



HAMPSTEAD SCHOOL

Learning together Achieving together

Y12 – Y13

Summer Bridging Tasks

2023

BTEC Music

Name: _____

- You should spend some time during the summer holidays working on the activities in this booklet.
- You will be required to hand in this booklet in your first lesson at the start of Year 12 and the content will be used to form the basis of your first assessments.
- You should try your best and show commitment to your studies.
- We are really looking forward to you coming to Hampstead School Sixth Form and studying Subject

BTEC Assignment Brief

Qualification	Pearson BTEC Level 3 National Certificate in Music Performance Pearson BTEC Level 3 National Extended Certificate in Music Performance
Unit number and title	Unit 6: Solo Performance
Learning aim(s)	A Explore the skills required for a solo performance
Assignment title	Practise2Perform
Assessor	Susie Bell
Issue date	03/05/2022
Hand in deadline	09/05/2023

Vocational Scenario or Context	<p>An online music magazine is looking to produce 'Practise2Perform', a series of interactive articles supporting up and coming musicians wanting to start out as solo performers.</p> <p>You have been asked to produce an article for the series, which relates to your own instrument. The editor would like the article to include information both on performance skills and also technical instrumental or vocal skills.</p>
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Task 1	<p>Research the skills required to be a solo performer. You will need to make sure you identify the differences between performing as a soloist and as part of a group.</p> <p>You should include the following aspects within your article:</p> <ul style="list-style-type: none"> • audience engagement • stage presence • selecting appropriate music • how to interpret music and make it your own • physical warm-up exercises • technical exercises • musical exercises <p>You should provide examples of different practitioners and how they demonstrate these skills.</p> <p>As the editor has requested that the article is interactive, there should be some audio-visual demonstrations within it. You will therefore need to produce some accompanying filmed footage, which demonstrates the relevant physical, technical and musical exercises associated with your instrument or voice.</p> <p>In your article, you should explain and evaluate each of these exercises, justifying which exercises you have found most successful or useful.</p>
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Checklist of evidence required	<ul style="list-style-type: none"> • An online written article • Audio-visual demonstrations of the techniques and exercises discussed in the article
Criteria covered by this task:	
Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Describe the specific skills for solo performance
A.P2	Identify technical instrumental or vocal skills for a specific solo performance
A.M1	Explain the use of specific technical, instrumental or vocal skills relevant to a solo performance
A.D1	Justify the use of specific technical instrumental or vocal skills relevant to a solo performance.
Sources of information to support you with this Assignment	<p>Books</p> <p>Rapson, S. (2000) <i>The Art of the Solo Performer</i>, American Success Institute</p> <p>Taylor, L. (2011), <i>Stage Performance</i>, Revised edition CreateSpace Independent Publishing Platform;</p> <p>Buswell, D. (2006). <i>Performance Strategies for Musicians</i>. 1st ed. Stansted Abbots: MX.</p> <p>Websites</p> <p>http://blog.sonicbids.com/9-tips-that-will-make-your-solo-acoustic-shows-way-less-boring-to-watch</p> <p>https://www.theguardian.com/music/2009/may/10/tips-stage-performance-singing</p> <p>http://www.vocalist.org.uk/solo_artist.html</p> <p>https://www.youtube.com/watch?v=BUc953B6e5o&list=RDEqKnPHMLnf8&index=2</p> <p>https://www.youtube.com/watch?v=dFSiJOgWtOg</p>
Other assessment materials attached to this Assignment Brief	N/A

Note to assessor:

Scenario	<p>This scenario places the learner in a potential real life situation. They are a solo performer being asked to develop support materials for an online publication for solo performers. The important aspect of this scenario is that they need to highlight the differences between a solo performer and the member of a band. What makes a soloist unique?</p> <p>In addition to this, and in preparation for the next assignment brief, they need to demonstrate that they are aware of the various techniques and exercises associated with their instrument or voice and produce video footage, which demonstrates this.</p>
Task 1	<p>The learner must look at the elements in the specification that support the skills required. They need to look at stage presence, and musical interpretation, as well as specific technical exercises that will allow them to successfully hold their own as a soloist. They should also include examples of well-known soloists who demonstrate these skills, with footage of them doing this. This may be as a solo artist, singer songwriter or solo instrumentalist, like Ed Sheeran, Ariana Grande or George Ezra. It also includes soloists within bands such as Beyoncé, David Gilmour, Sting or Bjork.</p>

BTEC Assignment Brief

Qualification	Pearson BTEC Level 3 National Certificate in Music Performance Pearson BTEC Level 3 National Extended Certificate in Music Performance
Unit number and title	Unit 6: Solo Performance
Learning aim(s) (For NQF only)	B: Develop skills for a solo performance C: Carry out a solo performance
Assignment title	And next on stage is...
Assessor	Susie Bell
Issue date	03/05/2022
Hand in deadline	09/05/2023

Vocational Scenario or Context	The online publication 'Practise2Perform' was a huge success and the editor has decided to continue with the series. As part of this, each of the contributors to the magazine (including you) has been offered the opportunity to perform a set of 3 pieces at a live event as a soloist. The editor has asked that you produce a video diary of your progress as well as a written rehearsal plan, which will potentially be added to your previously written article.
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Task 1	<p>You need to create an effective practice routine and rehearsal plan that you will use to fully prepare for the upcoming performance. You will need to include the following within it:</p> <ul style="list-style-type: none"> • Strengths and weaknesses • Challenging and progressive targets (short and long term) to consistently improve your solo performance • The structure of each session (day by day and week by week) • Ongoing and regular review of progress in the development of your solo performance skills, setting strategies to effectively improve your practice. This should be done through at least 4 milestone points during your practice and rehearsal routine over time. <p>In addition to setting up and following your routine, you will also need to include feedback from others in your work and develop subsequent actions to improve based on their feedback. This could be feedback from teachers, friends or colleagues.</p> <p>It is vital that you show your full journey from the starting point up until the point you are ready to perform. You should ensure that you demonstrate a consistent approach to the practice routine.</p>
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Checklist of evidence required	<ul style="list-style-type: none"> • Written plan of the practice and rehearsal routine • Reviews of ongoing progress (at least 4 milestone points) • Video diary of rehearsals • Diary/log of progress • Feedback from others on progress
Criteria covered by this task:	
Criteria reference	To achieve the criteria you must show that you are able to:
B.P3	Produce an appropriate practice routine for solo performance.
B.P4	Demonstrate the development of solo performance skills through a practice routine.
B.M2	Demonstrate effective development of solo performance skills through a relevant practice routine.
B.D2	Demonstrate consistent and accomplished development of solo performance skills through a challenging and progressive practice routine.
Task 2	<p>It is now two weeks until the final performance and you need to put in place a final rehearsal routine. You should create a plan which shows the following:</p> <ul style="list-style-type: none"> • how you are preparing with others involved (booking rehearsals and attending soundchecks etc.) • how you are personally preparing for the event (health and fitness, instrument care etc.) • justification of your chosen three pieces • how you intend to personally interpret the pieces within your set. <p>The online magazine has also asked that you keep a video blog of the two weeks leading up to the performance itself, which they can also stream on the website. In this video make sure you demonstrate and comment on:</p> <ul style="list-style-type: none"> • final preparations for the performance • impact that practice and rehearsals have had on the performance • how you get yourself and/or your instrument ready. <p>You must then perform your chosen set in front of an audience, demonstrating a well-rehearsed, confident performance. The performance needs to be musical, entertaining, show technical flair and confident use of performance skills and stagecraft. If performing as a solo artist with a band, there should be excellent communication on stage. You should fully engage with the audience and show a personal interpretation of the music.</p>
Checklist of evidence required	<ul style="list-style-type: none"> • 2 week pre-performance plan • Audio-visual diary of ongoing rehearsals • Video recording of the final performance

Criteria covered by this task:	
Criteria reference	To achieve the criteria you must show that you are able to:
C.P5	Demonstrate preparation for a solo performance
C.P6	Present a solo performance with appropriate performance skills
C.M3	Present an engaging solo performance, demonstrating effective preparation and performance skills
C.D3	Present a well-prepared, accomplished solo performance with confident use of performance skills.

Sources of information to support you with this Assignment	https://www.youtube.com/watch?v=BHMOmz2S1yo https://www.youtube.com/watch?v=vrvOv6Ud33I https://www.youtube.com/watch?v=33rNgjJ7c9Q https://www.youtube.com/watch?v=5PMwHjDfiUI https://www.youtube.com/watch?v=8PfovH755Yg https://www.youtube.com/watch?v=MfC6Z4A7DvE
Other assessment materials attached to this Assignment Brief	N/A

Note to assessor:

Scenario	This scenario leads on from the successful completion of the task set in assignment 1 for this unit. Following the success of the online articles, the magazine is staging a concert featuring all the contributors to the magazine. It is possible to adapt this with a different type of task such as being asked to audition for an agent who needs to know that the musicians chosen will be reliable, by asking for evidence of them being able to plan and rehearse for a specific event.
Task 1 & 2	Task 1 – Learning Aim B Here the task asks the learner to look at all aspects of practice and rehearsal to develop their solo performance skills. They must set targets, choose appropriate pieces, and show a structured effective routine, which will take them up to the point of 2 weeks before the actual event.

Secondly they are asked to demonstrate that they can design and follow a practice routine. They need to assess strengths and weaknesses, as well as reflect on progress. It also suggests that friends and colleagues will also comment on the rehearsal progress. This will allow the learner to accept constructive feedback and use it to improve performance. Deadlines should reflect the amount of time required for this whole process also allowing two weeks at the end to address Learning aim C.

Task 2 – Learning Aim C

This task looks at the two weeks of preparation leading up to the performance, culminating in the performance itself. The learner is expected to comment on how they prepared collaboratively and personally. They should discuss why the material is suitable for the expected audience and venue, and justify their programme. The diary the learners completed for Learning Aim B was focussed on their practising and progress. However, in the two weeks leading up to the final performance, the focus would be expected to change. It is expected that the learners are now able to demonstrate the rehearsal and performance skills required and would show evidence of this in run-throughs, sound checks and rehearsals at the actual venue.

The learner should give as professional and accurate performance as possible, showing a well-rehearsed set, with clear elements of musicality, stage presence and performance confidence.

There is no specific reference in the unit content to how long, or how many pieces of music should be performed, however in the Essential information for assessment section of the specification, it states that 'learners will perform an accomplished set' and that this would likely to be *at least* 3 pieces of music, or between 7-15 minutes depending on music genre performed and if part of an ensemble.