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 14 WORKBOOK

Working as a Musical Ensemble

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 14

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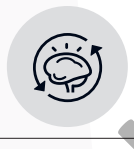
Icon key

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.
	**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 14. To find out more, please speak to your Teaching and Learning Manager or scan here for more details.

Scan me!

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Unit 14

Working as a Musical Ensemble

Who delivered this unit? ...

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

For this task you must **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:	

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Role 2:	
Description of the responsibilities:	

Role 3:	
Description of the responsibilities:	

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

1	
2	

Part b.
IDENTIFY two examples of how **you** contributed to the **planning and organisation of the rehearsals**.

1	
2	

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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.
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

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Part b.

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

SMART target 1	
Specific	
Measurable	
Achievable	
Realistic	
Time-related	

SMART target 2	
Specific	
Measurable	
Achievable	
Realistic	
Time-related	

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Part c.
REFLECT on your contribution to rehearsals and detail **four** actions for improvement. For each action you detail, consider the impact it may have.

	Action for improvement	Impact it may have
1		
2		
3		
4		

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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 657***) 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.

**Both templates can be found at the back of the 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 at least **three*** contrasting pieces of music as part of an ensemble with competent technical and ensemble skills

Each piece must be minimum of **three 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 showing the audience.
- 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 the workbook. Guidance on how to upload the video recordings for assessment is given on the tutor testimony form.*

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VQF 659
Version 3

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

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

Reference:	**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?		
Participated in **three** different observed rehearsal sessions demonstrating the behaviours expected?		

Tick at least **three** behaviours that the learner has demonstrated from the below:	✓
Attendance and punctuality	
Having the correct equipment	
Respecting and encouraging others	
Responding to constructive criticism	
Working tidily and safely	
Being prepared for the session	
Positive attitude and enthusiasm	
Listening and following instructions	
Clear communication	

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

- performed **three** contrasting pieces as part of an ensemble with competent technical and ensemble skills (AC 3.1). Each piece must be a minimum of **three** minutes in length.

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	
Evidence of an audience	

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.

Scan here to upload to Nextcloud

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

Tutor feedback performance:

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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