

MUSPRA Qualifications

Unit Code: 207

Unit Title: Contextualising Music

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

Evaluation of own work

Analysing musical and lyrical content of a specified music style

Analysing production techniques and use of technology

Analysing media techniques and styles

Research Skills

Research of media approaches

Research of cultural influences

Individual Response

Musical Conditioning

Social

Cultural

Communication Skills

Essay Writing

IT Skills

Using the internet for research

Using word processing software or presentation software

Suggested Delivery Ideas

Some of the learning will 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 to 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 genres and engage in group discussions.

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

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 spend time researching musical genres using books and/or the internet and may need to learn how to disseminate the salient information from their research.

Summative Assessment Methods

A profile of the chosen musical style analysing: cultural and historical influences (social, political, artistic and musical influences on the styles); audience expectations and perceptions; technological developments; media representation.

An explanation or analysis of the main musical elements of the style identified illustrating the importance of instrumentation (including the role, texture and timbre of the instruments used in each style); song structure; the way rhythm is used (e.g. drum patterns, the importance of rhythm to the style etc.); melodic content (this may include scales used, melodic range, the importance of melody; lyrical content and subject matter; use of technology; and production techniques, making reference to recorded examples of each style (preferably more than one example of each style).

Recommended Evidence

- 1.1 Profile of one style of music – Essay; presentation (PowerPoint or Prezi or similar);
- 1.2 Musical Elements – Essay; presentation; musical examples (mp3 or similar, or video)
- 1.3 Personal response – essay; presentation; musical and visual examples; photos; videos

Grading Criteria

Distinction	<p>To achieve a distinction at Level 2, learners should:</p> <ol style="list-style-type: none"> 1. Assess in detail, accurately and with insight the profile of the chosen musical style, making clear reference to: <ol style="list-style-type: none"> a) Cultural influences; b) Audience perceptions c) Technological developments d) Media representation 2. Describe in detail, accurately and with insight the main musical elements of the chosen style, making clear and accurate reference to two recordings by two prominent artists in the style. 3. Describe in detail, accurately and with insight their personal response to the musical style, showing an ability to relate this clearly and perceptively to their own context, as a musician and beyond.
Merit	<p>To achieve a merit at Level 2, learners should:</p> <ol style="list-style-type: none"> 1. Assess in detail, clearly and accurately and the profile of the chosen musical style, making clear reference to: <ol style="list-style-type: none"> a) Cultural influences; b) Audience perceptions c) Technological developments d) Media representation 2. Describe accurately and in detail the main musical elements of the chosen musical style, making clear and accurate reference to two recordings by two prominent artists in the style. 3. Describe accurately and in detail their personal response to the musical style, showing an ability to relate this clearly to their own context, as a musician and beyond.
Pass	<p>To achieve a pass at Level 2, all learners should:</p> <ol style="list-style-type: none"> 1. Assess the profile of the chosen musical style accurately, relating it to: <ol style="list-style-type: none"> a) Cultural influences; b) Audience perceptions c) Technological developments d) Media representation 2. Describe accurately the main musical elements of the chosen musical style, making reference to two recordings by two prominent artists in the style. 3. Describe accurately their personal response to the musical style in relation to their own context, as a musician and beyond.
Unclassified	<p>A learner not on course to achieve this unit might evidence the majority of the following:</p> <ol style="list-style-type: none"> 1. No or inaccurate assessment of the profile of the chosen musical style. 2. No or inaccurate description of the main musical elements of the chosen musical style. Little or no reference to prominent artists/recordings. 3. No or inaccurate description of their personal response to the musical style in relation to their own context.

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Assessment Framework

Learning Outcomes

The learner will be able to:

1. Demonstrate contextual knowledge in relation to a specified style of music.

Assessment Criteria

The learner can:

- 1.1 Assess the profile of a chosen musical style in relation to:
 - a. cultural influences;
 - b. audience perceptions;
 - c. technological developments;
 - d. media representation.
- 1.2 Describe the main musical elements of the style identified in 1.1, illustrating the relevance of the following, where appropriate:
 - a. instrumentation;
 - b. structure;
 - c. rhythm;
 - d. lyrical content;
 - e. use of technology;
 - f. production making reference to two recorded examples by two prominent artists in the style.
- 1.3 Describe personal response to the style identified in 1.1 in terms of, where applicable:
 - a. relationship to own musical output;
 - b. relationship to own image/lifestyle;
 - c. relationship to other personal musical likes and dislikes

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.