



MU Basics

a robust and logical scheme for assessing an individual's skills in, and understanding of, live music performance.

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About the scheme

MU Basics is a robust and logical scheme for assessing an individual's skills in, and understanding of, live music performance. It may also be used to underpin a scheme of work to develop performance skills.

There is no requirement for prior learning or qualification nor ability to write or speak. The ability to process language is essential.

Recording of achievement is done in such a way that an interested party may see what skills one has without the need for experience in special education or reference to interpretative texts.

Please take a look at the material below and let us know if this way of working is of interest to you and of value to the people you work with.

Scheme Structure

The scheme has 5 skill based sections:

[Directing](#)

[Following direction](#)

[Pulse](#)

[Dynamics](#)

[Vocal](#)

Each section has a list of skills that must be demonstrated in a live performance/workshop situation. The skills prescribed within each section are progressive.

Skill levels are recorded as;

S= secure

N/S= not yet secure

N/D= not demonstrated.

Notes on interpretation

The scheme has been designed to minimise the need for guidelines and interpretation. Some examples and descriptions are given underneath the skill in question.

It is essential for the validity and integrity of this scheme that all skills are demonstrated independently without any form of prompt or co-active assistance.

Please direct all questions or inquiries to;

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Directing

The student can direct a group of at least 5 people to	N/D	N/S	S	Notes	Date/ Witnessed
start and stop together using cue cards;					
start and stop together using agreed gesture;					
start and stop singly and in combination using cue cards;					
start and stop singly and in combination using gesture.					

Following direction

The student can follow direction to	N/D	N/S	S	Notes	Date/ Witnessed
start and stop when shown cue cards;					
start and stop on sight of agreed gesture;					
start and stop singly and in combination with others when shown cue cards;					
start and stop singly and in combination with others on sight of agreed gesture;					

Pulse

In a live performance the student can	N/D	N/S	S	Notes	Date/ Witnessed
maintain a pulse, as modelled by the session leader, for a minimum of 8 bars of common time;					
follow quick-slow-quick or vice versa changes, as modelled by the session leader, on an instrument of their choice;					
independently initiate quick-slow-quick or vice versa changes on an instrument of their choice.					

Dynamics

In a live performance the student can	N/D	N/S	S	Notes	Date/ Witnessed
establish and maintain a consistent dynamic of any level for a minimum of 8 bars of common time at 72 bpm;					
maintain a prescribed dynamic for a minimum of 8 bars of common time at 72 bpm;					
follow sudden quiet-loud-quiet or vice versa changes, as modelled by the session leader, on an instrument of their choice;					
independently initiate quiet-loud-quiet or vice versa changes on an instrument of their choice.					

Vocal

In a live performance the student can	N/D	N/S	S	Notes	Date/ Witnessed
vocalise with a sense of rhythm;					
vocalise with a sense of pitch;					
hold a given melody for 8 bars;					
Lyrics not essential					
hold a given melody throughout a verse chorus structure song;					
Lyrics not essential					
improvise material over a familiar harmonic/ rhythmic accompaniment.					
Session leader may model					