

Access to HE Diploma Assignment Brief (Form AP3)



Provider name:	Sunshine College
Access Diploma title:	Access to HE Diploma (Music)
Unit title and code:	Contextual Studies (Music)
Assignment title and number, e.g. 1 of 1 or 1 of 2 etc:	Assignment 1 of 2 "Living in the past"- annotated time line and presentation, blog or video
Assessor name:	Jo Brown

Assignment briefing and mapping to unit:

Concerts, gigs, festivals, exhibitions, TV, Film, in fact all artistic or creative events have a context and are influenced by a variety of external factors: fashion, art, current events, historical events, governments, religions, propaganda, poverty etc. Consequently, music is commonly created to target a specific audience and can be influenced by age, gender or race. In addition, technological advances have also affected the way we produce and listen to music, subsequently having an understanding of the background of music history and context can present a foundation for your own creative ideas.

Task 1:

- Decide on two significant historical periods that are of interest to you
- Discuss the impact of cultural movements on the development of music during these times by creating a timeline with detailed annotation. The timeline should highlight current events, government, fashion, technology, culture, employment, finance, social life etc. Include external influences from non-western traditions that may have affected the creation of music.

Task 2:

- Create a presentation, blog or video that compares and contrasts music practice, its place, role, and function in the culture of each of your chosen historical periods. (Music, ritual, religion). Ensure that you always consider what the audience and composers of the music were feeling at those times. Wherever possible include video, audio, photographs, journalistic reports, websites.
- Include a brief evaluation of each audio file, considering composition, production and how the composer has approached things like mood, perspective etc.

(1.1 and 1.2)

Assignment hand out date:	
Assignment submission deadline date:	
Draft(s) permitted: Yes/No <i>If yes, include deadline date(s) for draft(s)</i>	No

Mapping to Unit

This assignment covers the following learning outcomes & assessment criteria.

Learning Outcome 1: Understand the significance and impact of key historical and cultural movements in Music including practices from non Western traditions.

Assessment Criteria

1.1 For two historical periods, discuss the impact of cultural movements on the development of musical practice

1.2 Compare and contrast music practice across different cultures.

Grade descriptor: 1a: Understanding of the subject

The student, student's work or performance:

For a pass: Meet the assessment criteria to achieve the learning outcomes for the unit

For merit: a demonstrates a very good grasp of the relevant knowledge base

Contextualisation: explain in very good detail the changes in music in your chosen periods and the impact of external influences on these. There may be a few errors or misconceptions and only a little irrelevant information.

For distinction: a demonstrates an excellent grasp of the relevant knowledge base

Contextualisation: explain in excellent detail the changes in music in your chosen periods and the impact of external influences on these. An excellent grasp is one in which you select only relevant information and correctly apply it to the tasks. There should be few, if any, errors or misconceptions and no irrelevant information.

Additional Guidance notes

- Ensure research is varied and includes western and non-western approaches to music.
- Include historical facts, significant dates and change in culture, fashion etc.
- Consider theories or ideas that explain facts or events e. drug culture and music in 1960s USA.
- Put the music in perspective: time comparisons with major events in world politics, philosophy, science, art, novels, poetry and foreign literature.
- Consider: nowadays that all kinds of music is readily available to most people, 24 hours per day, at the touch of a switch. People can and do use music to manipulate their lives, moods, alleviate boredom, create social events etc.

Grading information for this assignment**Grade descriptor: 7a and c Quality**

The student, student's work or performance:

For a pass: Meet the assessment criteria to achieve the learning outcomes for the unit

For merit:

a. is structured in a way that is **generally** logical and fluent.

c. taken as a whole, demonstrates a **very good** response to the demands of the brief/assignment

	<p>Contextualisation:- Most points must flow and be linked to each other, in order to demonstrate logic and fluency. It must generally make sense to your audience.</p> <p>There is a very good balance in the presentation of ideas, when discussing the different musical cultures.</p> <p>Your discussion and evaluation will be supported by useful examples.</p>
For distinction:	<p>a. is structured in a way that is consistently logical and fluent.</p> <p>c. taken as a whole, demonstrates an excellent response to the demands of the brief/assignment.</p> <p>Contextualisation: All points must flow and be linked to each other, in order to demonstrate logic and fluency. It must make sense to your audience.</p> <p>There is an excellent balance in the presentation of ideas, when discussing the different musical cultures.</p> <p>Your discussion and evaluation will be supported by useful and entirely relevant examples.</p>

Declaration: I confirm that this assignment is my best attempt and all my own work and that it conforms to the course policy on plagiarism.

Print name:

Student signature:

Date: