Academic year 2021-22



SUBMISSION DEADLINE:
12 weeks after delivery is complete

BTEC LEVEL 2

Teamwork and Personal Development in the Community

UNIT 14 E-WORKBOOK

Working as a Musical Ensemble

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

BTEC Approved Centre from Pearson

Welcome to the workbook

for Unit 14

This workbook is for you to submit your answers for the written tasks required for Unit 14.

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:

Describe	Think of it as answering the question 'what is it?' Include linked series of relevant points to 'paint a picture with words'.
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.

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 14

Working as a Musical Ensemble

Who taught this unit? ...

Task 1: Describe roles and responsibilities of members of musical ensembles (AC 1.1)



For this task you must firstly *identify* **three** roles within an ensemble. You must then **DESCRIBE** the specific responsibilities associated with each role.

As the verb is **DESCRIBE**, it is expected that you will write a detailed sentence for each answer.

Role 1:	
Description of the responsibilities:	

Role 2:	
Description of the responsibilities:	

Role 3:	
Description of the responsibilities:	

Task 2: Identify the planning and preparation required for a successful ensemble performance

(AC 2.1)

There are two parts to this task.

Part a.

You should **IDENTIFY two** examples of how **you** contributed to the *selection of musical material* for your ensemble performance.

1	
2	

Part b.

You should **IDENTIFY two** examples of how **you** contributed to the *planning and organisation of the rehearsals.*

1	
2	

Task 3: Set and review relevant targets for rehearsals that will result in musical progress

(AC 2.2)

There are three parts to this task.

Part a.

You should complete a personal SWOT analysis and include at least **two** points in each element.

STRENGTHS *(Consider what you are good at)* Strengths	**WEAKNESSES** *(Consider anything that you can improve on, this could be skills, knowledge or experience)* Weaknesses
OPPORTUNITIES *(Consider things that you feel could be advantageous to you)* Opportunities	**THREATS** *(Consider things that you feel may present a challenge or prevent you from achieving what you want)* Threats

Part b.

You should now set yourself **two** appropriate SMART targets that will help you to improve your musical performance during a series of rehearsals.

1	
2	

Part c.

You should now **REFLECT** on *your* contribution to rehearsals and detail **four** actions for improvement. For each action you detail you should also consider the *impact* it may have.

	Action for improvement	**Impact it may have**
1		
2		
3		
4		

Activity 1: Prepare for a performance as part of a musical ensemble (AC 2.3 & 2.4)



To complete the next part of the unit, you must **prepare** for a performance as part of a musical ensemble.

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

- Contribute ideas that have a positive impact on rehearsals for an ensemble performance
- Demonstrate expected behaviours throughout ensemble performance rehearsals
- Complete a practice log (**VQF 661***) to evidence **35 hours** rehearsal time carried out under direct supervision and independently.

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

- Complete a testimony (**VQF 659 Part a***) to provide evidence of your positive impact and your behaviour whilst preparing for your ensemble.

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

Activity 2: Perform as part of a musical ensemble (AC 3.1)



To complete the next part of the unit you must **perform** as part of a musical ensemble.

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

- Perform contrasting pieces of music as part of an ensemble with competent technical and ensemble skills

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

- Take a video recording of the performance.
- Complete a testimony (**VQF 659 Part b***) to give you feedback and to provide evidence of your performance as part of a musical ensemble.

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

BTEC Level 2 Teamwork and Personal Development in the Community
Unit 14: Working as a Musical Ensemble

For completion by VQ Officer or an appropriate assessor.

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

Part a.
The first part of this form will be used to provide evidence that the learner has, as part of **rehearsals**:

- Contributed ideas that have a positive impact on the rehearsals for an ensemble performance (AC 2.3)
- Demonstrated expected behaviours throughout ensemble performance rehearsals (AC 2.4)

	✔	✘
Has the learner **contributed** ideas that had a positive impact on rehearsals for an ensemble performance?		
Has the learner participated in **three** different observed rehearsal sessions demonstrating the behaviours expected?		

Please tick at least **three** behaviours that the learner has demonstrated from the below:

Attendance and punctuality		Being prepared for the session	
Having the correct equipment		Positive attitude and enthusiasm	
Respecting and encouraging others		Listening and following instructions	
Responding to constructive criticism		Clear communication	
Working tidily and safely			

Part b.
The second part of this form will be used to provide evidence that the learner has undertaken a **final performance** and:

- Performed contrasting pieces of music as part of an ensemble with competent technical and ensemble skills (AC 3.1)

Evidence of the **final performance** must be uploaded by a tutor to an online Nextcloud link. This must be stored in Unit 14 within each individual learner's file.

☐ **Please tick to confirm that you have uploaded video evidence.**

Does the video evidence show the following? (please tick)	
At least three contrasting pieces of music lasting a minimum of three minutes each (the contrast could be in terms of tempo, mood and style)	
Performances that are technically accurate in terms of pitch, rhythm, intonation, timing and dynamics	
Performances that show stylistic awareness	
Performances that show awareness of their role within the ensemble	
Performances with only minor and unobtrusive errors	

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 14: Working as a Musical Ensemble
Practice Log

For completion by the learner.

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

To complete this unit you must perform contrasting pieces of music as part of an ensemble with support from a tutor. Use this practice log to record a minimum of 35 hours rehearsal time that was completed under supervision and independently.

Date	Hours	Supervised ✓	Independent ✓	Notes
2 September	1 hour	✓		I belong to the percussion section and in this rehearsal we could not play some of the complicated rhythm patterns correctly. Our tutor said we needed to have separate rehearsals as a section so we can practise each pattern slowly and then build up the speed until we can play them correctly. We have arranged to meet twice before the next full rehearsal on 5 September.
5 September	1 hour		✓	The sectional rehearsals worked well and we managed to play all the complex pattern well, but not yet quickly enough for the piece. We will meet twice again as a section to help to build up our speed before the next full rehearsal on 8 September.

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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01276 601701 | tpd@cvqo.org | www.cvqo.org

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