

## MUSPRA Qualifications

Unit Code: 208

Unit Title: Music Style Development

Credit Level: 2

Credit Value: 4 (40 TQT)

### Unit Content

Using the learning outcome as the main point of reference, a scheme of work for this unit will include opportunities for learners to develop the following:

#### Analytical Skills

Analysing differences in music styles

Analysing musical styles in a wider context

#### Research Skills

Researching musical styles and sub-styles

#### Communication Skills

Annotated Diagram

Presentation Skills

Essay writing

#### IT Skills

Using the internet for research

Using word processing software, image software or presentation software

### Suggested Delivery Ideas

Some of the learning may be information-based. Learners may need to be introduced to a range of musical genres and the context in which they came about.

Watching documentaries and asking questions about the impact of location; political influences; the profile of the audience; musical and cultural influences and questions of authenticity will help learners develop their contextual understanding of those genres.

### Suggested Activity Ideas

Learners may watch and comment on documentaries (videos) that exemplify the development and context of different musical styles and engage in group discussions.

They may listen to musical examples in different styles and try to identify instrumentation and instrumental roles; lyrical content; rhythmic and melodic content and production values.

Learners may identify particular bands/artists within a style and analyse the elements that define the style.

Learners may develop posters, presentations or annotated diagrams to demonstrate their learning.

They may discuss examples of newspaper, magazine and other media articles about different genres of music to analyse how those genres are represented.

Learners may also need to study political, moral, religious and economic issues relating to different cultures. Videos and internet research would be useful in developing this knowledge.

### **Summative Assessment Methods**

Learners should describe evolution of a distinct musical style, incorporating the sub-styles that have evolved from the umbrella style/genre.

They should discuss, broadly, the development over time of the sub-styles from the over-arching style/genre. This should include a discussion of when and where the style began; the etymology of style name; seminal recordings/performances/events; popularity in relations to geographical and socio-economic location; influence of the style on the artists working in other styles. The learner should also illustrate the development of imagery and fashion associated with the style.

### **Recommended Evidence**

- 1.1 Description of development of one style of music – Annotated poster; essay; presentation (PowerPoint or Prezi or similar)
- 1.2 Development of the style and sub-styles through recordings – Essay; presentation; musical and visual examples; photos; videos

## Grading Criteria

<b>Distinction</b>	<p>To achieve a <b>distinction</b> at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Illustrate in detail, accurately and with insight the historical and cultural development of the chosen musical style.</li> <li>2. Describe in detail, accurately and with insight the evolution of the musical style, its sub-styles and other, associated styles. An excellent understanding of the evolution will be reflected in a detailed and accurate assessment of at least six recordings, chosen by the learner, which evidence clearly the development of the style from its origin, fully justifying why these recordings have been selected as being relevant.</li> </ol>
<b>Merit</b>	<p>To achieve a <b>merit</b> at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Illustrate in detail, clearly and accurately the historical and cultural development of the chosen musical style.</li> <li>2. Describe accurately and in detail the evolution of the musical style, its sub-styles and other, associated styles. A good understanding of the evolution will be reflected in an accurate assessment of at least six recordings, chosen by the learner, which evidence clearly the development of the style from its origin. There will be reference to why these recordings have been selected as being relevant.</li> </ol>
<b>Pass</b>	<p>To achieve a <b>pass</b> at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Illustrate accurately the historical and cultural development of the chosen musical style.</li> <li>2. Describe accurately the evolution of the musical style, its sub-styles and other, associated styles. An understanding of the evolution will be reflected in an assessment of six recordings, chosen by the learner, which evidence the development of the style from its origin.</li> </ol>
<b>Unclassified</b>	<p>A learner <b>not</b> on course to achieve this unit might evidence the majority of the following:</p> <ol style="list-style-type: none"> <li>1. No or inaccurate illustration of the historical and cultural development of the chosen musical style.</li> <li>2. No or inaccurate description of the evolution of the music style, its sub-styles and other, associated styles. Little or no understanding of the evolution of the style will be reflected in the choice and/or assessment of six recordings.</li> </ol>

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Assessment Framework

### Learning Outcomes

The learner will be able to:

1. Assess the development of a specified music style and its sub styles.

### Assessment Criteria

The learner can:

- 1.1 Illustrate the development of a music style, including a description of:
  - a. the factors that influenced its inception;
  - b. significant artists/bands/producers;
  - c. important recordings/performances/events;
  - d. popularity of the style in relation to geographical location;
  - e. imagery and fashion associated with the style;
- 1.2 Describe the evolution of the style, including reference to sub-styles and related styles, through an assessment of a selection of at least six representative recordings, which reflect the evolution.

**PLEASE NOTE** – when using material from online or written resources, a referencing system must be in place. Any unreferenced, plagiarised work will be marked as unclassified.