

Awards and Certificates in Musical Development Assessment Evidence

Reactive Assessment

Assessor Name

Claire Boulter

Date

18/03/25

Candidate Name

Miles Riley

Video Filename/Link

[Miles Annoyed music.mp4](#)

[Miles Firework.mp4](#)

[Miles Grumpy music.mp4](#)

[Miles Elvis.mp4](#)

[Miles dancing to Katy.mp4](#)

Context (max 150 words)

Miles is a learning disabled adult who attends a number of different weekly Electric Umbrella sessions where he creates and performs music and takes part in musical workshops alongside other learning disabled adults and professional musicians. During a "Pushing Boundaries" session we undertook a number of different musical activities, including moving to different music, playing "happy/ sad, thumbs up/ down" to note the difference between musical styles and keys, and responding to instrumental versions of songs. Miles has brown hair and is wearing black trousers, a black t shirt with a black gilet over the top.

Observation (max 150 words)

Miles changes the way he moves/ sings depending on the style of music. When he heard the instrumental version of "Wooden Heart" he stood still, singing the song "as Elvis" (Elvis video) and understood the structure of the piece enough to start singing at the appropriate time. When he was dancing to Katy's rendition of "Flowers" his dancing was more energised, to match the beat, and he responded vocally to the lyrics by "answering" Katy (Miles Dancing to Katy video). When we played "happy/ sad" and "thumbs up/ thumbs down" Miles had different responses depending on the style/ key of the piece. He took time to make his decision, showing that he was listening and responding to the changes. Minor keys and sombre music were "annoyed" and "grumpy" (Miles annoyed and Miles grumpy videos) while he danced with his thumbs up during the happier song "Firework" (Miles Firework video).

Interpretation (max 150 words)

Miles shows through his vocalising, physicality and choices in the musical exercises that he can recognise and respond to different musical styles, grooves and modes/ keys. He understands structural elements of instrumental songs sufficiently to be able to sing at the appropriate time, without need for a conductor or prompt. He also understands the wider context and style of songs, showing this in his own vocalising and movements.

SOI Level	E/ A/ X
Sounds of Intent Level 5	X

Proactive Assessment

Assessor Name

Claire Boulter

Date

18/03/25

Candidate Name

Miles Riley

Video Filename/Link

[Miles leading EU Song.mp4](#)

[Miles Shotgun.mp4](#)

Context (max 150 words)

Miles performs as a soloist during “spotlight” moments at many of his weekly Electric Umbrella sessions. On this particular date, Miles sang “Shotgun” by George Ezra as a soloist, as well as performing as a lead vocalist in the “Electric Umbrella Song” and on the Cajon for “Stand by Me”

Observation (max 150 words)

Miles performed "Shotgun" without any backing vocals and managed the rhythm and style of the piece brilliantly. While the lyrics may not have always been perfectly clear, he correctly followed the structure of the verse and chorus, gaining confidence as the song progressed (Shotgun Video). On the whole, Miles's pitching was good and he projected his voice confidently. When leading the Electric Umbrella Song, Song, Miles sang and moved in perfect time throughout, deciding to sing it in an "Elvis style", inviting others to follow him (Miles Leading EU Song)

Interpretation (max 150 words)

I believe that "Shotgun" is at approximately Grade 2 in a rock/pop syllabus due to the vocal leaps, overall vocal range and rhythmic syncopation. Miles performed the song well and so can perform songs that are at least at a Grade 1 level. His performance in the EU Song shows that he is able to confidently lead a call and response song and understands how to change his vocal style and delivery

SOI Level	E/A/X
Sounds of Intent Level 5	E

Interactive Assessment

Assessor Name

Claire Boulter

Date

18/03/25

Candidate Name

Miles Riley

Video Filename/Link

[Stand by Me.mp4](#)

Context (max 150 words)

Miles performed "Stand by Me" with his peers at the Pushing Boundaries session. He played the Cajon throughout, providing the drum beat independently for the performance.

Observation (max 150 words)

Miles kept a consistent, constant beat throughout the piece, responding to the ensemble and the structure of the song. There was no sense of a “conductor” to keep time, instead he listened to the ensemble and reacted to ensure that everyone stayed at the set tempo. He was the only person playing a consistent rhythm instrument and he continued confidently throughout the whole piece. He looked comfortable and at ease throughout, displaying a good technique on the instrument and a good understanding of the group.

Interpretation (max 150 words)

Miles can confidently play within an ensemble - working with other instrumentalists and vocalists to drive and lead an impressive, full performance of a song by remaining at a consistent tempo. Stand by Me is, I believe, of Grade 1 standard.

SOI Level	E/A/X
Sounds of Intent 5	E