

Cambridge **TECHNICALS LEVEL 3**

PERFORMING ARTS

Cambridge
TECHNICALS
2016

Unit 27

Singing performance

F/507/6837

Guided learning hours: 120

Version 1 September 2015

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Guided learning hours: 120

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Today's singers in the performing arts industry require commitment and dedication to personal and professional improvement. To secure work as a singer you will need to be competent in a range of styles and genres, such as pop, musical theatre or session work. This unit encourages the development of vocal skills in a variety of possible performance opportunities to prepare you for the realities of life as a singer.

This unit will enable you to apply singing skills and techniques in different performance genres. It is about performing songs as a soloist, in different vocal groups and in different styles. You will have opportunities to experience the demands and exhilaration of live singing performance.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to warm-up for rehearsal and performance	1.1 Importance of warming up for physical and mental readiness 1.2 Warm up exercises, e.g. vocal tone, projection, breath control and capacity, range, pitch, diction, dynamics, resonance, placement of soft palate, inflection 1.3 Readiness for rehearsal/performance, e.g. posture, tension, body awareness, embodiment of character, facial relaxation
2. Be able to rehearse for singing performance	2.1 Practice techniques: effective use of time, registers, posture, breathing, resonance, range and dynamics, diction, skills (e.g. harmony lines, rehearsing with backing tracks, rehearsing with accompanist) 2.2 Schedules: realistic timescales, rest and recuperation, group and individual practice 2.3 Following basic notation, e.g. following vocal line, note length, duration, time signatures, key signatures, repeats, codas and dynamics
3. Be able to perform as a soloist	3.1 Narrative and emotional engagement with songs, confidence and focus 3.2 Matching repertoire to vocal quality, range and ability 3.3 Interpretation, e.g. emotional impact, narrative content, engagement with audience, dynamics, staging, movement and image, theme and/or coherence of programme, focus and confidence 3.4 Technical accuracy, e.g. coordination, breathing, clarity, projection, movement, stage presence, memorisation of material, ability to correct poor intonation in performance, microphone technique, communication with other musicians, learning lyrics and performance techniques
4. Be able to perform as part of an ensemble	4.1 Types of ensemble, e.g. bands, duos, choir, quartets, trios 4.2 Roles within an ensemble, e.g. melody, harmony, backing vocals, call and response, unison 4.3 Performing as part of an ensemble, e.g. listening skills, blended voices, dynamics, adaptability, tuning – to each other and own part, tone, following and respect conductor, phrasing, breath management, rhythm, tempo, energy, enthusiasm, emotion, commitment, confidence

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to warm up for rehearsal and performance	P1: Demonstrate how to warm-up for rehearsal and performance		
2. Be able to rehearse for singing performance	P2: Rehearse for performance demonstrating self-discipline and vocal improvement		
3. Be able to perform as a soloist	P3: Perform a collection of songs as a soloist	M1: Perform a collection of songs as a soloist with technical accuracy and musicality	D1: Perform a collection of songs as a soloist that stretches vocal ability, with technical accuracy
4. Be able to perform as part of an ensemble	P4: Perform a collection of songs as part of an ensemble	M2: Perform in harmony in an ensemble	

ASSESSMENT GUIDANCE

Assessment and Grading Criteria P1

In evidencing **P1**, learners should take it in turns to lead the group in warm up exercises for ensemble rehearsal and performance in preparation for these. An individual warm-up plan should also be produced and demonstrated by individual learners to accompany preparation for rehearsal and performance of solo material. Evidence through video recording of participation and leadership is essential and this may be accompanied by learners' written plans which cite the reasons behind their selection of particular warm up exercises for both ensemble and solo rehearsals/performance and the purpose of each exercise.

Assessment and grading Criteria P2

Evidence for **P2** should be from a range of sources including recordings of rehearsals, observation records from tutors, witness statements from peers and diary entries which explore vocal improvement. The focus of the evidence should be on the learners demonstrating self-discipline in rehearsals whether tutor or peer-led and the improvement of vocal skills towards preparing for performance. This criterion should be used to focus preparation for both ensemble and solo performances and be focused on the effective use of rehearsal to secure improvements to both vocal technique and performance quality.

Assessment and Grading Criteria P3, M1, D1

For criteria **P3**, learners should perform a minimum of 3 solo songs to an invited or public audience. These should be visually and audio recorded and performed with backing tracks or live accompaniment. Lyrics should be learnt from memory and some attempt at creating a performance atmosphere will be present. The range of songs can be from different genres of music (e.g. a rock song, a jazz standard and a musical theatre song), or be selected from within an overarching genre but be diverse in the style or narrative (e.g. 3 songs from musical theatre but contrasting styles. For example an emotional ballad, a 'golden age' character song and a upbeat comedy song). For **M1**, the 3 songs will be thoughtfully selected and a range of narrative and emotions effectively communicated with the audience. At **D1**, learners will also perform their songs with consistent technical vocal accuracy embracing all aspects of performance (e.g. costume, lighting, transitions, narrative connection, set, props as appropriate) and have selected songs that challenge their skills as a singer.

Assessment and Grading Criteria P4, M2

Evidence for **P4** should focus on video and audio recordings of learners performing a minimum of 3 contrasting songs. To evidence **M2**, learners should demonstrate that they can hold a harmony line (either as a section or as a soloist) within a minimum of 2 out of the 3 songs.

Learners should be given the opportunity to perform to a public or invited audience.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units, although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	The choice of song material could be set by industry practitioner and the performance could be commissioned by a practitioner for a given audience.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Industry practitioners could be used to offer master classes for rehearsals and act as choir master.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry professionals could be part of the invited audience and support the awarding of grades for the performance aspect of the unit.

To find out more

ocr.org.uk/performingarts

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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