

Assignment Number	CMPU44
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Birmingham Ormiston Academy
BTEC Level 3 Extended Diploma in Creative Media Production
Assignment Brief

Student:		Assessor	Mr Upton/Mr Dodzo	IV	Mr Skinner
Unit number & title:	Unit 44: Music-based Programming	Date Set:	13/10/2014	Completion Date:	13/02/2015
Assignment Title:	My Radio Shows		Linked Units:	1, 2, 3, 6, 7	
Grading Criteria:	P1 M1 D1	P2 M2 D2	P3 M3 D3	P4 M4 D4	
Assignment Description: The aim of this assignment is to develop your understanding of the styles, purpose and content of music-based programming on contemporary radio stations in the UK. You will develop music sequences for a range of different audiences or clients, exploring how speech and feature material can be incorporated into these sequences			Resources: The classroom is equipped with 20 PCs connected to the academy network, and loaded with all the specific software required to successfully complete the unit & course. There are two radio studios and 10 portable Roland RO5 recorders		
Learning Outcome 1 Understand different types and styles of music-based programming 2 Be able to create music sequences for different audiences 3 Be able to incorporate added speech and feature content into music sequences 4 Be able to review own music-based programmes with reference to purpose and audience.					
Task	Activity		Evidence	Milestone	Grading Criteria
1	Music Programme Types and Styles Review existing programmes and produce a report on music-based programme formats covering: <ul style="list-style-type: none"> • types of music-based programming • styles of music-based programming • how they serve audiences. Importance 		Research notes 300 - 500 word report on blog	19/11/ 2014	P1 M1 D1
2	Create Radio Programme Produce two music-based programmes (each up to 1 hour in length) intended for two different audiences for a specific music genre. You will: <ul style="list-style-type: none"> • develop ideas for programmes in relation to specified audiences • complete pre-production for music content • complete pre-production for speech content, feature to include in show • record programmes 		Research notes Tutor Observation and evaluation of ideas generation, pre-production & production processes Production documents in	30/01/2015	P2 M2 D2 P3 M3 D3

	<ul style="list-style-type: none"> produce a 3 minute demo from the shows <p>(Check sheet provided)</p>	<p>production folders</p> <p>Final mix-down of music-based programmes</p> <p>Production Diary</p>		
3	<p>Post-production Review</p> <ul style="list-style-type: none"> conduct focus group to gauge feedback of your show prepare report on programme in preparation for meeting with station management meet with management and discuss strengths and weaknesses of your programmes. 	<p>All listeners research notes</p> <p>Recorded presentation to station management</p>	13/02/2015	<p>P4</p> <p>M4</p> <p>D4</p>

Assessment and Grading Criteria

To achieve a pass grade the evidence must show that the learner is able to:		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:		To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P1	describe different types and styles of music-based programming with some appropriate use of subject terminology [IE]	M1	explain different types and styles of music-based programming with reference to detailed illustrative examples and with generally correct use of subject terminology	D1	critically evaluate different types and styles of music-based programming with supporting arguments and elucidated examples, consistently using subject terminology correctly
P2	produce music sequences for different audiences working within appropriate conventions and with some assistance [CT; TW; SM]	M2	produce music sequences for different audiences to a good technical standard showing some imagination and with only occasional assistance	D2	produce music sequences of a technical quality that reflects near-professional standards, showing creativity and flair and working independently to professional expectations
	incorporate added speech and feature content into music sequences working within appropriate conventions and with some assistance [CT; TW; SM]	M3	incorporate added speech and feature content into music sequences to a good technical standard showing some imagination and with only occasional assistance	D3	incorporate added speech and feature content into music sequences to a technical quality that reflects near-professional standards, showing creativity and flair and working independently to professional expectations
P3	identify strengths and weaknesses of own music-based programmes with reference to purpose and audience, with some appropriate use of subject terminology. [RL]	M4	discuss strengths and weaknesses of own music-based programmes with reference to purpose and audience, with reference to detailed illustrative examples and generally correct use of subject terminology.	D4	critically evaluate strengths and weaknesses of own music-based programmes with reference to purpose and audience, with supporting arguments and elucidated examples, consistently using subject terminology correctly.