Academic year 2021-22



SUBMISSION DEADLINE:
12 weeks after delivery is complete

BTEC LEVEL 2

Teamwork and Personal Development in the Community

UNIT 13 E-WORKBOOK

Solo Music Performance

LEARNER NAME:	**CVQO REF:** VQ
EMAIL ADDRESS:	**GROUP OR UNIT NAME:**

LEARNER NOTES

This e-workbook is for electronic completion only. Please only use this e-workbook if you have received it **directly** from CVQO or you have downloaded it direct from your Moodle account. E-workbooks are **NOT** transferable between learners because they contain embedded code which identifies you as the learner.

When completed, your e-workbook must be submitted by uploading it into your Moodle account. It can only be accepted this way as you will be asked to make a learner declaration that the submission is your **own** work.

TUTOR NOTES

Learners will receive their e-workbook **directly** from CVQO, or they can download it directly from their Moodle account. The personalised e-workbook is for the learner's work only and it is **NOT** transferable between learners. Please do not share e-workbooks between learners.

If applicable, CVQO assessment forms are included in the e-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 our website. The completed form must then be given to the learner to complete their submission.

Edexcel approved centre. Centre number 01383

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Welcome to the workbook

for Unit 13

This workbook is for you to submit your answers for the written tasks required for Unit 13.

Further instructions are contained in the learning guide, which you should use to help you learn and understand how to complete the tasks. If you feel that you need support or assistance with completing the workbook please ask your tutor.

Referencing

Although you should try to use your own words throughout this workbook, there may be some answers where a quote from elsewhere is acceptable. If you do this, you must use quotation marks and name the source.

Glossary

The following command verbs introduce the different tasks in this workbook and their meanings are given below:

Identify	This usually tests your skill of remembering information. You might select from a list of options, point something out, or give a list of main features.
Justify	Give reasons to support your answer.

Icon key

Icon	Description
	**Learning outcome** Each unit has a series of learning outcomes which indicate the knowledge you are expected to demonstrate when you complete the accompanying tasks or activities.
	**Literacy** This will assess your understanding of the task and demonstrate the quality of your English skills, particularly your use of correct spelling, punctuation and grammar.
	**Task** This requires a written response which links to each assessment criteria (AC).
	**Activity** This requires you to complete a practical activity.

	**Learning** Learn the subject theory.
	**Doing** Put into practice what you have learnt.
	**Listening** Ask yourself how you performed. Listen to feedback from others, i.e. your tutor or peers.
	**Reflecting** Learn from the experience to improve next time.

Unit 13

Solo Music Performance

Who taught this unit? ...

Task 1: Plan repertoire for a solo performance

(AC 1.1 & 1.2)

My chosen instrument for solo performance is:	
Details of my solo performance are: *As a minimum you should include what your performance will be, the location and audience details.* *(e.g. I will be playing the National Anthem, Last Post and Reveille at a local Remembrance Sunday parade. I will be playing unaccompanied outside at the War Memorial with approximately 200 people attending, including the local Mayor).*	

This task is in two parts.

Part a. For this task you need to **IDENTIFY three** pieces of music that are appropriate for the performance context.

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

Part b. You now need to give **at least one** reason to **JUSTIFY** why *your* repertoire is suitable for the **audience**, the **venue** and your **level of technical ability**.



...

Within your answer, have you **JUSTIFIED** why your repertoire is suitable for *(please tick):*

☐ **The audience** ☐ **The venue** ☐ **Your level of technical ability**

Task 2: Identify practice techniques that can improve own performance skills (AC 2.1)



For this task you should use the table below to **IDENTIFY three** practice exercises or techniques that could improve your performance skills.

The practice exercises or techniques you **IDENTIFY** below *must* be relevant to your instrument identified and the music chosen in Task 1.

1	
2	
3	

Task 3: Prepare for a solo performance (AC 2.2)



There are two parts to this task.

Part a.
You should **COMPLETE** an initial skills audit.

You should read through the list of judgements below and take a moment to reflect. Do you have the necessary skills to deliver your chosen music for your planned performance?

If you highlight any areas for development, you can refer to them in part b.

Judgement	Very confident	Confident	Need to develop
1. I know my strengths and which areas I need to make improvements on in my performance			
2. I have a strong practice routine and do several run-throughs before a performance			
3. When I make mistakes, I know how to correct them before I perform to an audience			
4. I am honest with my teacher and ask for support if I have any performance problems that I am not able to solve on my own			
5. I am confident that my performance skills are strong enough to convey the pieces I play to an audience			
6. Before a performance, I know how to prepare myself			
7. If I am nervous before a performance, I have techniques to control my nerves			
8. I ensure my instrument is tuned accurately and warmed up carefully			
9. I always carry spare reeds or strings, just in case something breaks			
10. I check that I have all my music and it is in the correct order			
11. I make sure I appear confident when I am in front of an audience			
12. I begin and end pieces with confidence and flair			
13. I perform with expression and accuracy			
14. If I make a mistake, I forget it quickly and carry on			
15. I evaluate my performances and correct mistakes before I perform again			

Part b.
Following on from your initial skills audit, you should now **PRODUCE** a practice plan detailing *how* you are going to prepare for a solo performance.

Use the boxes below to set yourself three suitable targets. You must then evaluate the progress you have made for each one. An example is shown below.

Musical skill target	By when	Progress made
I want to be able to play the fast passages in bars 64 to 96 of Pachelbel's Canon more accurately and up to speed.	30 Sept	I set my metronome to 85 so that I could play at a steady tempo. I tried increasing to 90 but I can't play the semiquavers neatly enough at this speed.

Musical skill target	By when	Progress made

Technical preparation target	By when	Progress made

Physical preparation target	By when	Progress made

Task 4: Carry out technical and physical preparation for your solo performance (AC 2.3)

There are two parts to this task.

Part a.
In preparation for your solo performance you will need to evidence **30 hours** rehearsal time using a practice log (**VQF 660***).

**You will find this template at the back of your workbook.*

Part b.
You should now **WRITE** a reflective account detailing *why* the *technical* and *physical* preparations you detailed in Task 3 were appropriate to help you prepare for your solo performance.

Have you reflected on your *(please tick):*

☐ **technical preparation?** ☐ **physical preparation?**

Activity 1: Perform music to an audience as a soloist (AC 3.1)



To complete the next part of the unit, you must perform contrasting pieces of music as a soloist with competent technical and interpretive skills.

To provide **evidence** of this **you** must:

- Perform at least **three*** contrasting pieces of music as a **soloist** in front of an **audience**.

**Each piece must be a minimum of 2 minutes in length. It is not necessary for you to perform all pieces at once as they may be presented over time.*

To provide **evidence** of this **your tutor** must:

- Take a video recording of the performances.
- Complete a tutor testimony (**VQF658***) to give you feedback and to provide evidence of your solo music performance.

**The template can be found at the back of your workbook.*

BTEC Level 2 Teamwork and Personal Development in the Community
Unit 13: Solo Music Performance

For completion by the VQ Officer or an appropriate assessor.

CVQO registration number:	**VQ**
Learner name (CAPS):	
Instrument played:	

This form will be used to provide evidence that the learner has:

- Performed contrasting pieces of music as a soloist with competent technical and interpretive skills

TECHNICAL CONTENT	PIECE 1			PIECE 2			PIECE 3		
	✔	✘	N/A	✔	✘	N/A	✔	✘	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 **each** piece.

	✔	✘
Has the learner performed **three** pieces of contrasting music to an **audience** accurately and with a sense of style?		
The learner has undertaken a minimum of **30 hours** rehearsal time, carried out under direct supervision and independently. *Evidenced by the learner completing a practice log template (VQF 660).*		

Evidence of the **solo performance** as detailed above must be uploaded by a tutor to an online Nextcloud link. This must be stored in Unit 13 within each individual learner's file.

☐ **I can confirm that the evidence has been uploaded.**

Ensemble leader/bandmaster/VQ officer comments and feedback:

Tutor signature:	*"I confirm that this is a true and accurate account"*		
Tutor name (CAPS):			
Job role:		Date:	

Learner comment:			
Learner signature:		Date:	

When completed this tutor testimony must be passed to the learner. The learner can then sign, date and comment on your feedback and submit it with their work.

BTEC Level 2 Teamwork and Personal Development in the Community
Unit 13: Solo Music Performance
Practice Log

For completion by the learner.

CVQO registration number:	**VQ**
Learner name (CAPS):	

Use this practice log to record a minimum of 30 hours rehearsal time in preparation for your solo performance and the 3 pieces you identified in Task 1.

Date	Hours	Supervised ✓	Independent ✓	Notes
2 July	1 hour	✓		I warmed up my bugle carefully and practiced tonguing each note of the Last Post several times so that when I played a note, it would begin clearly and accurately. I also practised each of the intervals using slurs to make sure my pitching was spot on. My tutor said I split a few notes and I must work on this on my own during my next session.

Date	Hours	Supervised ✓	Independent ✓	Notes

Learner signature:	*"I confirm that this is a true and accurate account of my rehearsal time"*
Date:	



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