



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **PERFORMING ARTS**

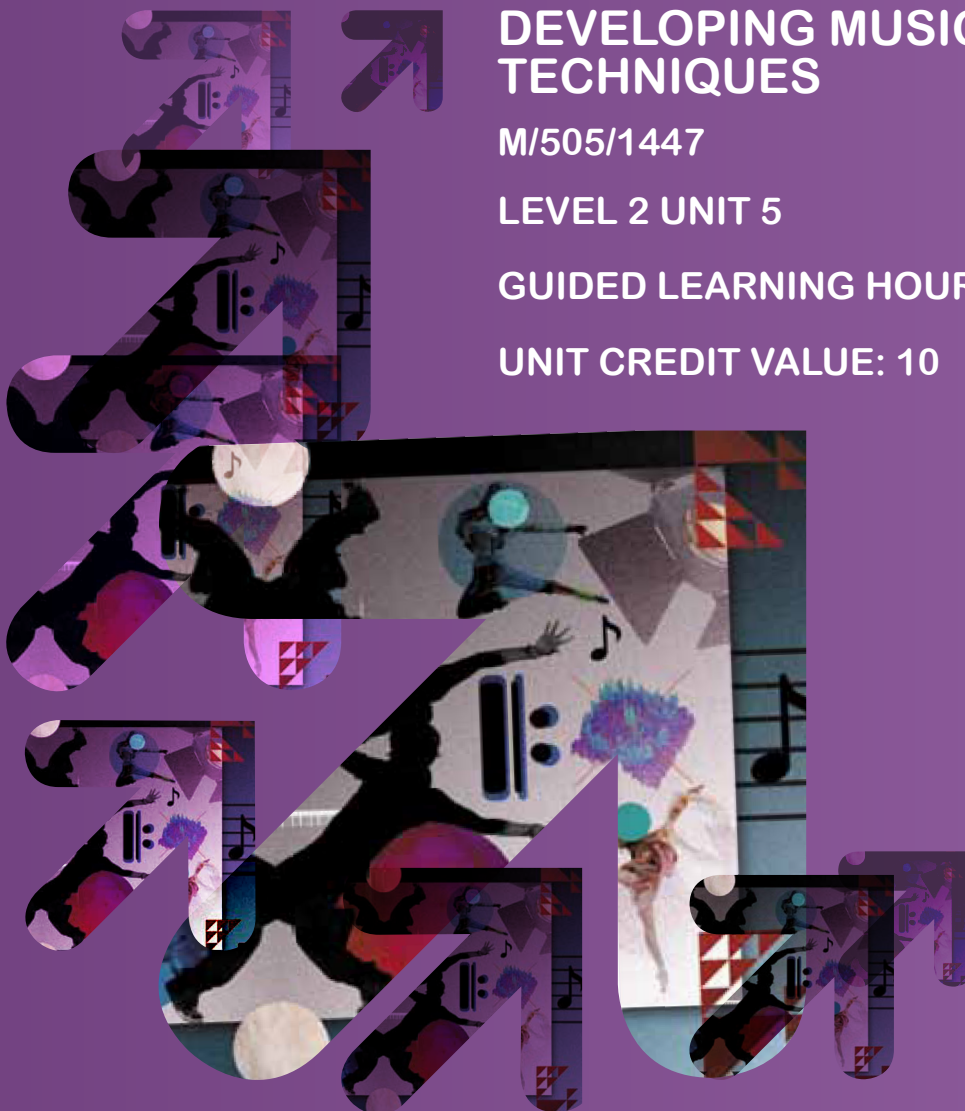
DEVELOPING MUSIC SKILLS AND TECHNIQUES

M/505/1447

LEVEL 2 UNIT 5

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



DEVELOPING MUSIC SKILLS AND TECHNIQUES

M/505/1447

LEVEL 2 UNIT 5

AIM OF UNIT

This unit will provide the learner with the context for developing skills and techniques in music. In ongoing workshops and classes, learners will understand the importance of self-discipline and regular practice and gain greater knowledge of their instrument. They will begin to develop interpretative skills so they can experience music within a personal and unique artistic style. Throughout they will learn how to review and monitor their own progress so that they can move forward with clear development plans into the next stage of their musical journey.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1	Be able to develop skills and techniques in music	P1 demonstrate skills and techniques in classes and workshops with focus and discipline	M1 participate in classes demonstrating improvements in skills and techniques	
2	Be able to apply skills and techniques in music	P2 demonstrate technical skills in music		
		P3 demonstrate interpretative skills in music	M2 integrate technical and interpretative skills accurately and consistently	D1 integrate technical and interpretative skills fluently and with confidence and commitment
3	Understand individual technical progress	P4 review own progress, setting realistic and appropriate targets		

TEACHING CONTENT

Be able to develop skills and techniques in music

- Agree an action plan to develop skills
- Regular classes and practice sessions in instrumental and voice work
- Skills and techniques, e.g. reading music and musical notation, tuning, instrument manipulation, instrument care, timing, rhythm, pace, inflection, control of breath and body
- Personal health and safety: posture, relaxation and control, care of voice, sustainable practice regimes, physical care, e.g. avoiding RSI.

Be able to apply skills and techniques in music

- Teamwork, solo, duo and ensemble contexts
- The demands of presentation and performance: preparation and rehearsal, communication and engagement with audiences
- Choosing appropriate repertoire for skill level instrument, audience and context.

Understand individual technical progress

- Evaluation skills: monitoring progress, critical awareness of strengths and weaknesses, self and peer assessment
- Documenting the process, e.g. logs, diaries, journals, peripatetic teacher reports and observations
- Use of technical language.

DELIVERY GUIDANCE

Be able to develop skills and techniques in music

Teachers will need to determine the skill levels of learners and this could be part of an induction or baseline assessment process. Although at this level there will be considerable time spent in class and group work, it is expected that learners will be encouraged to develop skills through self-directed practice and study and through one-to-one tutoring from centre and/or peripatetic teachers. Teachers and learners will make decisions on appropriate instruments, musical styles and group or solo work but a range of working practices should be introduced as well as both instrumental and voice work. Teachers and learners will agree an action plan that will set realistic targets and explore opportunities to schedule individual practice.

Be able to apply skills and techniques in music

This outcome could be delivered through regular classes, workshops and demonstrations and could also be delivered through a regular programme of workshop performances either to peers or a wider audience. These could be presentations of progress achieved that give learners some sense of occasion and engagement with an audience. Although there is no prescribed repertoire or musical style, learners should have some contact with a wider range and be introduced to genres other than those they would automatically choose.

Understand individual technical progress

Learners will need to develop evaluation skills and delivery of this outcome should encourage regular and periodic review of progress, recording this as appropriate, through documentation such as logs and diaries. Review should make reference to the action plan that may subsequently be amended. Learners should be encouraged to use technical language when describing their development.

SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

Assessment and Grading Criteria P1, P2, P3, P4, M1, M2, D1

Evidence for this unit should be generated holistically and should be included in a single portfolio. This portfolio should include observations and reports from teachers and peripatetic staff, self and peer-assessments and comments as well as details of audits, targets and plans set out by the learner. Logs, diaries and journeys could also be part of the evidence as well as DVD, audio and photographic recordings of classes, workshops and presentations. Suitably chaptered DVD recordings should be used to detail the incremental stages of particular skill-building.

To achieve **P1, P2, P3** and **P4** learners should produce portfolio evidence based on the elements outlined above framed by an annotated and amended action plan. The observations and teacher assessment should indicate that the learner is developing technical and interpretative skills with an appropriate level of focus and discipline.

M1 and **M2** can be awarded when a learner is performing with a competent level of technical and stylistic interpretation which makes clear that they have grasped the demands of the instrument or skill.

D1 should be awarded when the learner has made substantial developmental progress and is moving toward an accomplished performance on the chosen instrument.

LINKS TO NOS

Suite	Reference	NOS
CCSMPR (Music performers and composers)	47	Use safe practices in the creation, production and performance of music.
CCSMPR (Music performers and composers)	24	Perform music
CCSMPR (Music performers and composers)	23	Rehearse music
CCSMPR (Music performers and composers)	33	Attain and maintain skills to play a musical instrument
CCSMPR (Music performers and composers)	26	Perform music as a soloist
CCSMPR (Music performers and composers)	28	Perform in a music ensemble
CCSMPR (Music performers and composers)	34	Develop your musicality



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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