



<b>1 Frame of Reference</b>		<b>2 Units &amp; Indicative Content</b>		<b>3 Grade Criteria</b>	
<b>1.1 Definition and characteristics</b>	<b>3</b>	Unit 1 Introduction to music, performing and production Arts	<b>10</b>	Unit 6 Music, performing and production arts project - Level 1	<b>24</b>
<b>1.2 Aims</b>	<b>3</b>	Unit 2 Introduction to research for music, performing and production arts	<b>12</b>	Unit 7 Music, performing and production arts project - Level 2	<b>26</b>
<b>1.3 Qualification structure</b>	<b>4</b>	Unit 3 Communicating with an audience for music and performing Arts	<b>14</b>		<b>28</b>
<b>1.4 Commentary on qualification structure</b>	<b>5</b>	Unit 4 Production development for music and performing arts	<b>16</b>	<b>5 Grade Exemplification</b>	
<b>1.5 Admissions</b>	<b>6</b>	Unit 5 Performance development for music and performing arts	<b>18</b>		
<b>1.6 Induction</b>	<b>6</b>	Unit 6 Music, performing and production arts project - Level 1	<b>20</b>		
<b>1.7 Planning the programme</b>	<b>6</b>	Unit 7 Music, performing and production arts project - Level 2	<b>22</b>		
<b>1.8 Functional Skills</b>	<b>8</b>				
<b>1.9 Assessment</b>	<b>8</b>				
<b>1.10 Accreditation and funding</b>	<b>8</b>				

### 1.1 Definition & characteristics

The UAL Awarding Body Level 1 Award in Music, Performing and Production Arts is designed to provide an opportunity for those who may have an interest in music, performing and production arts to explore some of the materials, methods and processes that support many music, performing and production arts activities, and to begin to develop some related skills. The qualification structure provides a linked introduction to the broad context within which music, performing and production arts activity is located. It is intended that this initial experience of music, performing and production arts activity will provide the learner with an early test of their commitment and interest in the subject and their ability to sustain a focused exploration of the skills, knowledge and understanding for progression within music, performing and production arts education. Study for the qualification is not time constrained, but will normally be over a period of 3 to 5 weeks. The Award in Music, Performing and Production Arts can be used as a precursor to the Level 1 Diploma.

The Level 1 Diploma in Music, Performing and Production Arts is designed to build on the skills, knowledge and understanding acquired through the Award and to provide an opportunity to explore, develop and test creativity.

The qualification structure will provide a base of skills and knowledge, will enhance self-confidence, and impart an understanding of the career demands and opportunities within music, performing and production arts.

Study for the combined qualifications is not time constrained but will normally be over a period of one year, and is likely to appeal to those seeking to complete a period of practical study as an alternative to a more academic study route. The structure of the Diploma, with units linked to provide coherence, will allow learners to develop practical skills and wider understanding through a process of reiteration and reinforcement and to develop an effective working practice that will provide support for creativity across a range of stimulating and demanding music, performing and production arts activities. To facilitate the transition between levels of study, the qualification incorporates units at both Levels 1 and 2. The final unit, which can be achieved at Level 1 or 2, requires the learner to demonstrate the ability to use their knowledge, skills and understanding to successfully complete an assignment that involves greater application and prepares for study at a higher level.

### 1.2 Aims

The Level 1 Award and Diploma in Music, Performing and Production Arts will provide young people with an introduction to music, performing and production arts enabling the learner to both re-engage with education and acquire the requisite knowledge, skills and understanding to progress to further education or employment within the creative industries.

The qualifications will enable learners to:

1. Be introduced to the equipment and processes used in music, performing and production arts, and the skills necessary to record and express ideas
2. Be aware of how contextual research is used to support creative activities
3. Be introduced to the communication skills used in support of creative activities and develop an understanding of the role that communication skills play in informing and developing ideas
4. Use previously acquired skills, knowledge and understanding to explore and resolve creative problems
5. Demonstrate personal strengths in music, performing and production arts and to use the knowledge, understanding and skills developed in previous units.

## 1.3 Qualification structure

### Award in Music, Performing and Production Arts

Students must complete two mandatory units.

<b>Unit 1</b>	Introduction to music, performing and production arts	<b>Level 1</b> 20 GLH, TUT 30
<b>Unit 2</b>	Introduction to research for music, performing and production arts	<b>Level 1</b> 40 GLH, TUT 60

The Level 1 Award in Music, Performing and Production Arts is made up of two mandatory units.

**TQT:** Total Qualification Time  
**TUT:** Total Unit Time  
**GLH:** Guided Learning Hours

### Diploma in Music, Performing and Production Arts

Students must complete Units 1–2 of the Award in addition to Units 3–5 and Unit 6 or 7.

<b>Unit 3</b>	Communicating with an audience for music and performing arts	<b>Level 1</b> 60 GLH, TUT 90
<b>Unit 4</b>	Production development for music and performing arts	<b>Level 1</b> 80 GLH, TUT 120
<b>Unit 5</b>	Performance development for music and performing arts	<b>Level 1</b> 80 GLH, TUT 129

Students must achieve either the **Level 1** or **Level 2** unit below:

<b>Unit 6</b>	Music, performing and production arts project	<b>Level 1</b> 120 GLH, TUT 300
<b>Unit 7</b>	Music, performing and production arts project	<b>Level 2</b> 120 GLH, TUT 300

The Level 1 Diploma in Music, Performing and Production Arts is made up of five mandatory units and a choice of one of two optional units.

### 1.4 Commentary on qualification structure Level 1 Award

It is intended that the UAL Level 1 Award in Music, Performing and Production Arts will be used as a precursor to the UAL Level 1 Diploma in Music, Performing and Production Arts providing the learner, and the Centre, with an early check on their interest and level of commitment to the subject. The qualification will be delivered through two linked units providing a stimulating and supportive experience.

Units 1–2 which should be linked together to form a coherent pattern of teaching and learning will provide the learner with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative development and determine a standard from which all other learning will develop. Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignments, and the specific music, performing and production arts activities which learners are asked to engage with, are at the discretion of the Centre. All assignments should reflect the importance of oral and written communication as integral to all music, performance and production arts activities.

- **Unit 1 — Introduction to music, performing and production arts** will provide the student with an introduction to the key elements that develop and support a music, performing and production arts activity.
- **Unit 2 — Introduction to research for music, performing and production arts** will provide the student with an awareness of how research is used to support creative activities.

#### Level 1 Diploma

Students following the Level 1 Diploma in Music, Performing and Production Arts will already have completed the two mandatory units of the Level 1 Award in Music, Performing and Production Arts. In addition, students will complete four units that make up the Diploma. Units will vary in length and, for some learners, in level to ensure that the qualification provides both a stimulating and supportive experience.

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignments, and the specific music, performing and production arts activities which learners are asked to engage with, are at the discretion of the Centre. All assignments should reflect the importance of oral and written communication as integral to all music, performance and production arts activities.

Unit 3 will introduce learners to the importance of communicating with an audience. This unit will require the learner to demonstrate both an understanding of the audience for their ideas and the skills required to present those ideas effectively.

- **Unit 3 — Communicating with an audience for music and performing arts** will provide the students with an introduction to the skills used to communicate a performing arts activity to an audience.

Units 4–5 will provide the learner with a more focused opportunity to explore activities within music, performing arts and production. The units may be linked together to reinforce the learners' understanding of the interrelated nature of the disciplines.

- **Unit 4 — Production development for music and performing arts** will provide the students with an opportunity to use previously acquired skills, knowledge and understanding to explore, support, develop, plan and promote a production.
- **Unit 5 — Performance development for music and performing arts** will provide the students with an opportunity to use previously acquired skills, knowledge and understanding to explore, develop and plan a performing arts activity.

Unit 6 or 7, Music, performing and production arts project, as the summative units of the qualification, will provide learners with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course. The units will encourage personal reflection in terms of progression and enable the learner to demonstrate vocational skills necessary for progression within further education. These units will be graded.

- **Unit 6 – Music, performing and production arts project at Level 1** will require the student to demonstrate personal strengths in music, performing and production arts and to use the knowledge, understanding and skills developed in previous units. It is expected that they will take some ownership of their learning and, through a process of discussion and evaluation, individually articulate their technical competence and creativity.
- **Unit 7 – Music, performing and production arts project at Level 2** will require the student to demonstrate personal strengths in music, performing and production arts and to use the knowledge, understanding and skills developed in previous units but at a greater level of challenge. It is expected that they will take some ownership of their learning and, through a process of discussion and evaluation, individually articulate their technical competence and creativity.

## 1.5 Admissions

UAL Awarding Body expects Centres to recruit with integrity and on the basis of the learners' anticipated ability to successfully complete the requirements of the individual unit(s) or the full qualification.

Students are advised to discuss opportunities for re-taking English and Maths to achieve C or above with their admissions tutor. Most students will be required to audition to confirm their interest in the subject.

## 1.6 Induction

Centres should provide the Learner with an induction, which ensures that:

- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetabling arrangements are clarified
- Academic tutorials systems are provided
- Learning support needs are identified and provided as appropriate
- Course structures and assessment requirements are explained for both internal assessment and external moderation
- Health and safety regulations and procedures are explained.

### 1.7 Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims and the learning outcomes and assessment criteria. The programme can therefore be delivered in a variety of ways. The qualification has been written to support a range of delivery options. The eight units focus on underpinning processes and principles and deliberately avoid the specification of detailed contexts in which delivery should occur.

Although the intention of the qualification is to give students access to a range of disciplines, it is entirely feasible that more specialist delivery models could be used to support the development of students who begin the course with a clearer understanding of the disciplines in which they want to work. Delivery could therefore occur in the context of a particular specialist area in music, performing and production arts.

However, delivery should be coherent and integrated, progressively focused upon the relationship between the development of learners' work

and the choices they make. As the programme progresses, learners must be able to demonstrate achievement in learning and observing and practical experience in music, performance and production arts, paralleled by an increasing ability to reflect on their experiences in preparation for the next stages of their professional development.

At all times learners should be developing a practical skill base along with an understanding of the relationship between the development of their ideas and work and the choices they make regarding future progression. Centres planning to deliver the qualification should familiarise themselves with the eight individual unit specifications and support material including:

- Unit aims
- Unit learning outcomes
- Unit assessment criteria
- Unit indicative content
- Unit teaching strategies and learning activities
- Methods of assessment and evidence of achievement
- Necessary resources
- Grading criteria.

Not every Centre delivering the Level 1 Award and Diploma

in Music, Performing and Production Arts will be expected to provide an identical programme, but will be required to cover the same learning outcomes and assessment criteria and ensure coherent sequencing (patterns of teaching, learning and assessment which are continuous, interactive and integrative), rather than a fragmented approach across diverse disciplines. It is anticipated that Centres will resource learning within the areas of music performance and production, performing arts, dance, theatre, technical theatre etc.

This list is not meant to be exhaustive but a guide to the general areas of activity that will meet the aims of the qualifications. UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims and the learning outcomes and assessment criteria. The programme can therefore be delivered in a variety of ways.

## 1.8 Functional Skills

Functional skills have been identified as skills in English, Maths and Information and Communication Technology (ICT) that equip students with the basic practical skills required in everyday life, education and work.

The UAL Level 1 Award and Diploma in Music, Performing and Production Arts will provide opportunities for students to develop, utilise and demonstrate these skills.

Functional skills may be mapped against the units of the UAL qualifications to provide further evidence of students' personal and professional development.

In addition to these skills students will also develop broader transferrable skills through encouraging an ethos of personal and professional development. Specifically the programme will allow students to demonstrate:

- Initiative
- Independent enquiry
- Creative thinking
- Reflective learning
- Team-working
- Self-management
- Effective participation
- Problem solving
- Communication

## 1.9 Assessment

Units 1 and 2 of the Level 1 Award & Diploma in Music, Performing and Production Arts will be internally assessed and internally and externally moderated against the assessment criteria for the units.

Units 3–5 of the Level 1 Diploma in Music, Performing and Production Arts will be internally assessed and internally moderated against the assessment and grading criteria for those units.

Unit 6 of the Level 1 Diploma in Music, Performing and Production Arts will be internally assessed and internally and externally moderated against the assessment criteria for those units.

To achieve a pass in any unit all assessment criteria must be met. Units 6 and 7 is graded Pass, Merit, or Distinction.

To achieve a Merit or Distinction grade a learner must meet all grade criteria in the respective categories in full.

Failure to meet assessment criteria in any category will lead to referral, learners are allowed one opportunity to redeem a referral and can only achieve a Pass grade.

## 1.10 Accreditation and funding

The qualifications are regulated by Ofqual, Qualification Wales and CCEA and sit on the Regulated Qualifications Framework (RQF)

The qualification accreditation number or QAN for the Level 1 Award in Music, Performing and Production Arts is [601/6498/X](#).

The qualification accreditation number or QAN for the Level 1 Diploma in Music, Performing and Production Arts is [601/6491/8](#).

Centres can find full details of Educations Skills Funding Agency (ESFA) funding arrangements for the qualifications on the Learning Aim Reference System (LARS).

---

# **Level 1 Award and Diploma**

---

## **Units and indicative content**

---

# Unit 1

---

## Introduction to music, performing and production arts

---

**Level: 1**  
**GLH: 40**

**TUT: 30**

**Unit Aim:** This unit will provide the student with an introduction to the elements required to develop and support a music, performing and production arts activity.

---

### Learning Outcomes

On successful completion of this unit the student will:

1. Understand elements required in supporting a music, performing and production arts activity.

---

### Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Identify elements in support of a music, performing and production arts activity.
- 1.2 Demonstrate the use of elements in support of a music, performing and production arts activity.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the centre.

This unit, which should be linked formally through a common assignment or assignments with Unit 2, is designed to provide a coherent body of knowledge that will enable the students to develop an understanding of the range of materials, processes and skills used in music, performance and production arts activities.

Students should be encouraged to develop an appropriate level of personal skill in their application enabling them to express their experiences and ideas.

This unit, together with Unit 2, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit should be delivered as part of a studio or workshop based project designed to strengthen student understanding, ability and confidence in the use and application of a range of skills. Students should be encouraged to be adventurous and open minded in exploring a range of materials and processes. The unit is designed to provide a hands-on experience supported by contextual research from Unit 2.

A range of activities might include:

- An exploration of a range of processes and skills used in music, performing and production arts
- Use of notebooks, blogs etc. to record and explore ideas
- Introduction to a range of tools and techniques used in music, performance and production arts
- Health and safety in workshops
- Individual presentations and group work
- Discussion groups to explore the effectiveness of various techniques
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed, and internally moderated through a student's portfolio of evidence against the unit outcomes and assessment criteria. The assessment activities for this unit should be combined with those for Unit 2.

Evidence is not prescribed. It could typically include: exploratory performances, analytical productions, notebooks, journals, digital recordings, photos and video.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

**English** – through annotations and evaluations

**Maths** – through the use of logistics, planning and production applications

**ICT** – through the use of web based research and digital recording.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

---

# Unit 2

---

## Introduction to research for music, performing and production arts

---

**Level: 1**  
**GLH: 40**

**TUT: 60**

**Unit Aim:** This unit will provide the student with an awareness of how contextual research is used to support creative activities.

---

### Learning Outcomes

On successful completion of this unit the student will:

1. Understand contextual research for music, performance and production.

---

### Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Identify contextual information for music, performing and production arts activities.
- 1.2 Demonstrate the use of contextual information to develop ideas.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the Centre.

This unit, which should be linked formally through a common assignment or assignments with Unit 1 is designed to provide a coherent body of knowledge that will enable the students to develop an understanding of contextual research used in music, performing and production arts. Students should be encouraged to develop an appropriate level of personal skill in their application enabling them to express their experiences and ideas. This unit, together with Unit 1, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

Students should be encouraged to develop an appropriate level of personal skill in their application enabling them to express their experiences and ideas.

The learning for this unit should be delivered as part of a studio or workshop based project designed to strengthen student understanding, ability and confidence in the use and application of a range of skills.

A range of activities might include:

- An exploration of a range of music, performance and production arts disciplines
- Use of notebooks, blogs etc. to record and explore ideas
- Introduction to research methods
- Introduction to a range of research tools and techniques used in music, performing and production arts
- Referencing
- Individual presentations and group work
- Discussion groups to explore the influence of various sources
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed, and internally moderated through a student's portfolio of evidence against the unit outcomes and assessment criteria. The assessment activities for this unit should be combined with those for Unit 1.

Evidence is not prescribed. It could typically include: exploratory performances, analytical productions, notebooks, journals, digital recordings, photos and video.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

**English** – through annotations and evaluations

**Maths** – through the use of quantify of research

**ICT** – through the use of web based research and digital recording.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

---

# Unit 3

---

## Communicating with an audience for music and performing arts

---

**Level: 1**  
**GLH: 60**

**TUT: 90**

**Unit Aim:** This unit will introduce learners to the importance of communicating with an audience. The unit will require the learner to demonstrate both an understanding of the audience for their ideas and the skills required to present those ideas effectively.

---

### Learning Outcomes

On successful completion of this unit the student will:

1. Understand a variety of communication methods and skills.
2. Be able to use communication methods.

---

### Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Compare communication methods and skills to support creative activity.
- 2.1 Use a variety of communication methods to present ideas.
- 2.2 Describe the effectiveness of chosen methods to communicate ideas.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the Centre.

This unit, which may be linked and/or delivered in parallel with Units 4 and 5, is designed to provide an understanding of the importance of communication skills to express ideas in support of creative activity.

Students should be encouraged to develop an appropriate level of personal skill in their application enabling them to express their experiences and ideas.

The learning for this unit should be delivered as part of a studio or workshop based project designed to strengthen student understanding, ability and confidence in the use and application of a range of skills.

Centres should provide opportunities for students to have access to both internal and external resources including educational visits.

A range of activities might include:

- An exploration of a range of communication forms
- Use of diaries/logs/blogs to record and explore ideas
- Use of traditional and new media in music/performing/production and/or communication
- Introduction to a range of communication formats and techniques used in music, performance and production arts
- Educational visits
- Library and web-based research
- Referencing
- Written, visual and verbal presentations
- Discussion groups
- Individual and group presentations
- Peer and self-assessment

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated through a student's portfolio of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: written work, diaries, notebooks, journals, images, digital recordings, photos.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

**English** – through annotations and evaluations

**ICT** – through the use of logistics, quantify, technical resources and software

**Maths** – through the use of web based research and digital recording.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

---

# Unit 4

---

## Production development for music and performing arts

---

**Level: 1**  
**GLH: 80**

**TUT: 120**

**Unit Aim:** This unit will provide the students with an opportunity to use previously acquired skills, knowledge and understanding to explore, support, develop and plan a production.

---

### Learning Outcomes

On successful completion of this unit the student will:

1. Be able to use resources, processes and technical skills in a production.

2. Be able to use production contextual research.

---

### Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Use resources, processes and technical skills to support the development of a production.

- 1.2 Develop production plan highlighting time-based issues.

- 2.1 Use contextual awareness to support the development of a solution to a production problem.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the Centre.

The learning for this unit, which may be linked and/or delivered in parallel with Units 3 and 5, should be delivered through projects that enable the student to gain confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with production development.

The unit will require the student to undertake research activity, develop and assess their ideas against the identified requirements of the project brief and to use communication skills to present their findings. Where Centres incorporate team-work in an assignment it is important that the assessment evidence can be identified as reflecting the contribution made by each learner. Opportunities should be provided for students to describe their ideas in relation to their development activity.

Students should be encouraged to develop an appropriate level of personal skill in their application enabling them to express their experiences and ideas.

The learning for this unit should be delivered as part of a studio or workshop based project designed to strengthen student understanding, ability and confidence in the use and application of a range of skills.

Opportunities should be provided for students to describe their ideas in relation to their production development and problem solving activity.

A range of activities might include:

- Research activity
- Development exercises and experimentation
- Exploration of traditional production techniques
- Exploration of contemporary production techniques
- Use of a range of production techniques used in music, performance and production arts
- Digital presentations and blogs
- Educational visits
- Library and web-based research
- Referencing
- Discussion groups, individual and group presentations
- Peer and self-assessment

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated through a student's portfolio of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: written work, diaries, notebooks, journals, images, digital recordings, photos.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

**English** – through library research, written work, annotations, evaluations and presentations.

**ICT** – through the use of web based research, digital recording, word processing and digital presentations.

**Maths** – through the use of planning, logistics and technical resources.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

---

# Unit 5

---

## Performance development for music and performing arts

---

**Level: 1**  
**GLH: 80**

**TUT: 120**

**Unit Aim:** This unit will provide the students with an opportunity to use previously acquired skills, knowledge and understanding to explore, develop and plan a performance activity.

---

### Learning Outcomes

On successful completion of this unit the student will:

1. Be able to use resources, processes and technical skills in a performance activity.

2. Be able to use contextual research for performance.

---

### Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Use resources, processes and technical skills to support the development of a solution to a performance activity.
- 1.2 Develop a performance plan highlighting time-based issues.
- 2.1 Use contextual awareness to support the development of a solution to a performance activity.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the Centre.

The learning for this unit, which may be linked and/or delivered in parallel with Units 3 and 4, should be delivered through projects that enable the student to gain confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with performance development.

The unit will require the student to undertake research activity, develop and assess their ideas against the identified requirements of the project brief and to use communication skills to present their findings. Where Centres incorporate team-work in an assignment it is important that the assessment evidence can be identified as reflecting the contribution made by each learner. Opportunities should be provided for students to describe their ideas in relation to their development activity.

Students should be encouraged to develop an appropriate level of personal skill in their application enabling them to express their experiences and ideas.

The learning for this unit should be delivered as part of a studio or workshop based project designed to strengthen student understanding, ability and confidence in the use and application of a range of skills.

Opportunities should be provided for students to describe their ideas in relation to their production development and problem solving activity.

A range of activities might include:

- Research activity
- Development exercises and experimentation
- Exploration of traditional performance techniques
- Exploration of contemporary performance techniques
- Use of a range of performance techniques used in music, performance and production arts
- Digital presentations and blogs
- Educational visits, library and web-based research
- Referencing
- Discussion groups, individual and group presentations
- Peer and self-assessment

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated through a student's portfolio of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: written work, diaries, notebooks, journals, images, digital recordings, photos.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

**English** – through library research, written work, annotations, evaluations and presentations

**ICT** – through the use of web based research, digital recording, word processing and digital presentations

**Maths** – through the use of planning, logistics and technical resources.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 6

## Music, performing and production arts project (Level 1)

**Level: 1**  
**GLH: 120**

**TUT: 300**

**Unit Aim:** This unit will require the student to demonstrate personal strengths in music, performing and production arts and to use the knowledge, understanding and skills developed in previous units.

### Learning Outcomes

On successful completion of this unit the student will:

1. Be able to plan and develop a music, performing and production arts activity.
2. Be able to use research for a music, performing and production arts activity.
3. Be able to use resources, processes and technical skills to produce and present a music, performing and production arts activity.
4. Be able to comment on the effectiveness of a music, performing and production arts activity

### Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Identify and use personal strengths in developing a music, performing and production arts activity.
- 1.2 Use planning to complete a personal project within an agreed timescale.
- 2.1 Use research to develop ideas in support of a music, performing and production arts activity.
- 3.1 Appropriately use resources, processes and technical skills to support production and find solutions to problems.
- 3.2 Select and use performance techniques for a music, performing and production arts activity.
- 4.1 Discuss and record ideas and opinions.
- 4.2 Describe the effectiveness of solutions to music, performing and production arts problems.

### Indicative content, teaching strategies and learning activities

Unit 6, Music, performance and production arts project, the final unit of the qualification at Level 1, is designed to provide an opportunity for the student to demonstrate personal strengths in music, performing and production arts and to use the knowledge, understanding and skills developed in previous units in response to the requirements of the production of a performance.

Centres delivering the unit should provide an overarching assignment to provide students with achievable parameters for the project. The assignment should provide the learning necessary to enable the student to achieve the assessment criteria whilst allowing discretion in the specific choice of activity. The student should demonstrate a degree of independent decision-making in the identification, planning, research, organisation and completion of the project.

Centres should ensure that the student has clearly established and identified goals, within the terms of reference of the overarching assignment, at an early stage of the project. It is anticipated that students will be provided with appropriate levels of support throughout the development and realisation of the project, including opportunities for tutor, peer and group feedback in identifying, exploring and assessing their ideas.

The unit provides an ideal opportunity for students to extend and develop the use of a personal journal to record their ideas and thoughts throughout the project.

Centres should adopt a delivery approach that supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and graded, and internally and externally moderated through a student's portfolio of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed, it could typically include: performance and production work, diaries, journals, production logs, analogue and digital recordings, blogs.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

**English** – through library research, written work, annotations, evaluations and presentations

**ICT** – through the use of web based research, digital recording, word processing and digital presentations

**Maths** – through the use of technical resources, quantify outcome and research, costing of materials.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 7

## Music, performing and production arts project (Level 2)

**Level: 2**  
**GLH: 120**

**TUT: 300**

**Unit Aim:** This unit will require the student to recognise and demonstrate personal strengths in music, performing and production arts and to effectively use the knowledge, understanding and skills developed in previous units.

### Learning Outcomes

On successful completion of this unit the student will:

1. Be able to plan and develop a music, performing and production arts activity.
2. Be able to use research for a music, performing and production arts activity.
3. Be able to use resources, processes and technical skills to produce and present a music, performing and production arts activity.
4. Be able to comment on the effectiveness of a music, performing and production arts activity

### Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Identify assess and use personal strengths in developing a music, performing and production arts activity.
- 1.2 Review, revise and use planning to complete a personal project within an agreed timescale.
- 2.1 Identify research sources.
- 2.2 Use research to inform and develop ideas in support of a music, performing and production arts activity.
- 3.1 Appropriately use a range of resources, processes and technical skills to support production and find solutions to problems.
- 3.2 Select, compare and use performance techniques for a music, performing and production arts activity.
- 4.1 Discuss, record and effectively communicate ideas and opinions.
- 4.2 Assess the effectiveness of solutions to music, performing and production arts problems.

### Indicative content, teaching strategies and learning activities

Unit 7, Music, performance and production arts project, the final unit of the qualification at Level 2, is designed to provide an opportunity for the student to recognise and demonstrate personal strengths in music, performing and production arts and to effectively use the knowledge, understanding and skills developed in previous units, in response to the requirements of the production of a performance.

Centres delivering the unit should provide an overarching assignment to provide students with achievable parameters for the project. The assignment should provide the learning necessary to enable the student to achieve the assessment criteria whilst allowing discretion in the specific choice of activity. The student should demonstrate a degree of independent decision-making in the identification, planning, research, organisation and completion of the project.

Centres should ensure that the student has clearly established and identified goals, within the terms of reference of the overarching assignment, at an early stage of the project. It is anticipated that students will be provided with appropriate levels of support throughout the development and realisation of the project, including opportunities for tutor, peer and group feedback in identifying, exploring and assessing their ideas.

The unit provides an ideal opportunity for students to extend and develop the use of a personal journal to record their ideas and thoughts throughout the project.

Centres should adopt a delivery approach that supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and graded, and internally and externally moderated through a student's portfolio of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed, it could typically include: performance and production work, diaries, journals, production logs, analogue and digital recordings, blogs.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

**English** – through library research, written work, annotations, evaluations and presentations

**ICT** – through the use of web based research, digital recording, word processing and digital presentations

**Maths** – through the use of technical resources, quantify outcome and research, costing of materials.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

---

## Unit 6: Music, performing and production arts project (Level 1)

Unit 6 (Level 1), the final Level 1 Unit of the Diploma in Music, Performing and Production Arts, provides for the evidence submitted by the candidate to be assessed and graded.

The overall grade for the Level 1 Diploma in Music, Performing and Production Arts is determined by the candidate's achievement in Unit 6: Music, Performing and Production Arts.

All internal assessment and grading decisions are subject to External Moderation.

The grades that can be achieved are:

### **Referral**

If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is referred. The candidate has one further opportunity to redeem the **Referral** by the submission of additional evidence within a timeframe agreed by the Centre and confirmed to the Awarding Body. Referred candidates who are able to meet the criteria on resubmission will be capped at Pass.

### **Fail**

If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a **Fail** grade.

### **Pass**

To achieve a **Pass** grade a candidate must achieve all of the assessment criteria listed within Unit 6.

### **Merit**

To achieve a **Merit** grade a candidate must achieve all of the assessment criteria listed within Unit 6 and must additionally meet the entire Merit grade criteria listed here.

### **Distinction**

To achieve a Distinction grade a candidate must achieve all of the assessment criteria listed within Unit 6 and must additionally meet all of the Merit grade criteria and the entire **Distinction** grade criteria listed here.

## 1. Planning and production

### Pass

- 1.1 Identify and use personal strengths in developing a music, performance and production arts project.
- 1.2 Use planning to complete a personal project within an agreed timescale.

### Merit

- 1.1 Identify and use personal strengths in developing a music, performance and production arts project to a high standard.
- 1.2 Use planning to complete a personal project within an agreed timescale to a high standard.

### Distinction

- 1.1 Identify and use personal strengths in developing a music, performance and production arts project to a very high standard.
- 1.2 Use planning to complete a personal project within an agreed timescale to a very high standard.

## 2. Research, development and problem solving

### Pass

- 2.1 Use research to develop ideas in support of a music, performance and production arts project.

### Merit

- 2.1 Use research to develop ideas in support of a music, performance and production arts project to a high standard.

### Distinction

- 2.1 Use research to develop ideas in support of a music, performance and production arts project to a very high standard.

## 3. Practical skills and presentation

### Pass

- 3.1 Appropriately use materials, processes and skills to produce solutions for a music, performance and production arts project.
- 3.2 Select and use presentation techniques for a music, performance and production arts project.

### Merit

- 3.1 Appropriately use materials, processes and skills to produce solutions for a music, performance and production arts project to a high standard.
- 3.2 Select and use presentation techniques for a music, performance and production arts project to a high standard.

### Distinction

- 3.1 Appropriately use materials, processes and skills to produce solutions for an art, design and media project to a very high standard.
- 3.2 Select and use presentation techniques for a music, performance and production arts project to a very high standard.

## 4. Evaluation and reflection

### Pass

- 4.1 Discuss and record ideas and opinions.
- 4.2 Describe the effectiveness of solutions to a music, performance and production arts project.

### Merit

- 4.1 Discuss and record ideas and opinions to a high standard.
- 4.2 Describe the effectiveness of solutions to a music, performance and production arts project to a high standard.

### Distinction

- 4.1 Discuss and record ideas and opinions to a very high standard.
- 4.2 Describe the effectiveness of solutions to a music, performance and production arts project to a very high standard.

---

## Unit 7: Music, performing and production arts project (Level 2)

Unit 7 (Level 2), the final Level 2 Unit of the Diploma in Music, Performing and Production Arts, provides for the evidence submitted by the candidate to be assessed and graded.

The overall grade for the Level 1 Diploma in Music, Performing and Production Arts is determined by the candidate's achievement in Unit 7: Music, Performing and Production Arts.

All internal assessment and grading decisions are subject to External Moderation.

The grades that can be achieved are:

### **Referral**

If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is referred. The candidate has one further opportunity to redeem the **Referral** by the submission of additional evidence within a timeframe agreed by the Centre and confirmed to the Awarding Body. Referred candidates who are able to meet the criteria on resubmission will be capped at Pass.

### **Fail**

If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a **Fail** grade.

### **Pass**

To achieve a **Pass** grade a candidate must achieve all of the assessment criteria listed within Unit 6.

### **Merit**

To achieve a **Merit** grade a candidate must achieve all of the assessment criteria listed within Unit 6 and must additionally meet the entire Merit grade criteria listed here.

### **Distinction**

To achieve a Distinction grade a candidate must achieve all of the assessment criteria listed within Unit 6 and must additionally meet all of the Merit grade criteria and the entire **Distinction** grade criteria listed here.

## 1. Planning and production

### Pass

- 1.1 Identify assess and use personal strengths in developing a music, performance and production arts project.
- 1.2 Review, revise and use planning to complete a personal project within an agreed timescale.

### Merit

- 1.1 Identify assess and use personal strengths in developing a music, performance and production arts project to a high standard.
- 1.2 Review, revise and use planning to complete a personal project within an agreed timescale to a high standard.

### Distinction

- 1.1 Identify assess and use personal strengths in developing a music, performance and production arts project to a very high standard.
- 1.2 Review, revise and use planning to complete a personal project within an agreed timescale to a very high standard.

## 2. Research, development and problem solving

### Pass

- 2.1 Identify research sources
- 2.2 Use research to inform and develop ideas in support of a music, performance and production arts project.

### Merit

- 2.1 Identify research sources to a high standard.
- 2.2 Use research to inform and develop ideas in support of a music, performance and production arts project to a high standard.

### Distinction

- 2.1 Identify research sources to a very high standard.
- 2.2 Use research to inform and develop ideas in support of a music, performance and production arts project to a very high standard.

## 3. Practical skills and presentation

### Pass

- 3.1 Appropriately use a range of materials, processes and skills to produce solutions for a music, performance and production arts project.
- 3.2 Select, compare and use a range of presentation techniques for a music, performance and production arts project.

### Merit

- 3.1 Appropriately use a range of materials, processes and skills to produce solutions for a music, performance and production arts project to a high standard.
- 3.2 Select, compare and use a range of presentation techniques for a music, performance and production arts project to a high standard.

### Distinction

- 3.1 Appropriately use a range of materials, processes and skills to produce solutions for a music, performance and production arts project to a very high standard.
- 3.2 Select, compare and use a range of presentation techniques for a music, performance and production arts project to a very high standard.

## 4. Evaluation and reflection

### Pass

- 4.1 Discuss, record and effectively communicate ideas and opinions.
- 4.2 Assess the effectiveness of solutions to a music, performance and production arts project.

### Merit

- 4.1 Discuss, record and effectively communicate ideas and opinions to a high standard.
- 4.2 Assess the effectiveness of solutions to a music, performance and production arts project to a high standard.

### Distinction

- 4.1 Discuss, record and effectively communicate ideas and opinions to a very high standard.
- 4.2 Assess the effectiveness of solutions to a music, performance and production arts project to a very high standard.

## Exemplification for UAL Awarding Body Grade Criteria – Level 1

This guide is to be used in conjunction with the assessment and grading criteria for UALAB qualifications at Level 1.

### Fail

Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.

### Pass

Work submitted meets all of the assessment criteria and is of a satisfactory standard.

#### Planning and production

Little or no planning, poor organisation and incomplete against timescale.

Sufficient planning and organisation to enable completion to timescale.

#### Research, development and problem solving

Little or no research, ideas undeveloped and problems unresolved.

Some research and development of ideas. Some evidence of simple problem solving.

#### Practical skills and presentation

Limited skill demonstrated uses inappropriate processes. Poor presentation.

Demonstrates some skill and the use of appropriate processes. Can select and use techniques for presentation.

#### Evaluation and reflection

Inadequate assessment of ideas, little or no evidence of review.

Some ongoing assessment of ideas, able to discuss and review.

**Merit**

**Work submitted meets all assessment criteria and is of a high standard.**

Good planning and organisation. Effective production and completion to timescale.

A range of research used to inform development of ideas. Some evidence of problem solving.

Demonstrates skill and the use of appropriate processes. Can select and competently use techniques for presentation.

Ongoing assessment of ideas, able to discuss, review and evaluate.

**Distinction**

**Work submitted meets all assessment criteria and is of a very high standard.**

Thorough planning and good organisation. Efficient production and completion against timescale.

Demonstrates a clear link between research and ideas development. Can adapt ideas in response to problems.

Consistently demonstrates skills and uses a range of appropriate processes. Can select and competently use techniques for presentation.

Effective use of ongoing assessment of ideas, able to discuss, review and evaluate to inform progress.

## Exemplification for UAL Awarding Body Grade Criteria – Level 2

This guide is to be used in conjunction with the assessment and grading criteria for UALAB qualifications at Level 2.

### Fail

Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.

### Pass

Work submitted meets all of the assessment criteria and is of a satisfactory standard.

#### Planning and production

Ineffective or unrealistic planning and poor organisation. Task or tasks incomplete against timescale.

Realistic planning and organisation. Satisfactory production against timescales.

#### Research, development and problem solving

Insufficient research and investigation evidenced. Little or no information from relevant sources used to inform ideas.

Sufficient research and investigation of relevant sources, information used to inform ideas.

#### Practical skills and presentation

Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation.

Competent demonstration of processes and application of skills and knowledge used to develop and present creative solutions.

#### Evaluation and reflection

Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development.

Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.

**Merit**

**Work submitted meets all assessment criteria and is of a high standard.**

Effective planning, organisation and subject engagement evidenced. Efficient production against timescales.

Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas.

Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions.

Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.

**Distinction**

**Work submitted meets all assessment criteria and is of a very high standard.**

Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against timescales.

Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas.

Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.

Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.

UAL Awarding Body believes in transformative education. We design and award creative qualifications that empower and inspire educators to help students reach their potential.

UAL Awarding Body is regulated by Ofqual and currently offers accredited qualifications in art and design, fashion, creative media, music and performing and production arts. We are also the UK's leading provider of the Diploma in Art & Design - Foundation Studies. Our qualifications have high retention and achievement rates because they are flexible, responsive and relevant to industry needs, and facilitate student progression.

University of the Arts London (UAL) is Europe's largest specialist art and design university, comprising six renowned Colleges: Camberwell College of Arts, Central Saint Martins, Chelsea College of Arts, London College of Communication, London College of Fashion and Wimbledon College of Arts.

## Want to find out more?

Contact:

### **UAL Awarding Body**

272 High Holborn  
London  
WC1V 7EY

Tel: 0207 514 9851

Email: [ual.awardingbody@arts.ac.uk](mailto:ual.awardingbody@arts.ac.uk)



UALawardingbody



UALawardingbody

**Version 1.3**

**[arts.ac.uk/awarding](https://arts.ac.uk/awarding)**