

## MUSPRA Qualifications

Unit Code: 233

Unit Title: Instrumental Study

Credit Level: 2

Credit Value: 8 (80 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:

#### Skills for Instrument Maintenance

The ability to set up their instrument for playing as required, safely and efficiently

#### Health and Safety

Understanding of personal health and safety considerations in relation to playing an instrument and associated equipment

#### Instrumental Skills

The ability to develop instrumental techniques appropriate to the instrument

Understanding of relevant stylistic characteristics in relation to the instrument

The ability to improve physiologically, e.g. dexterity, stamina and control of the instrument

#### Organisational Skills

The capacity to plan instrumental practice, through developing realistic aims and defining success

Time management skills – working to a given time frame, working to deadlines

#### Analytical Skills

The ability to analyse and assess own skills and personal aims

The ability evaluate own work and consider ways of improving in relation to the personal goals

The capacity to respond positively to tutor comments and evaluations

The capacity to assess and act upon Health & Safety considerations

### Suggested Delivery Ideas

The delivery, where possible, should be learner led. Learners should take responsibility for their own improvement plan. By definition, every learner's development plan will be unique, relevant specifically to the individual. Any associated scheme of work will therefore need to focus on the learner having the procedural elements in place: being able to plan for improvement (including the elements associated with equipment, physiology etc), being able to review progress and the ability to evaluate the process.

Learners' instrumental skills will need to be formally assessed early on to provide the standard against which improvement will be measured. It may be useful to incorporate this into the wider initial assessment process, for practical reasons.

Opportunities for the learner to improve instrumentally may take place in a variety of settings across the course, dependent on the nature of their plan in relation to their aims, and on how it has been agreed that success will be measured.

It is therefore a very individual process. For some learners, for example those wishing to concentrate on improving their band musicianship skills, or perhaps those who wish to focus as singer-songwriters, opportunities for improvement might take place purely in rehearsals and performances, underpinned by engagement with their personal practice regime.

Other learners who may wish to focus more specifically on refining their technical skills, could use additional qualifications, such as graded music exams, to facilitate improvement.

### **Suggested Activity Ideas**

Activity designed to assess the instrumental improvement will need to meet the needs of the individual and as such be led by the learner in negotiation with the teacher.

Opportunities should be provided for learners to engage with regular peer evaluation and self-evaluation of progress instrumentally, in addition to teacher led formative assessment of instrumental improvement and of the skills involved in managing the improvement process.

### **Summative Assessment Methods**

The effectiveness of the skills being assessed will be measured primarily by assessing the standard of the learner's instrumental skills measured during initial assessment against those evidenced at the time of the performance identified as the success measure. From this, a quality judgement will then need to be made on the progress achieved.

Learners will evaluate the results of this to inform planning for further improvement.

### **Recommended Evidence**

1.1 A documented assessment of day-to-day maintenance requirements of their instrument and personal health and safety issues in relation to the instrument/playing style – an audio or video presentation/written report.

2.1 An improvement plan including practice plan, specific aims for development and timescales

3.1 An evaluation record of development progression, documenting improvement in technical ability, dexterity, stamina and control of the instrument.

3.2 An evaluative record of achievements in relation to personal goals, highlighting strengths and areas for development – an audio or video presentation/written report

## Grading Criteria

<b>Distinction</b>	<p>To achieve a distinction at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Evidence broad and specific understanding of the day-to-day maintenance requirements of their instrument - sound knowledge of plus a wide variety of reasons why such activity is considered important - and carry out themselves those which they identify as being reasonable to do</li> <li>2. Evidence a high level of understanding of the personal health and safety implications of playing the instrument - a sound knowledge of potential hazards, good practice etc, why these are deemed so and strategies for how they may applied to the learner and their particular playing style.</li> <li>3. Identification of ambitious, aspirational yet realistic personal aims in relation to playing the instrument based on a high level of understanding of their current position.</li> <li>4. Create a detailed plan of action to achieve those aims, which must be agreed by the tutor and include: <ul style="list-style-type: none"> <li>• a self-created, detailed practice plan (the contents of which must be agreed by the tutor) evidencing broad understanding of the means by which technical progress will be made</li> <li>• identification of specific technical areas to concentrate on with reasons why these areas are of importance</li> <li>• an agreed timescale for achieving the aims</li> </ul> </li> <li>5. Demonstrate significant improvement (in relation to the original review of their position) in: <ul style="list-style-type: none"> <li>• technical ability</li> <li>• dexterity</li> <li>• stamina</li> <li>• control of the instrument</li> </ul> </li> <li>6. Evidence insight in evaluating their achievements in relation to progress towards their original aims, assessing areas of strength and areas requiring further work</li> <li>7. Create a detailed plan of action for their ongoing development as an instrumentalist (which should be agreed by the tutor), including reviewed aims and highlighting specific areas of development to be concentrated upon</li> </ol>
<b>Merit</b>	<p>To achieve a merit at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Evidence broad understanding of the day-to-day maintenance requirements of their instrument - sound knowledge of plus a variety of reasons why such activity is considered important - and carry out themselves those which they identify as being reasonable to do</li> <li>2. Evidence a sound level of understanding of the personal health and safety implications of playing the instrument - a broad knowledge of potential hazards, good practice etc, why these are deemed so and how they may affect their particular playing style.</li> <li>3. Identification of ambitious, realistic personal aims in relation to playing the instrument based on a good level of understanding of their current position.</li> <li>4. In negotiation with the tutor, create a detailed plan of action to achieve those aims, which includes: <ul style="list-style-type: none"> <li>• a detailed practice plan, created in negotiation with the tutor, evidencing understanding of where progress will be made</li> <li>• identification of specific technical areas to concentrate on with reasons why these areas are of importance</li> <li>• an agreed timescale for achieving the aims</li> </ul> </li> <li>5. Demonstrate noticeable improvement (in relation to the original review of their position) in: <ul style="list-style-type: none"> <li>• technical ability</li> <li>• dexterity</li> <li>• stamina</li> <li>• control of the instrument</li> </ul> </li> </ol>

	<ol style="list-style-type: none"> <li>6. Evidence understanding in evaluating their achievements in relation to progress towards their original aims, assessing areas of strength and areas requiring further work</li> <li>7. In negotiation with the tutor, identify a plan of action for their ongoing development as an instrumentalist, including reviewed aims</li> </ol>
<b>Pass</b>	<p>To achieve a pass at Level 2, learners should:</p> <ol style="list-style-type: none"> <li>1. Evidence some understanding of the day-to-day maintenance requirements of their instrument - knowledge plus why such activity is considered important - and identify those which the learner themselves might carry out</li> <li>2. Evidence a broad understanding of the personal health and safety implications of playing the instrument - knowledge of potential hazards, good practice etc and why these are deemed so.</li> <li>3. Identify personal aims in relation to playing the instrument, as a result of a review of their current position led by the tutor.</li> <li>4. With the tutor, agree a plan of action to achieve those aims which includes: <ul style="list-style-type: none"> <li>• a practice plan the contents of which must be agreed by the tutor</li> <li>• identification of specific technical areas to concentrate on</li> <li>• an agreed timescale for achieving the aims</li> </ul> </li> <li>5. Demonstrate an improvement (in relation to the original review of their position) in: <ul style="list-style-type: none"> <li>• technical ability</li> <li>• dexterity</li> <li>• stamina</li> <li>• control of the instrument</li> </ul> </li> <li>6. Evaluate their achievements in relation to progress towards their original aims, identifying areas of strength and areas requiring further work</li> <li>7. Identify a plan of action for their ongoing development as an instrumentalist</li> </ol>
<b>Unclassified</b>	<p>A learner not on course to achieve a Pass might evidence:</p> <ol style="list-style-type: none"> <li>1. Little or no understanding of the day-to-day maintenance requirements of their instrument - scant knowledge of such activity and/or why it is considered important</li> <li>2. Little or no understanding of the personal health and safety implications of playing the instrument.</li> <li>3. Inability to identify personal aims in relation to playing the instrument without considerable prompting from the tutor, as a result of a review of their current position, led by the tutor.</li> <li>4. No action plan is agreed/submitted or the submitted plan is primarily the work of the tutor</li> <li>5. No improvement (in relation to the original review of their position) across the following: <ul style="list-style-type: none"> <li>• technical ability</li> <li>• dexterity</li> <li>• stamina</li> <li>• control of the instrument</li> </ul> </li> <li>6. Evaluation of their achievements in relation to progress towards their original aims is minimal, with little attention paid to identifying areas of strength and areas requiring further work</li> <li>7. No plan of action for their ongoing development as an instrumentalist is agreed/submitted or the submitted plan is primarily the work of the tutor</li> </ol>

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Assessment Framework

**Learning Outcomes**

The learner will be able to:

1. Demonstrate care of the instrument and the instrumentalist
2. Understand how to develop instrument-specific technique appropriate to performance at this level.
3. Know how to review progress in instrumental techniques and identify strengths and areas for development.

**Assessment Criteria**

The learner can:

- 1.1 Assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
- 1.2 Assess personal health and safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument
- 2.1 Review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:
  - a. a practice plan, agreed with the tutor
  - b. identification of specific aims for ongoing development
  - c. timescales for achieving the aims
- 3.1 Over an agreed study period demonstrate developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor. To include improvement in:
  - a. technical ability
  - b. dexterity
  - c. stamina
  - d. control of the instrument
- 3.2 Clarify achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist