



# Assignment Brief

## Unit Assessment Details

Qualification Title	RSL Level 3 Subsidiary Diploma in Performance for Music Practitioners
Unit Number and Name	MUSPRA 318 Listening to Music
Centre Name	<b>Sir John Hunt CSC - 54531</b>
Tutor	<b>JCL</b>
Date Set	<b>1 May 2020</b>
Date Due	<b>1 September 2020</b>

## Assignment Introduction

Objective and critical analysis utilising listening skills is a fundamental part of music creation and appreciation. To be able to compose music it is also important that the learners are aware of their own place in the development of contemporary music and its wider social context. This unit will develop and assess the learners' listening skills, knowledge and awareness of music and ultimately inform their own creative development.

**Scenario:** You will learn to appraise music by analysing its musical elements, emotional responses to it and factors that govern these in the same way that a songwriter would do when given a composing brief by a record/publishing company or Artist management.

### **What YOU will do:**

Identify your likes and dislikes in music

Identify personal factors that govern this

Identify factors in the music that govern this

Identify moods and responses that music can create

Identify elements of musical composition that influence these reactions and responses.

## Task(s)



### Initial research:

**Task 1.1** - Design a questionnaire using Survey Monkey that researches the musical taste of your fellow RSL students. Your survey should aim to;

- Find out the musical styles that your peers MOST identify with, asking them for specific examples of songs.
- Make students think about why they identify with these styles and songs in particular.
- Find out the musical styles that your peers LEAST identify with, asking them for specific examples of songs.
- Make students think about why they feel no connection with these styles and songs in particular.

### Report on two contrasting songs:

**Task 2.1**(D1, M1, P1):

Create a Magazine article which analyses two contrasting pieces of music in terms of the effect they may have on the listener and the various influential factors that underpin that response.

**Task 2.2** (D2, M2, P2):

Within the article you have written analyse the key musical features of each of the contrasting pieces in terms of harmony, melody, texture and timbre, subject matter and sonic characteristics.

### Presentation on the development of your musical appreciation:

**Task 3.1** (D3, M3, P3):

In the form of an illustrated timeline outline the changes to your emotional connection and responses to music from the age of 10 to the present day. Explain the factors that may have influenced this, to include but not limited to:

- Parental influence.
- Social factors.
- Adolescence.
- Education
- Relationships

**Task 3.2**(D4, M4, P4):

Write a report analysing your own CURRENT musical tastes demonstrating the increased understanding of this that you have gained because of the activities you have undertaken in Task 1 and 2 within this unit.

You could discuss, styles, key songs, current influencing factors, your development as a musician and where you think your musical taste might move to in the future based upon these factors.



### Link(s) to related resources

#### Books/research:

Wikipedia intro to Music and Emotion

[https://en.wikipedia.org/wiki/Music\\_and\\_emotion](https://en.wikipedia.org/wiki/Music_and_emotion)

A PhD thesis on emotion and context in music preference

<https://www.eecs.qmul.ac.uk/~simond/phd/YadingSong-PhD-Thesis.pdf>

Physical and emotional responses to music; music and the brain

<https://mlifka.wordpress.com/physical-and-emotional-responses-to-music/>

#### Video resources

TED talk: Michael Tilson Thomas 'Music and Emotion Through Time'

<https://www.youtube.com/watch?v=FD5ZKi-moMU>

TED talk: Lucas Vidal – Shaping the emotions of the audience in film music

<https://www.youtube.com/watch?v=5Q88ILOL2dI>

### Word Count

**Task 1 – supplementary evidence.**

**Task 2 – 1000 words**

**Task 3 – 1000 words**



## How to achieve a distinction

### Distinction

To achieve a distinction, learners should:

1. Produce a clearly structured, detailed and insightful analysis of personal responses to two musical works and how various influential factors underpin those responses. The two musical works must have been identified as having the potential to elicit contrasting responses in the listener.
2. Produce a clearly structured, detailed and insightful analysis of the key elements in each piece that define the profile of the music, in relation to:
  - Harmonic characteristics;
  - Melodic content;
  - Texture & timbre;
  - Subject matter;
  - Sonic characteristics.
3. Produce a clearly structured, detailed and insightful analysis of the influencing factors behind changes in their personal responses to music over an identified period time in their lives.
4. Produce a clearly structured, detailed and insightful analysis of their own musical tastes, informed by strong, analytical understanding gained as a result of activity undertaken relating to this unit.

## How to achieve a merit

### Merit

To achieve a merit, learners should:

1. Produce a clearly structured and detailed analysis of personal responses to two musical works and how various influential factors underpin those responses. The two musical works must have been identified as having the potential to elicit contrasting responses in the listener.
2. Produce a clearly structured and detailed analysis of the key elements in each piece that define the profile of the music, in relation to:
  - Harmonic characteristics;
  - Melodic content;
  - Texture & timbre;
  - Subject matter;
  - Sonic characteristics.
3. Produce a clearly structured and detailed analysis of the influencing factors behind changes in their personal responses to music over an identified period time in their lives.
4. Produce a clearly structured and detailed analysis of their own musical tastes, informed by clear, analytical understanding gained as a result of activity undertaken relating to this unit.

## How to achieve a pass



### Pass

To achieve a pass, all learners must:

1. Produce an analysis of personal responses to two musical works and how various influential factors underpin those responses. The two musical works must have been identified as having the potential to elicit contrasting responses in the listener.
2. Produce an analysis of the key elements in each piece that define the profile of the music, in relation to:
  - Harmonic characteristics;
  - Melodic content;
  - Texture & timbre;
  - Subject matter;
  - Sonic characteristics.
3. Produce an analysis of the influencing factors behind changes in their personal responses to music over an identified period of time in their lives.
4. Produce an analysis of their own musical tastes, informed by the understanding gained as a result of activity undertaken relating to this unit.

### Submission Checklist

#### ***Assignment subtasks to be completed in this unit:***

- ☐ **Task 1.1**
- ☐ **Task 2.1**
- ☐ **Task 2.2**
- ☐ **Task 3.1**
- ☐ **Task 3.2**

### How to submit your work



**You must submit your work via Google Classrooms – 13B/MU**

**Ensure that your work includes the following information at the top left of the page:**

Candidate full name

MUSPRA 318

Task number

For example:

Sarah Brown

MUSPRA 318

Task 1.2

**If submitting an audio or video file, title your work in the same way but with full stops to divide information:**

Candidate full name.MUSPRA 318.Task Number

### Submissions

<b>Task</b>	<b>Deadline</b>	<b>Resubmission Deadline</b>
1.1		<b>N/A (Supplementary evidence only)</b>
2.1 & 2.2		
3.1 & 3.2		