

BTEC First Diploma / First Certificate in Performing Arts (Performance)

Teacher Statement Form			
Learner:		Teacher: Mrs S. Warhurst	
Unit: E21: Understanding Music		Date of Observation: 25 Nov 2008	
Assignment 1: Delivery of an Adult education lesson for 'A beginners introduction to understanding music' on the topic of structure in Music.		Activity: Presentation	
The Brief		Guided Learning Hours 1-10	
<ol style="list-style-type: none"> 1. Your music company has been employed to teach a one hour lesson of an adult education class entitled 'A beginners introduction to understanding music'. You are being employed to 'fill in' for the regular teacher who will be on holiday during this lesson. 2. The regular class teacher has specified that this lesson need to be on the topic of structure and should look at a range of different styles and genres of music. This is in order to fit in with her teaching plans for the rest of the term. They have so far had two lessons as part of this course where they have listened to a variety of styles of music and identified what they do or don't like about them. Your lesson will be the start of the more detailed aspects of the course. 3. Your target audience is adults ranging in age from their 30's to their 60's who have little or no musical experience apart from listening to it in their spare time. They all have different personal tastes in music but are open to learning about other types. 4. The regular class teacher has a laptop with power point on it as well as a projector in the room she teaches. There is also a CD player and speaker through which you can attach an MP3 player. 5. You will have 7 weeks of single lessons to prepare your presentation (plus 1 hour of working from home). You will need to decide how you will structure your presentation, and who will be presenting/researching what. 		<ol style="list-style-type: none"> 1. Research – Popular Song. 2. Research – Binary & Ternary Form: classical music. 3. Research – call & response and repetition: African & Indian music. 4. Research – 12 tone and experimental music. 5. Planning – of structure of delivery 6. Planning – of delivery (content). 7. Homework – research into content. 8. Planning – of delivery (presentation). 9. Delivery of lesson. 10. Evaluation. 	
Ref	Grading Criteria	Achieved ✓/x	Comments / Evidence
P1	Identify aurally different musical forms		
M1	Describe a range of different musical forms based on aural examples.		
D1	Explain a range of different musical forms based on aural examples, referring to details in the music heard.		
P2	Identify aurally different types of scales		
M2	Describe a range of different types of scale based on aural examples.		
D2	Explain a range of different types of scale based on aural examples.		
P3	Identify ways in which musical ideas might develop throughout pieces of music.		
M3	Describe a range of ways in which musical ideas develop throughout a piece of music referring to examples.		
D3	Explain a wide range of ways in which musical ideas develop throughout pieces of music, providing detailed and specific examples.		
P4	Recognise and identify notations.		
M4	Recognise and describe notations.		
D4	Recognise and explain notations.		
P5	Identify which notations are most often used for different types of music.		
M5	Describe which notations are most often used for different types of music.		
D5	Explain which notations are used for different types of music and why.		
P6	Realise notations, identifying methods of interpretation.		
M6	Realise notations, describing the methods of interpretation.		
D6	Realise notations, explaining the particular methods of interpretation.		
Signed (teacher / tutor): Date:		Signed (learner): Date:	

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Activities/Evidence Form			
Learner:		Teacher: Mrs S. Warhurst	
Unit: E21: Understanding Music		Date of Observation:	
Assignment 1: Delivery of an Adult education lesson for 'A beginners introduction to understanding music' on the topic of structure in Music.		Activity: Presentation	
Activities	Criteria	Evidence	Date Completed
1. Research basic popular song structure, prepare presentation on song of student's choice.	P1 M1 D1	Teacher observations/journal	
2. Presentation of chosen song structure.	P1 M1 D1	Teacher observation/journal	
3. Detailed analysis of popular song including listening to range of styles.	P1 M1 D1	Teacher observation/journal	
4. Analysis of binary and ternary form including listening to a classical music encompassing those forms.	P1 M1 D1	Teacher observation/journal	
5. Analysis of call and response and repetition including practical response and listening to Indian and African music.	P1 M1 D1	Teacher observation/journal	
6. Analysis of experimental and 12 tone music including minimalism's journey to dance music.	P1 M1 D1	Teacher observation/journal	
7. Planning of structure and organisation and delivery of lesson including who will take responsibility for what area for both research and delivery. Discuss strategies for making lesson interesting for audience.	P1 M1 D1	Teacher observation/journal	
8. Planning of detailed content – where to source resources and peer feedback on each other's works so far.	P1 M1 D1	Teacher observation/journal	
9. Homework – detailed research into chosen area of presentation.	P1 M1 D1	Teacher observation/journal	
10. Planning of presentation – peer feedback on each other's work so far and discussions on how to present work and timing of the lesson.	P1 M1 D1	Teacher observation/journal	
11. Delivery of 1 hour lesson – focus on identifying/describing/explaining structure within different styles/genres.	P1 M1 D1	Performance recording Teacher observations/journal	
12. Complete self evaluation tasks	P1 M1 D1	Journal/Self evaluation tasks	

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Unit content

1. Understand the structure of pieces from different styles/genres of music Criteria 1

Structure: binary form; ternary form; popular song; intro and outro; call and response; introduction; coda; repetition; sequence

Styles/genres of music: e.g. western classical music; popular songs; Indian Music; African Music, 12-bar blues; folk music; 12-tone music; experimental music.

2. Key Skills

Communication Level 2:

C2.1b Give a talk that lasts for at least four minutes.

Working with Others Level 2:

W02.1 Plan work with others.

W02.2 Work cooperatively with others towards achieving identified objectives.

W02.3 Review your contributions and agree ways to improve work with others.

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Learner Formative Self-Assessment Form		
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Ref	Grading Criteria	Self-assessment Comments
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D1	Explain a range of different musical forms based on aural examples, referring to details in the music heard.	
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M2	Describe a range of different types of scale based on aural examples.	
D2	Explain a range of different types of scale based on aural examples.	
P3	Identify ways in which musical ideas might develop throughout pieces of music.	
M3	Describe a range of ways in which musical ideas develop throughout a piece of music referring to examples.	
D3	Explain a wide range of ways in which musical ideas develop throughout pieces of music, providing detailed and specific examples.	
P4	Recognise and identify notations.	
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M5	Describe which notations are most often used for different types of music.	
D5	Explain which notations are used for different types of music and why.	
P6	Realise notations, identifying methods of interpretation.	
M6	Realise notations, describing the methods of interpretation.	
D6	Realise notations, explaining the particular methods of interpretation.	
Teacher Comments		
Signed (learner): Date:	Received: (teacher): Date:	

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Assessment Form					
Learner:			Teacher: Mrs S. Warhurst		
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Activities	Criteria	Comments	P	M	D
13. Research basic popular song structure, prepare presentation on song of student's choice.	P1 M1 D1				
14. Presentation of chosen song structure.	P1 M1 D1				
15. Detailed analysis of popular song including listening to range of styles.	P1 M1 D1				
16. Analysis of binary and ternary form including listening to a classical music encompassing those forms.	P1 M1 D1				
17. Analysis of call and response and repetition including practical response and listening to Indian and African music.	P1 M1 D1				
18. Analysis of experimental and 12 tone music including minimalism's journey to dance music.	P1 M1 D1				
19. Planning of structure and organisation and delivery of lesson including who will take responsibility for what area for both research and delivery. Discuss strategies for making lesson interesting for audience.	P1 M1 D1				
20. Planning of detailed content – where to source resources and peer feedback on each other's works so far.	P1 M1 D1				
21. Homework – detailed research into chosen area of presentation.	P1 M1 D1				
22. Planning of presentation – peer feedback on each other's work so far and discussions on how to present work and timing of the lesson.	P1 M1 D1				
23. Delivery of 1 hour lesson – focus on identifying/describing/explaining structure within different styles/genres.	P1 M1 D1				
24. Complete self evaluation tasks	P1 M1 D1				
Teacher's Signature			Date		
Learner's Targets					
1.					
2.					
3.					
Learner's Signature			Date		