



OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **PERFORMING ARTS**

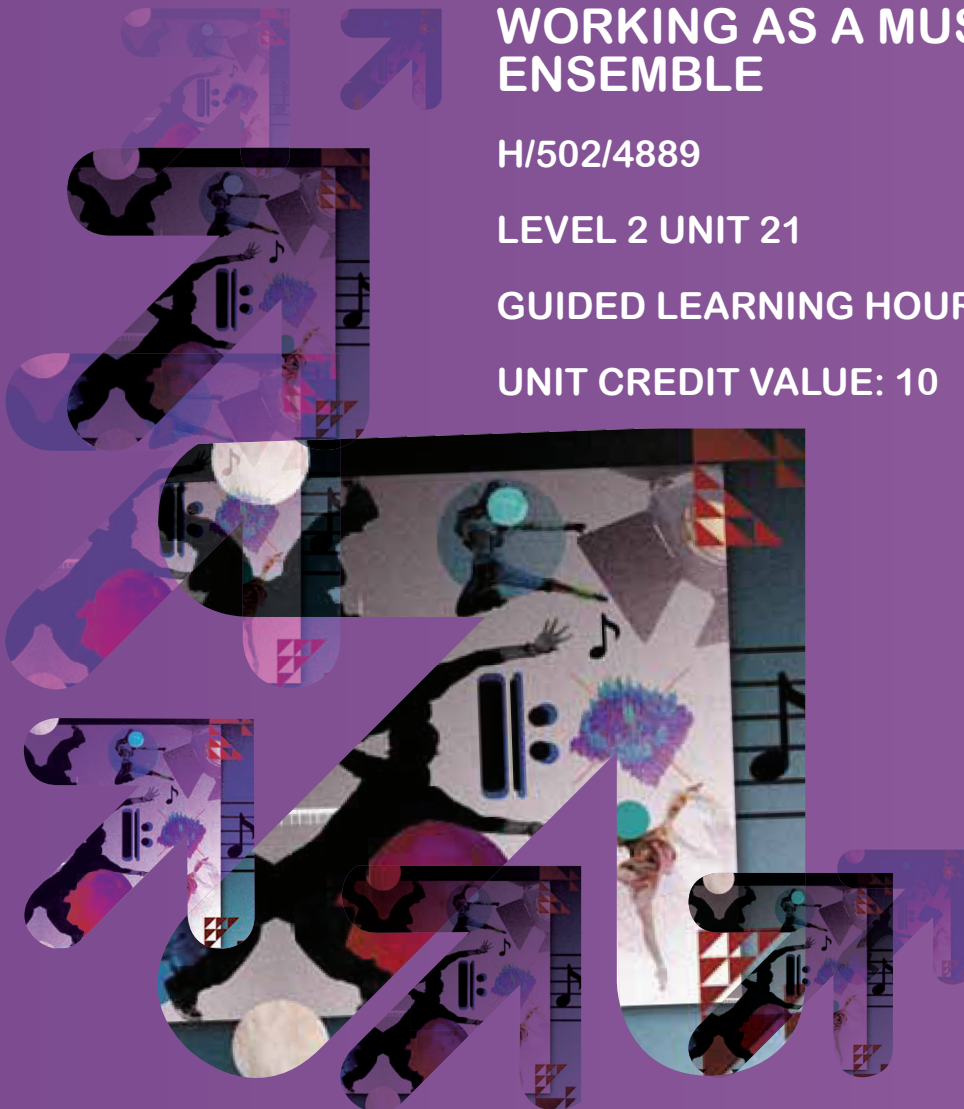
WORKING AS A MUSICAL ENSEMBLE

H/502/4889

LEVEL 2 UNIT 21

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



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AIM OF UNIT

To be able to contribute to a musical ensemble, learners need to develop a range of skills and techniques. Being a competent musician is part of the story but they also need to be good communicators, team players and engaging performers. Musical ensembles differ in range and genre and learners will decide what kind of ensemble they are interested in and what skills they can contribute to the musical style and group image they want to portray to an audience. As well as developing these additional skills, this unit will explore some of the core technical skills needed to play as an ensemble in a way that engages audiences and increases individual and group understanding of music.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The assessment criteria are the pass requirements for this unit. The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the roles and responsibilities of members of musical ensembles	P1 identify roles and responsibilities of members of musical ensembles		
2 Know how to prepare for performances as part of an ensemble	P2 demonstrate some of the processes required in the effective preparation of musical performances, as a member of a musical ensemble	M1 contribute as a member of an ensemble to the preparations for musical performances	
3 Be able to present effective ensemble performances	P3 demonstrate the musical presentation and musical communication skills required in ensemble performances	M2 use skills to produce a cohesive and integrated ensemble performance	D1 use skills to produce a sustained and engaging ensemble performance
4 Be able to demonstrate employability skills through participation in musical ensemble activities	P4 demonstrate some employability skills in ensemble activities		

TEACHING CONTENT

Know the roles and responsibilities of members of musical ensembles

- Roles, e.g. instrumentalist, vocalist, conductor, musical director
- General responsibilities, e.g. care and maintenance of instruments, keeping to schedules, contributing to decision making, self-discipline and individual practice
- Responsibilities as part of supporting role, e.g. managers and administrators producing schedules, directors choosing programme of music; managing wider administrative and musical processes
- Individual and group Health&Safety (H&S).

Know how to prepare for performances as part of an ensemble

- Deciding on ensemble profile and style: skill set of ensemble and choosing appropriate material, approaches to music, e.g. improvisation methods, development of an interpretative style
- Choice and scale of venue, considerations of audience expectations and potential engagement, working in collaboration with others, e.g. programmers, music producers, venue managers, centre staff
- Rehearsal processes: planning schedules, timescales, regularity of practice.

Be able to present effective ensemble performances

- Skills and techniques, e.g. reading music and musical notation, tuning, instrument manipulation, timing, rhythm, pace, inflection, control of breath and body, following musical direction
- Personal health and safety: posture, relaxation and control, care of voice, sustainable practice regimes, physical care, e.g. avoiding Repetitive Strain Injury (RSI).
- On-stage communication, e.g. musicality, keeping rhythm, lead-ins, communication between ensemble members, building rapport and non-verbal communication, understanding personal styles.

- Ensemble style and profile, choice of clothes and image
- Engagement with audiences: discipline during set, making an entrance
- Adapting to venue, e.g. sound levels, use of amplification.

Be able to demonstrate employability skills through participation in musical ensemble activities

- Transferable skills, e.g. teamwork, communication and listening to others, reliability, motivation and focus
- Self-discipline and professional attitudes, e.g. punctuality and attendance, focus and commitment during rehearsals
- Monitoring of process, recognition of strengths and weaknesses, responding to direction and criticism
- Responding to client needs, changes to programme, changes of time and venue.

DELIVERY GUIDANCE

Know the roles and responsibilities of members of musical ensembles

Delivery of this outcome will depend, in some part, on the genre and type of musical ensemble that is defined by the centre and learners. Delivery could either be in lectures and classroom activity that have a clearly defined style in mind, e.g. a jazz ensemble, or could be more exploratory and arise from bands and groups that learners will experiment in as part of a practical induction process. Ensemble as a defining term can be used as widely as is necessary within the centre and could encompass rock bands and string quartets. Once a general overview of ensemble working has been delivered, the learner's knowledge and understanding of roles and responsibilities could then become part of the experiential learning process as they take responsibility for their own instrument and for the conduct of the ensemble as a whole. Centres could set up a performance programme from early on in the course so that learners take turns in taking particular roles within the ensemble.

Know how to prepare for performances as part of an ensemble

Learners should be given regular opportunities for performance. The scale and frequency of these is determined by the centre and by the ensemble. It could be that some will integrate into the course's existing regular slots at local venues, but there should be enough performances to enable ensembles to develop and hone a style and working relationships. The number of performances will also be determined by the genre of music and the availability of venues and audiences. In any event, delivery is based on the ensemble's independent preparations once a performance schedule has been established. Classroom delivery and demonstrations could inform these preparations as well as talks from invited professionals.

Be able to present effective ensemble performances

Learners will be expected to take part in regular skills and techniques development classes contextualised by the musical demands of the ensemble. As above, classroom activity, demonstrations and talks should inform a rehearsal and performance schedule. There could be other delivery methods of building good rapport and communication between learners. This could involve team-building games, exercises and problem solving. Examples of a range of professional ensembles and bands could be studied to unpick their style and their choice of music.

Be able to demonstrate employability skills through participation in musical ensemble activities

As part of their workshops and rehearsal processes, learners could be encouraged to take part in regular ensemble meetings that respond to semi-formal structures and agendas. In this way they could begin to use self and peer assessment language in supportive and appropriate ways, and in ways that underpin the professional needs of the ensemble. It is assumed that reliability, time keeping and other employability skills are best delivered through the pressures exerted by the demands of the group and the positive tensions within it.

SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

Assessment and Grading Criteria P1

As part of their portfolio, learners should provide evidence of wider considerations and research the roles and responsibilities in ensembles. This should include genres and styles other than their own initial preferences and could include classical ensembles, chamber orchestras and string quartets, through to contrasting ensembles such as rock bands. They should include details of peripheral roles that contribute to the success of an ensemble. Particular examples such as the Bronski Quartet could form the basis of the general overview of ensembles.

To achieve **P1**, learners should produce evidence that they understand the roles and responsibilities in at least three contrasting ensembles.

Assessment and Grading Criteria P2, P3, P4, M1, M2, D1

Learners should make DVD recordings of all performances. These could be supplemented by audio recordings, photographs and DVDs of rehearsal and workshops showing both musical and ensemble development. These should be included in a portfolio that could include logs, journals and annotated lecture notes and research. Annotated music showing changes and interpretations could also be included. Regular observations and witness statements by skilled observers, music tutors and specialist teachers are essential in providing accurate records of the development and performances including feedback and responses to feedback resulting in improvement.

To achieve **P2**, learners should take part, with focus and discipline and some independence, making competent decisions regarding choice and suitability of material.

M1 requires the learner to show evidence of making an effective contribution to the preparations and rehearsal process.

To achieve **P3**, learners should perform with a level of technical and stylistic skill that makes clear that they have grasped the demands of ensemble performance.

M2 requires the learner to perform with competence and be moving towards a more accomplished ensemble performance.

D1 can be awarded when the learner is producing accomplished and engaging ensemble performances.

To achieve **P4**, learners should articulate their understanding and knowledge of employability skills in written form. This should consist of a 500 word summative assessment of their portfolio and practical work.

LINKS TO NOS

Suite:	Ref	National Occupational Standards
Music Performers and Composers	CCSMPR28	Perform in a musical ensemble
	CCSMPR6	Orchestrate music



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