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 13 WORKBOOK

Solo Music Performance

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 13

This workbook is for you to submit your answers for the written tasks to complete 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 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:

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.

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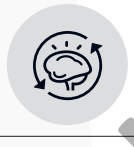
Icon key

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.
	**Task** This requires a written response which links to each of the 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 13. To find out more, please speak to your Teaching and Learning Manager or scan here for more details.

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Unit 13

Solo Music Performance

Who delivered this unit? ...

Task 1: Plan repertoire for a solo performance

(AC 1.1 & 1.2)



My chosen instrument for my 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. IDENTIFY three pieces of music that are appropriate for the performance context.

The pieces need to be **contrasting** and at least **two minutes** in length.

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

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Part b. JUSTIFY the pieces of music you have chosen and **why** they are appropriate.

Use the space below to give at least **one** reason to **JUSTIFY** why your repertoire is suitable for:

- the **audience**
- the **venue**
- your level of **technical ability**



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

Use the space 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 the instrument identified in Task 1 and the music pieces chosen.

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



There are two parts to this task.

Part a. Complete an initial skills audit.

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			

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Part b. Following on from your initial skills audit, 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

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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 657***).

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

Part b.
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?**

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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 **two 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.

**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.*

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

Check your work before submitting for assessment!

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VQF 658
Version 3

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

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

Reference:	**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.

The learner has:	✓	✗
Performed **three** pieces of contrasting music to an **audience** accurately and with a sense of style.		
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 657).*		

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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.

Scan here to upload to Nextcloud

☐ **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 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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