a team: learners must work together as a group. A career in the live music industry necessitates the ability to work effectively as part of a team. All learners must play an active part in the planning process, contributing positively in company meetings as well as in rehearsal. Regular meetings are essential and it is important that minutes and notes are kept, thereby generating evidence of learner contribution to the team planning process. Tutors can support this with videoed evidence, observation reports etc. Peer reviews of how each group has worked together could also be a useful tool for assessing this learning outcome. Learners should collect evidence of their own input and present it as part of the project portfolio for the final tutorial. Grading for this learning outcome depends on the learners' level of input. For P1, they simply need to contribute, eg regularly attend meetings and engage in the decision-making process. They will also be reliable and constructive in rehearsal. M1 requires the contribution to be positive, ie for the learner input to make a difference. An example of this could be that the team suggests a backdrop banner for the set, and the learner designs and paints it (as well as fulfilling a key role in rehearsal). For D1, learners have to contribute effectively. This does not necessarily mean act as a manager or team leader, but the learner will be operating at such a level that their absence would jeopardise the project. Examples of the types of contribution could include designing and organising the printing and distribution of flyers, or being the liaison for the live sound team (providing tech plans, equipment specs, set list breakdowns, schedules etc). For all grades in learning outcome 1, simply attending rehearsals and performing at the event, however well, is not enough of a contribution to the team/project as a whole.

Learning outcome 2 concerns the individual input in terms of carrying out appropriate responsibilities, and is closely related to learning outcome 1. Evidence for the portfolio could include personal notes and drafts, diagrams, reports prepared for meetings, ideas for performance of the set in terms of individual impact etc. One approach would be for learners to keep journal notes of the process. This will enable them to make evaluations during the process as it happens, rather than trying to complete such a review after the event when some elements and decisions may have been forgotten. Again, the tutor can supplement evidence with individual interviews and other records. For P2, the learner needs to have had sufficient input. This simply asks whether they have taken on any responsibility other than rehearsing and performing. For M2, the learner will have carried out responsibilities positively, clearly benefiting the project and contributing to its overall success. For D2, learners will be critical to the success of the project, carrying out responsibilities effectively.

For those learners completing this unit through composition, they will need to ensure that their commission is decided within the group and there should also be regular meetings with their group.

Learning outcome 3 is awarded for the final contribution to the performance. These performances should be recorded, although tutors should assess performances on the night so that the nature of the event, audience reaction and general atmosphere in the venue are also taken into account. Grading focuses on two general areas: technical level and appropriateness to context. The two key questions are: How accurate is the playing? and Is there an awareness of the setting, ie audience and venue? For P3, the technical performance is mostly accurate and the performer contribution is competent in terms of appropriateness for the setting. An incompetent performance will not take into account the audience needs or venue, eg volume too loud, ill-suited material, inappropriate communication with the audience, dangerous behaviour etc. For M3, the performance requires a technically accurate and confident approach. For D3, the performer adds their individual stamp to the set, showing interpretation and artistic flair.

Learning outcome 4 represents the final stage of the project: reviewing the complete process from conception to the final product. It is important for all grading bands that learners focus on the process and not just the final product. Learners must consider the planning and preparation in terms of event management as well as the rehearsal process. For P4, the learner describes the process and final product – outlining what was done and the reasons behind approaching it that way. M4 requires analysis and this will add consideration of the effects of their method – was that the best way of approaching planning and delivery? For D4, learners will also evaluate the quality of process and product and make suggestions for improvement.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1 P2, M2, D2	Project Portfolio	Learners need to provide evidence that they have contributed both individually and as part of a team, and this is the purpose of the portfolio. The evidence will need to indicate the level of input, in order to be graded appropriately.	Evidence to include: <ul style="list-style-type: none"> • a portfolio containing evidence of learner input throughout the project.
P3, M3, D3	Performance	Assessment of the live music performance technical level and appropriateness to context.	Evidence to include: <ul style="list-style-type: none"> • footage of performance • audience response.
P4, M4, D4	Project Review	A review of the whole process from conception to final product.	Evidence to include: <ul style="list-style-type: none"> • a written review.

Links to other BTEC units

This unit forms part of the BTEC Music and Music Technology sector suite. This unit has particular links with the following unit titles in the BTEC Music and Music Technology suite:

Level 1	Level 2	Level 3
		Concert Production and Staging
		Music Performance Techniques
		The Music Freelance World
		The Sound and Music Industry
		Working and Developing as a Musical Ensemble
		Marketing and Promotion in the Music Industry
		Backline Technical Management
		Music Events Management

Essential resources

The resources required for this unit will depend largely on the nature of the project being undertaken. Learners should not embark on a project for which the appropriate resources are unavailable. They will need access to equipment and accommodation appropriate to the style and type of musical ensemble.

Because this unit requires learners to take part in a performance or event in front of a live audience; access to a suitable performance venue is needed along with the necessary back-line and sound reinforcement equipment.

Employer engagement and vocational contexts

This unit has strong links with vocational training and tutors need to ensure that the experience is as near to a professional situation as is possible. Any musician intending to work in the live music circuit will need a basic knowledge of the roles within the industry, together with the aptitude to work both independently and with others towards a final product. On successful completion of this unit, learners should be able to contribute to the planning and delivery of live music events independently. Commercial success will encourage further support and bookings.

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	carrying out appropriate activities as an individual reviewing process and product
Creative thinkers	contributing as part of a team carrying out appropriate activities as an individual
Reflective learners	reviewing process and product
Team workers	contributing as part of a team contributing as a performer
Self-managers	contributing as part of a team carrying out appropriate activities as an individual contributing as a performer reviewing process and product
Effective participators	contributing as part of a team contributing as a performer.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	taking on and carrying out appropriate activities as an individual collecting information from a variety of sources to review process and product
Creative thinkers	participating in meetings and carrying out roles as part of a team taking on and carrying out appropriate activities as an individual
Reflective learners	explaining/analysing/evaluating the process and final product
Team workers	participating in meetings, taking on and carrying out roles as part of a team performing at a live music event as part of a company
Self-managers	participating in meetings, taking on and carrying out roles as part of a team taking on and carrying out appropriate activities as an individual make the necessary preparations to perform at a live music event decide on the format and emphasis of a product review
Effective participators	participating in meetings, taking on and carrying out roles as part of a team performing at a live music event as part of a company.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	preparing promotional materials as appropriate
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to team meetings
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reviewing the complete process and final product.