Cadet Vocational College

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SUBMISSION DEADLINE: 12 weeks after delivery is complete

BTEC LEVEL 2

Teamwork and Personal Development in the Community

UNIT 12 WORKBOOK

Planning and Creating a Music Product

LEARNER NAME:	REFERENCE: VQ
EMAIL ADDRESS:	GROUP OR UNIT NAME:

Affix label here
(for Cadet Vocational College use)

LEARNER DECLARATION

The declaration must be signed by you (the learner). Unfortunately, any unsigned work cannot be accepted for marking.

"I certify that the work submitted in this workbook is my own."

SIGNED:

DATE:

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VERSION 3.1

Pearson Approved Centre. Centre number 01383

Welcome to the workbook

for Unit 12

This workbook is for you to submit your answers for the written tasks to complete Unit 12.

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 VQO, your tutor or email tpd@cvcollege.org and we will get back to you.

Referencing

You **must** use your own words to answer the tasks.

There may be an occasion when a quote from a resource (e.g. a website or a Cadet Vocational College learning resource) can be used to *support* your written answer. If you do this, you **must** use quotation marks, name the source and if applicable, state a page number. For example, "Having team members you trust is key to the success of any team." (Learning Guide, page 5).

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 a 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.

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Icon key

Icon	Description
	**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.
	**Numeracy** This will assess your ability to show confidence in this life skill by using numbers, interpreting information, identifying possibilities and weighing up different options.
	**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 theory behind the topic.
	**Doing** Put into practice what you have learnt.
	**Listening** Listen to feedback from others, i.e. your tutor or peers.
	**Reflecting** Learn from the experience to improve next time.

Teaching and learning

There are a number of teaching sessions for Unit 12. To find out more, please speak to your Teaching and Learning Manager or scan here for more details.



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Unit 12

Planning and Creating a Music Product

Who delivered this unit? ...

Task 1: Describe the necessary planning requirements for the creation of a music product

(AC 1.1)

DESCRIBE the planning requirements for your product.

You must **IDENTIFY** and **DESCRIBE** the music product you intend to create and produce a plan.

Your plan must include the following:

- How your product matches your intended **audience**
- How your product relates to your chosen **venue**
- How your product makes good use of the **available resources**

Music product: *(You must include a brief description)*	

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Plan details:

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Within your plan, have you included details on *(please tick)*:

☐ **Audience** ☐ **Venue** ☐ **Available resources**

Task 2: Identify required roles, actions and deadlines for the creation of a music product

(AC 1.2)

There are three parts to this task.

Part a.
IDENTIFY the **required roles** needed for your music product.

...

Part b.
IDENTIFY the **key actions** that need to be taken.

...

Part c.
IDENTIFY the **key deadlines** from initial meeting to reviewing your event.

...

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Task 3: Describe ways a music product can be marketed and promoted (AC 2.1)



You should now consider **how** your music product can be marketed and promoted.

DESCRIBE two methods that you are going to use.

As the command verb is **DESCRIBE**, you should include relevant points to provide the level of detail required.

Method 1:	

Method 2:	

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Task 4: Create a music product

(AC 3.1, 3.2 & 3.3)



This task is in **three** parts. Each part requires a short piece of reflective writing.

Part a.
What exactly was **your** contribution in the development and delivery of the product?

You must **IDENTIFY three** individual ideas that you contributed to the group and **EXPLAIN** the positive impact that they had.

Idea 1:	
What positive impact did this idea have?	

Idea 2:	
What positive impact did this idea have?	

Idea 3:	
What positive impact did this idea have?	

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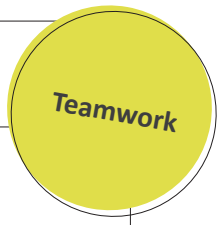
Part b.
IDENTIFY one communication skill, **one teamwork** skill and **one personal management** skill that you demonstrated throughout the development process. You should then **EXPLAIN** how each skill helped to develop the product.

Communication skill:



How did this skill help to develop the product?

Teamwork skill:



How did this skill help to develop the product?

Personal management skill:



How did this skill help to develop the product?

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Part c.

Now reflect on how well you followed the creative process for the development and delivery of your music product. How did your rehearsals go? Were there any gaps in your planning (for example, did you have enough time)? It may be useful to refer back to your plan in Task 1.

...

To support this task:

- **You must** complete and submit a practice log to evidence a minimum of **25 hours** rehearsal time (VQF657*).
- **Your tutor** must complete a tutor testimony (VQF656*) and provide evidence of the completed music product.
- **You must** then sign, date and leave a comment on the tutor testimony form **and** submit it with your work to be assessed.

**Both templates can be found at the back of the workbook. Guidance on how to upload the video recordings for assessment is given on the tutor testimony form.*

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Task 5: Review own contribution and propose improvements for the future (AC 4.1, 4.2 & 4.3)

There are three parts to this task.

You should use self-reflection and feedback from peers to complete the questions below:

Part a.
REVIEW your **final music product**.

IDENTIFY three areas of **strength** relating to the **final music product**	Strength
1	
2	
3	

IDENTIFY three areas for **improvement** relating to the **final music product**	Improvement
1	
2	
3	

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Part b.
REVIEW your contribution to the **creative process**.

IDENTIFY three areas of **strength** relating to the **planning and development process**	
1	
2	
3	

Strength

IDENTIFY three areas for **improvement** relating to the **planning and development process**	
1	
2	
3	

Improvement

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Part c.

You have reviewed the final music product and your contribution to the planning process. You should now make proposals for **three** areas for personal improvement that you will implement in future projects.

1	
2	
3	

Congratulations - you have now completed all of the tasks in this unit.

Check your work before submitting for assessment!

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VQF 656
Version 3

BTEC Level 2 Teamwork and Personal Development in the Community
Unit 12: Planning and Creating a Music Product

Witness statement - for completion by the VQ Officer or an appropriate assessor

Reference:	**VQ**
Learner name (CAPS):	

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

- contributed ideas that have had a positive impact on the creation and delivery of a music product
- demonstrated appropriate communication, teamwork and personal management skills when creating and delivering a music product
- followed the developmental process for the creation and delivery of a music product

This will support the written work the learner has completed as part of Task 4.

Did the learner contribute ideas that had a positive impact on the creation and delivery of a music product?
Please provide at least one example:

Did the learner demonstrate appropriate communication, teamwork and personal management skills whilst working with others to create and deliver a music product? *Please provide at least one example of each:*

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Did the learner follow the developmental process for the creation and delivery of a music product?
Please provide a comment to explain your answer.

Recorded evidence of the **final music product** must be uploaded by a tutor to an online Nextcloud link. This must be stored in Unit 12 within each individual learner's file.

Scan here to upload to Nextcloud

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

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 witness statement must be passed to the learner. The learner should then sign, date and comment on your feedback. The completed form must be submitted at the same time as the learner's work.

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BTEC Level 2 Teamwork and Personal Development in the Community

Practice Log for Units 12, 13 and 14 - For completion by the learner.

Complete the template to evidence the practical activities you have undertaken for each unit, the time spent and whether they were completed under supervision or independently. You will find examples for each unit below.

Unit 12: Planning and Creating a music product (Working with other team members for a **minimum 25 hours**)

Unit No.	Date	Hours	Supervised (S) or Independent (I)	Notes
12	2 September	1 hour	S	After feedback from our tutor we needed to keep in time together and improve our intonation. I now need to work on my tuning, pitching and timing.
12	2 September	1 hour	I	We found it difficult to keep to a strict tempo. We agreed to practice individually using a metronome set to 100 beats per minute and try again in the next session.

Unit 13: Solo Musical performance (Prepare to perform the 3 pieces identified in Task 1 for a **minimum of 30 hours**)

Unit No.	Date	Hours	Supervised (S) or Independent (I)	Notes
13	4 September	1 hour	S	I practiced each of the intervals (for the Last Post) 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.

Unit 14: Working as a Musical Ensemble (Performing contrasting pieces of music with tutor support for a **minimum 35 hours**)

Unit No.	Date	Hours	Supervised (S) or Independent (I)	Notes
14	5 September	1 hour	S	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.
14	6 September	1 hour	I	The sectional rehearsals worked well and we managed to play all the complex pattern well, but not yet quickly enough for the piece. Next meeting planned for 8 September.

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Learner name (CAPS):		Reference:	**VQ**

Unit No.	Date	Hours	Supervised (S) or Independent (I)	Notes

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

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Cadet Vocational College
3 Archipelago, Lyon Way, Camberley, Surrey GU16 7ER

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

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