

Development and Delivery Guidance

Level 3 Diploma in Music Performance and Production

The MPP (music performance and production) qualification was developed in response to colleges requiring a reflective, current and flexible qualification to support student's progression into industry and higher education. It was developed in consultation with various colleges, universities and music industry practitioners. It is recommended that the specification and centre handbook are studied before and during delivery for guidance and support.

The structure

Although there are units they have been written in an open form to allow interpretation and include relevant content in context of delivery. It is recommended that the units are combined to create engaging and realistic project briefs which are delivered and assessed formatively against the outcomes, think outside criteria and more holistically. The feedback that the students receive to improve and develop is more important than a grade, therefore the delivery should have three stages, the following are based on the level 3 MPP diploma:

Introduction - units 1-3 and 4* (all units summatively assessed at end of term one)

Exploration - units 5-6 and 7* (all units summatively assessed at end of term two)

Confirmation - unit 8* (internally summatively assessed and externally moderated at end of term three)

Term 1/Introduction	Term 2/Exploration	Term3/Confirmation
Unit 1 – Principles of Music Performance and Production Credit Value 12/GLH 60	Unit 5 – Music Production Skills and Context Credit Value 12/GLH 60	Unit 8 – Collaborative Music Performance and Production Project Credit Value 24/GLH 120 Internally marked and graded and externally moderated
Unit 2 – Critical Listening and Music Composition Credit Value 12/GLH 60	Unit 6 – Music Performance Skills and Context Credit Value 12/GLH 60	
Unit 3 – Music Industry and Professional Practice Credit Value 12/GLH 60	Unit 7 – Preparation for Specialist Study in Music Performance and Production Credit Value 12/GLH 60	
Unit 4 – Critical and Contextual Awareness for Music Performance and Production Credit Value 12/GLH 60		

<u>Two Projects</u>	<u>Two Projects</u>	<u>FMP</u>
Studio – formative assessment and feedback Live – Summative assessment, IV and feedback	Composition – formative assessment and feedback Production – Summative assessment, IV and feedback	Summative graded assessment, IV and external moderation

<u>Lectures</u>	<u>Lectures</u>	<u>Student lead project</u>
Live sound Studio environment Acoustics Music Industry Study skills/tutorial	Composition Theory/technique Sequencing Music production Study skills/tutorial	On-going observation, support and guidance

PLEASE REMEMBER THIS IS A GUIDE

**Unit 4 should be applied throughout and underpin the projects academically and creatively to stimulate and inform creative practice. Formative feedback could be addressed in a 'tutorial' for example.*

**Unit 7 should be used to support the student's individual needs and should be informed by previous unit feedback and assessment. For example, it could be used if a student's research skills need improving, it could be used for practical skills in the studio environment, music theory for performance or UCAS application and HE progression etc.*

**Unit 8 planning can start earlier than term three but all the formative units must be completed, assessed and passed before starting unit 8. Plan for assessment and internal standardisation to ensure portfolios are complete and available for moderation, see specification and centre handbook for more information.*

The best advice when developing project/assignment briefs and courses is to discuss and create a course that your team are able/want to deliver and is relevant to the industry and supports progression, then map against the units and learning outcomes.

Introduction - delivery and assessment

This stage should have more than one project and introduce students into the various aspects of the subject both practically and academically. Students should be introduced to the outcomes/areas they will be summatively assessed against in context of the project, they should not be in a situation to ask, "why are we doing this?".

Formal feedback can be used throughout the projects against the outcomes as many times as required and a summative assessment point should be agreed, but it is important students receive, record and reflect on the feedback as an on-going process and research should be relevant and inform creativity throughout.

Exploration - delivery and assessment

This stage should have more than one project again and allow students to develop both academic and practical skills in context based on their own research. Feedback can be given against the outcomes throughout all stages and projects with an agreed summative assessment point. Students should continue their individual on-going reflection and evaluation to help support the final and graded project.

This stage can reflect the assessment from previous project and students should focus on weaker areas for development. The project briefs should be in context and focus on the developmental process to support assessed project and structure.

Confirmation - delivery and assessment

This will be a single agreed project separate from previous projects and allows students to evidence their knowledge and understanding of both the practical and academic aspects within a portfolio. It is important that the students are aware they should evidence the developmental process and **practical skills** with on-going **reflection, research** in **context** informed by previous project experience and industry practice. The presentation of the student's work should also be reflective of industry practice and formats; therefore, a combination of visual and audio examples is ideal with supporting written reflection. Websites or blogs are ideal for this with links to open platforms such as YouTube, Soundcloud etc.

Although this is the final assessed and graded project students should receive informal support and guidance throughout to ensure they are on track and avoid failure.

Delivery materials

UAL do not specify the style or format of the delivery materials you give to your students and would prefer centres develop their own. We advise to make the document you give them interesting and contextualised, it could be in the form of magazine article, website, a video the students watch etc. It should include relevant visual stimuli and links to online material where possible, think how your students engage with media today and write/create the materials for **them!** A lot of the materials given to students that we see are not relevant and more focused on internally quality checks.

Some useful links:

Full year project brief [here](#).

On-line project brief [here](#).

On-line student portfolio [here](#).

MPP extended project in action film [here](#).