



The Scottish Baccalaureate in Expressive Arts

Interdisciplinary Project- Exemplar 4

“Music: Reaching those who are visually impaired.”

Grade: C

Expressive Arts: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	“Music: Reaching those who are visually impaired.”								
Project outline <i>(what it is you want to do and how will you go about it)</i> The aim of this project is to find out how music can impact the lives of those who are visually impaired to develop a variety of skills, ranging from leadership to confidence to working as a team. I would also like to find out what is being done or can be done to assist the next generation of musicians who have overcome the stereotypical boundaries set by our society, ranging from my father to well know celebrities. Project objectives: <ul style="list-style-type: none">• To speak to a number of specialised organisations, such as the RNIB, to find what is in place for those who are visually impaired to reach their full potential musically.• To be informed on the importance of music for someone who is visually impaired and see how it has impacted their lives.• To plan a music session with those who are fully sighted and visually impaired and see how the group will interact. This will inform both parties of the musical challenges they may face, while uniting them with music.• Find out the work which is involved for tutors in teaching those who are visually impaired the theory and practical side of music.									
Reasons for choosing this project <i>(eg personal interest, future plans, links to other subjects you are studying/ have studied)</i> I am studying music this year and I have always realised the benefits which this subjects has as it allows people to express what they are feeling in a universal way. Next year, I would like to go to university to study optometry and this project well help me with the social aspect of what my course will involve. I have always had a passion for those who are visually impaired and I hope through this I can be more informed. My dad is blind and is very musical, but he was never taught formally. I was wondering what is in place for those who are involved or want to be involved with music, which are visually impaired.									

The broad contexts this project will cover are:

Citizenship

This project comes under citizenship as it helps to support others in our communities who are seen as less capable to express themselves in a way which everyone can relate to.

Employability

This project could be under employability as music has so much potential. If music is proven to have a significant impact on improving the lives of those who are visually impaired then programmes and training can be put into practice the will lead to a successful and sustainable short and long term future.

Sustainable development

This project also come under sustainable development as reduces reliance on other support mechanism, though this project we could find out if music can make more of a difference than we know about already.

Learning environments I will access are

I will access local schools/centre for pupils and adults who have may be visually impaired and will investigate the curriculum and how music can impact social development.

I will have to understand and experience how those who are visually impaired live and research these – I will contact the RNIB along side other musical organisations/ school programmes. I may also refer to the internet; however I am cautious of what data I use.

I will ask the music team of my church to participate in the music session I am trying to plan, getting my father to be a main part of this trial session. I will encourage those participating and who are visually impaired to teach the others about music techniques and how music has impacted their lives.

I would also like to interview people who work with the visually impaired and see how they teach music to those who have very little sight or no vision at all. I would like to see the techniques they use and how effective these methods are.

How I will use my knowledge of the arts.

From my Advanced Higher Music classes, I will use my knowledge and understanding of composition and performing techniques to develop sessions to aid learning for all parties participating. With my performing skills and the vast range of instruments I play, I can relate to the majority of musical styles.

The skills I will develop and/or improve in the course of this project are:

(carry out a short analysis of your current strengths and weaknesses in the skills areas below and how you think your project will allow you to develop and/or improve these skills)

application of subject knowledge and understanding

Although I feel confident in my own musical skills, and those of my peers, I will have to learn how to instil confidence in the others so that they feel comfortable in the sessions and to be able to express themselves in a universal way.

research skills – analysis and evaluation

I have done research in Music, Modern Studies and my leadership course but this was mostly done online and through textual analysis. I am excited to research and find out more about this topic. I would like to develop my listening skills and I believe this project will allow me to do that as I will be working with people who are dependent on audio. I would also like to improve my performing skills and by organising this music day, I will be performing alongside others and also teaching on other instruments.

interpersonal skills – negotiation and collaboration

I am interested in talking to the organisations and finding out what they have in place musically for those who are interested and visually impaired. To find out this information, I will need to talk to outside agencies such as RNIB and the hospitals. I will need to talk to the music director of my church and organise dates and times.

planning: time, resource and information management

I find planning a problem as I usually don't time to do it. So I will need to have a personal diary for this project, this will encourage me to make my own targets and goals which I need to meet. I will use my time wisely and set aside certain hours and days to do this project. Each week I plan to a step closer to the event I am planning. If I make it a big event, I will have to stick to my time scale.

independent learning – autonomy and challenge in own learning

I am an independent learner as music involves a lot of work. I have noticed that often, the subject encourages you to do your own extra work – especially the practical aspect. I play a variety of instruments, many which are self-taught showing that I am an independent learner. With this project I will learn to present and evaluate my presentation which I will need to complete myself. This skill will most certainly help me when it is time to go to university.

problem solving – critical: logical and creative approaches

Problem solving is a very important skill to have. Being involved with fashion and photography, I have found that it has helped me to look at various tasks in an analytical manner. This project involves me working with those who are visually impaired so I will need to find creative ways of putting my point across in a way which those with no sight will be able to participate in.

presentation skills

I am planning on presenting my project as a documentary in a video format. Maybe even with live music from what I have learned. I will need to look into if there are any constraints when it comes to documentaries and videos. I would like to make this presentation suitable for those may be practically sighted so I believe that it is important to try and make the presentation as audio as possible. However I will include some visual features.

self evaluation – recognition of own skills development and future areas for development

I will keep a diary on paper and by video. Any meeting I may have, I will record them for reference later. These will me to keep on track with this project while I am still studying.

I know that I will need to set myself personal goals so that I can keep on track and not waste time, which is something I need to work on.

Assessor feedback to candidate

The topic which you have chosen is clearly very personal and will clearly motivate you to approach the project in a diligent fashion. Your topic gives you the opportunity to research aspects of music and to relate it to studies of the medical and social issues surrounding the disability of blindness.

You outline how your project is related to citizenship, employability and sustainable development.

You have given careful thought to the development of your skills throughout the process of researching and presenting your topic as well as the learning environments which you will need to access.

Proposal approved		Further work required	
Candidate signature			Date
Assessor signature			Date

Expressive Arts: Interdisciplinary Project

Plan

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	"Music: Reaching to those who are visually impaired"								
<p>Is this a group project? No</p> <p>If a group project my individual role or responsibilities will be:</p>									
<p>Timescales (<i>this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence</i>)</p> <p>September Contact the RNIB and other specialised organisations to see if I could arrange a meeting to explain my proposal and to find out as much information as possible. I hope through this, I will gain the trust and interest of these groups. I will speak with the music leader and the rest of the music department in my church to discuss if the event planned will be able to carry through and discuss this with those who are involved. I will need to find out about using the instruments in the church also. Lastly, I will write the programme for that day, and plan the music we will be doing and get any music sheets ready.</p> <p>October I will start the group work with those who are visually impaired and find out strengths musically. This way, I will find out about those taking part and learn from them. These sessions will also be an environment where we talk about the trials the visually impaired face both socially and musically. This will carry on through this month. <i>October Holiday</i> <i>The October holiday may affect this part of the timescale.</i></p> <p>November I will continue these music sessions with a small group and eventually join together as a band to perform at the arranged music session in my local church. Work consistently with the RNIB and even visit to experience the music programmes. Plan and carry out the visit.</p> <p>December</p>									

Have a music practice with all musicians involved. Which will include the visually impaired teaching us a song to play and how to play it.
Carry out the music session as a "Christmas concert" with the musicians of my church alongside those who are visually impaired.
Get feedback from those involved and people who came to see it.

January

Start planning the presentations.
Edit the video presentation.

February

Give the presentation.
Evaluation

Planning (*how you are going to meet the agreed objectives of your project*)

Objective 1

I will make a list of the different groups which help those who are visually impaired and inform them of my proposal. I will try and arrange meeting times with those involved and prepare the event I hope to carry out.

Objective 2

Speak to my church group and determine if it will be possible to hold an event. I will make sure that the instruments will be available to be used.
Contact the local hospital and arrange an interview with somebody who works in the Ophthalmology department and speak with them to find out the lifestyles of those who are visually impaired from a professional point of view.

Objective 3

Speak to my dad about helping me set up the event in a user friendly manner. I will plan the music with my dad as he is the main visually impaired person that will be involved. Write the draft outlines in terms of music to be played and styles.

Resources (*eg people, materials, places*)

My main resources will be the musicians in my church group and my dad. I will also do an exercise for those who do not have a sight problem where they will need to shut their eyes and play the piece chosen. I will take part by participating.

The main place where these sessions and classes will take place is my local church. I will also need a video camera in order to film and take pictures of the sessions for my final presentation.

Instruments will also be required, although many involved already have their own instruments and equipment.

Research methods (eg contacting companies, surveys, focus groups, experimentation)

I will get in contact with the RNIB and discuss the music programmes in place. This will help me to determine if much is being done to meet the needs the visually impaired in terms of music. This information will be the frame work for how we plan the event and see where the limitations may be. I will talk to the specialists in the chosen centre to find out the best approaches to take when working with the individuals in the group.

I will video the lessons and evaluate the results of music to those who are visually impaired. This will give me an idea of the true importance of music.

I will do an experiment with musicians who have good sight and get them to shut their eyes and see how this affects their musical ability and if they can tune into the music by ear.

Presentation

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**

Music teachers who work in schools where there are children with visual impairments. Parents/carers and family of people who are visually impaired and this may give them ideas of how people who are visually impaired can express themselves in a musical way. Letting the individual be creative with no limits.

- **What methods are appropriate to my audience(s)** (eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination)

I intend to talk to the audience during my presentation and explain what I wanted to achieve. I will also use some of the video clips I have taken during the sessions and let the audience see and hear for themselves. Also, I aim to give a live demonstration of the difficulties visually impaired have when reading and playing music. I will then open the floor to any questions that the audience may want to ask.

Dependencies (what is required for your project to go ahead ie reliance on other people or resources, steps in plan that must be completed before starting the next step)

I am totally dependent on the willing collaboration of all outside agencies that I am going to approach. Without their help my project cannot go ahead.

I will need help from church in that I may the instruments and musical equipment that they can provide. I will have to stick to the order of my timescales or I will fall behind and it will be much harder to keep on track.

Contingencies

Any anticipated problems

My plans for overcoming the anticipated problems.

Method for recording my skills development and future areas for improvement

I intend to keep a progress log book and a video diary throughout the project which will allow me to evaluate myself and the progress I am making. This will also allow me to monitor how my own skills develop as the project progresses. I will also take notes at all times with pictures to follow.

Assessor feedback to candidate

You also need to explain how your project involves other disciplines e.g. by examining the medical issues surrounding blindness and explaining the limitations placed on people by where they are on the spectrum of blindness.

Your contingencies and related plans lack sufficient details.

Plan approved		Further work required	
Candidate signature		Date	
Assessor signature		Date	

Expressive Arts: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	“Music: Helping those who are visually impaired.”

How I presented my project findings *(describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s))*

My project was presented as a power point that included pictures, videos and also sound clips. I presented my findings to my head teacher, some other head teachers from other schools, two year heads and also the group of students also doing their Interdisciplinary Project as well as the staff assessing my project. I have spoken to the music director in my church and she would like to hear my presentation. I will give a copy of my presentation to the music department and by doing so it will allow them to show pupils interested in a career in music or the wider arts and how to help people who have a physical disability express themselves to the best of their abilities.

I believe that this will allow people to begin to understand in the wider community of the different needs that some people have with regards to music. This project also gave me the opportunity to explain to the group of the projects and programmes that are already in place for those who are visually impaired.

My report had various aspects to it. Some things which I included where:

- An introduction into the impact of music for everyone.
- The power of music and how it is so prominent in our daily routines.
- Why I choose this topic – which I think really gave me the motivation to fulfil out this project.
- What I researched – Different programmes already in place, people who are visually impaired but musically talented.
- Explained the workshop I ran with my dad and played a video to show the positive effects.
- How this benefits the wider community
- The employability effect – showing the massive jobs prospects.

I presented my findings on the impact that music has on the greater community and then focused on the programmes and workshops that have evolved due to meeting

the needs of those who are visually impaired.

To finish my presentation I had a video clip of myself playing guitar and singing a song that a visually impaired person taught me during my workshop. By showing this I was demonstrating the importance of music on the wider community. When I was presenting I found that people were attentive and by the end of my presentation I opened it up for questions. Some of which were curious of how each resource available was expanding in a fast moving and constantly modernising world. My talk lasted around 25 minutes which I felt was a reasonable time frame as it allowed me to mention key points of information while maintaining people's attention.

I used quotations to give my presentation another dimension. "A Painter paints pictures on canvas. But musicians paint their pictures on silence- Leopold Stokowski"

The overall presentation did have some complexity as not everyone in the room would have the musical experience however I was able to make relative comparisons and I used a lot of pictures and hand gestures to expand a point. I believe that the video and audio clips helped to emphasize each fact I was making. While I was giving my talk I made comparisons to modern day film themes as well as demonstrating how the braille music was written compared to regular manuscript. These pictures made it easier for my audience to understand the true complexity of braille itself and made it more comprehensible.

Assessor feedback to candidate

A good presentation which was based on a set of slides which combined well set out key points and relevant graphics.
You were confident and articulate throughout, addressing your audience directly and clearly displaying a clear knowledge of the musical issues and those related to the disability of blindness.

Candidate signature	Date	
Assessor signature	Date	

Expressive Arts: Interdisciplinary School Project

Evaluation of project

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Music: Helping those who are visually impaired.								
How successful has my project been overall? <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i>									
<p>I feel that the project has, largely, been successful, however, I would like to have spent more time on it. I realised that some aspects of the project were more difficult to research and took more time. If I was to do a project like this again, I would allocate more time at the outset to planning and would set out realistic time-scales and milestones.</p> <p>Communications were very positive and were a definite highlight of the project. Having prepared my presentation and rehearsed it successfully at home, I should have thought through some contingency measures, if my video and audio content would not work on the day.</p>									
How effective were my communication methods throughout the project?									
<p>Communications were good, between the Royal National Institute for Blind People and me. Subject Matter Experts, within this organisation, greatly assisted me with details, during research phases of my project. I am also grateful to the valuable input and perspective of a blind musician.</p> <p>Beyond the UK-based Royal National Institute For Blind People, I consulted with the Canadian Royal National institute For The Blind, in order to get an international insight and to verify if practices and facilities varied from country to country.</p>									
Is there any aspect of my project that could be taken further? What might my next steps be?									
<p>I feel that my project might be shared with the Music Department, along with educational establishments, teaching both able bodied and special needs students. Research, drawn out in my presentation, would benefit teachers to overcome any misgivings or misunderstandings, around teaching music to the visually-challenged and would equally help able bodied students to appreciate that their visually challenged counterparts indeed have a lot to contribute.</p> <p>I would also like to share my work with those, mentioned above, who have contributed to it, trusting that it might enhance and develop their thinking and perspectives further.</p>									

Candidate signature	Date	
Assessor signature	Date	

Expressive Arts: Interdisciplinary Project

Self-evaluation of generic and cognitive skills development

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Music: Helping those who are visually impaired.								

In evaluating your skills consider the skills analysis which you carried out at the Proposal stage and how you said you would develop and improve these skills.

Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your Interdisciplinary Project.

Application of subject knowledge and understanding

(Think about practical uses for the arts you have learned. How did you use your knowledge of science/technology effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)

I used my knowledge of music as a basis for contemplating the challenges involved. Any able bodied student/teacher of music, or musician, appreciates the complexities of music production and composition. These challenges are surely multiplied, where the individual concerned has limited vision or no sight at all.

Research skills – analysis and evaluation

I conducted research, with the Royal National Institute for Blind People and the Canadian Royal National Institute For The Blind, firstly, by deriving a set of questions I wished to ask them and then proceeded to send these to my contacts, within these organisations, by email. I maintained a record of all responses received and such responses prompted further questions.

In the case of Mr Edmund Dunlop, I conducted a telephone interview with him, noting not just his answers to questions posed, but also his enthusiasm expressed during the call.

I had face-to-face meetings with my church music director, around organising a musical event for my project.

I drew some of my research material from internet sources and this included video footage from Scandinavia and from Cairo, Egypt. I did as much as possible to double check and verify textual internet sources.

I discovered that face-to-face, email and telephone contacts were more reliable

than the internet, however, was glad to access video records from such sources as the BBC.

Having gathered data, I then proceeded to collate and analyse it, in order to draw conclusions and evaluations. In this aspect, I found that the scope of my project was becoming more targeted and specific than what was outlined in my original proposal.

Interpersonal skills – negotiate and collaborate

(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self-belief and had the confidence to offer and ask for support.)

I discovered that two main groupings emerged during my research. On one hand there were those visually-challenged musicians who were involved in the classical genre of music, which is more rigid and required them to use braille music notation to learn and remember their pieces. On the other hand, many involved in more modern music tended to “play by ear” and did not have to manage with formal music scores. During my interactions, I encountered both types of people and had to adjust my questions and approach for each. Also, when speaking with some educators, I perceived that there was a measure of ignorance around what a visually-challenged person might or might not be capable of.

Planning – time, resource and information management

(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)

I kept a diary and strived to plan regular times, which I could devote to my project. Of course, there is always a challenge when you are waiting for people to come back to you with answers to questions and further materials to evaluate. Planning adequate time for this project was my greatest challenge, considering all of my other school commitments this year.

Independent learning – autonomy and challenge in own learning

I have an extensive interest and ability in music and, observing my father, overcoming challenges and obstacles to compose and produce music, I had the ambition to pursue an examination of this project's topic in much more detail. One size definitely does not fit all and I discovered this when I started to encounter individual experiences more. I realised that there were many dimensions to this project and I was determined not to restrict my research and findings to the UK, preferring to take on the added challenge of looking at things, from the perspective of other nations, with differing facilities and levels of support for blind and partially-sighted music students and musicians.

Problem solving – creative approaches; critical thinking; logical approaches

(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)

I analysed my findings logically and systematically, ensuring that my sources were reliable and that I had as many sources as possible in order to reinforce particular points. I was aiming to get the right amount of material for my project, without over-emphasising one point to the detriment of another. When I set out on this project, I deliberately had an open mind, being careful not to have any pre-conceived ideas and then trying to make the project fit to these.

Presentation skills

(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)

I presented my findings to a group of teaching staff and fellow students at school. I used a Powerpoint slide pack in order to help convey my presentation and this included video clips and music tracks. I was somewhat disappointed that technology, on the day, would not allow the audio and video clips to play. I pitched my presentation at my target audience and managed to put over an enthusiastic, thought-provoking, session, presented in a logical order and reaching a reasoned, logical, conclusion.

Self-evaluation – recognition of own skills development and future areas for development

(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)

I benefited greatly from feedback, during this project, both praise, letting me know that I was on the right track and constructive criticism, pointing out where I should place more focus. I feel that I have developed greatly during this project and my breadth and depth of knowledge has been significantly enhanced. This experience will benefit me greatly as I move into the realms of Higher Education and work. Personal self-development is integral, to learn from experiences and to apply these learnings, moving forward.

Expressive Arts: Interdisciplinary Project

Assessor Report

Candidate name:

Candidate number:

Centre:

Project proposal	Tick as appropriate
Grade C criteria	
The title and aims of the project.	
Clear aims and reasoned arguments to support the relevance and practicability of the project.	✓
Identification of opportunities for:	
• own skills development	✓
• collaborative working	✓
• accessing less familiar learning environments	✓
• application of subject knowledge in a broad context	✓
• use of knowledge and skills across different disciplines	✓
• making connections between subject knowledge and the wider world	✓
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	✓
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	
Robust and carefully argued justification of the proposal.	
Substantial links and understanding of possible connections across disciplines contributing to the project.	
Comments	
A clearly set out proposal which offers many opportunities for you to develop your skills	

Project plan	Tick as appropriate
Grade C criteria	
Development of clear project objectives in line with the project proposal.	✓
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	✓
Realistic timescales and achievable milestones for each stage of the project.	✓
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	✓
Grade A criteria, includes all of above plus	
Careful selection and effective use of research/investigation techniques.	
Anticipation of probable and possible factors which may impact on the project.	
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	
Outline the process for achieving own identified development needs.	
Comments	
A reasonably well structured planning document which meets the level C criteria and some of the grade A criteria based in the standards set in the exemplars provided by the SQA.	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	✓
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	✓
Clear presentation of main findings/outcomes.	✓
Grade A criteria, includes all of above plus	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	
Skilful and creative use of resources, including people, information and learning context to progress the project.	
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	
Comments	
A very well presented project which related the use of music to issues related to blindness. The candidate was confident and articulate throughout, addressing her audience directly and clearly displaying a	

clear knowledge of the musical issues and those related to the disability of blindness.	
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Evaluation of project	Tick as appropriate
Grade C criteria	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	✓
Effective use of chosen communication method(s).	✓
Grade A criteria, includes all of above plus	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	
Careful choice and skilful use of communication and presentation methods(s).	
Comments	
A clear evaluation of your project and exposition of your communication methods.	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	✓
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	✓
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	
Assertive and justified use of feedback from others in evaluation and identification of development areas.	
Comments	
A reasonably balanced self-evaluation that meets the criteria for a grade C, based on the standards exemplified in the SQA expressive Arts Documentation.	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, Initiative and effective information management across the five pieces
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

Overall Grade Awarded	C
Additional Comments/Overview Based on the Standards exemplified in the SQA expressive Arts documentation the candidate has met the criteria for a grade C pass, with a few grade A criteria. Overall Grade C.	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____