

Expressive Arts candidate evidence

Expressive Arts: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Women in the Music Industry - "Don't Call Me Honey!"								
<p>Project outline <i>(Give a summary of what you propose to do and how will you go about it.)</i></p> <p>The recent explosion of the #MeToo movement last year, focussed mainly on Hollywood and the filmmaking and television industries. I am a musician, and although my band is currently all male, I have worked with a number of female artists both in recording and performing areas. As a male who identifies as a feminist, I feel it is important for me to use my privilege wherever I can to support and demand equality between genders, and I wanted to know to what extent the #MeToo movement is necessary in the music industry and how much influence it has already had. I will examine how women of varying ages are treated in and affected by the music industry by interviewing them and compiling my findings into an "extended play" (EP). The songs within the EP will portray my findings through lyrics and musicality, as well as inclusion of the women I have interviewed. In each interview I will discuss the treatment each performer has received from members of the music business as well as audience members and close relations; this will allow me to understand fully how different individual women are treated by their audience and peers from different backgrounds (if they're treated differently from their male peers, if they're treated in a derogatory or disrespectful manner). I will then record their thoughts and visualise them.</p> <p>Objective 1: Research treatment of women in the music industry by people within the same industry and whether there has been a change.</p> <p>Objective 2: Research treatment of women in the music industry by people within their audiences and whether there has been a change.</p> <p>Objective 3: Research treatment of women in the music industry by relatives and whether there has been a change.</p>									

To complete all 3 objectives, I will interview different performers of different ages and backgrounds to ensure a large and varied viewpoint on every aspect of this subject. The questions could be individually created for certain interviewees to understand exactly what makes the individual performer's experience different from other performers. Putting these ideas to a song would be a challenge but if I take notes and think about the subject in an abstract way, I could write the lyrics in a way that challenges the norm of songs about women being very cheesy and objectifying, as well as in a way that emulates the very songs which the lyrics are criticising. Attacking the notion from the inside of the genre as well as the outside via the lyrics and viewpoint.

Reasons for choosing this project

(For example: personal interest, future plans, relevance to society, links to other subjects you are studying/have studied.)

With the intent of working in the music industry after leaving secondary school, this project interests me as I identify strongly with the feminist views of equality and fair rights in all areas of work. This project would allow me to look at one area of work where I am deeply interested in not only in terms of work, but in terms of equality and balanced rights. It will allow me insight into how the industry works not only for one like myself but for other people who have already experienced the ins and outs of its mechanics. The ever-growing movements like #MeToo to increase female standing and power in what used to be a male-dominated business also drives me to create this project as I believe understanding what is right and wrong about the way women are treated in the industry can allow for better opportunities and less stigma around female performers.

The broad contexts this project will cover

(Explain the ways in which the theme of your project is relevant to one or more of the broad contexts of citizenship, economic development, employability, enterprise, and sustainable development.)

This theme is relevant to the broad contexts of **employability** and **citizenship** as I will explore how women access and strive within the music industry from different walks of life and opportunities, and the stigma and social feedback from females becoming far more commanding in the lucrative music industry. The rising growth of movements like the online "#MeToo" tag which seen women worldwide share their stories of aggression and assault, especially those in the entertainment industry. As a white male, it is my responsibility to use my privilege to support others who may need it. I believe that is an essential part of being a responsible global citizen.

Learning environments I will access

I will be contacting many and interviewing – at a minimum 3 – female performers and discussing what their personal experiences are with the music industry and varying audiences.

I will also research the opinions of audiences at our own gigs and those we support as well as any gigs I attend in coming months. As I am in an all male band, and so those are the audiences I will mostly be interviewing, in contrast to that, I will also discuss female performers with those who have not seen a female performer, to offer a view with a different paradigm.

I will also interview the family of at least one female performer about how much they know about what their daughter and sister has to put up with and how they feel about the industry.

I will also have to work with the engineers in a professional studio to make sure my EP is recorded to the best standard possible. I have done this before, but only ever as a part of a group. It will be much more daunting to make decisions about what I want all on my own.

How I will use my knowledge of Expressive Arts

I will use my knowledge of several subjects across expressive arts and beyond. I will use my knowledge of music and music production to compose and lyricise my findings into a collection of songs which I hope to feature the female performers I have interviewed. I will then record, produce, and publish the collection independently. The songs will include themes that cover all aspects of my findings whether they be hardship and discomfort, or ease and accessibility.

Writing the songs will link into both my Adv. Higher English and Adv. Higher Music courses as well as my Higher Media and Higher Photography course as I will have to write lyrics and compose chord progressions, melodies, and rhythms, and producing the EP with an album cover will link into my Higher Media and Adv. Higher music as I will have to record and publish the EP on an admittedly small scale. I can use one or some of the images from my Higher Photography project as the album cover.

Also in Higher Media last year we spent a lot of time discussing Gender Representation in the Media in general and in Music videos in particular. This is partly what gave me the idea to focus on gender in the music industry and the stereotypes we studied then will help to inform the kinds of questions I will ask my interviewees.

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 each of the skills areas below and say how you think your project will allow you to develop and/or improve these skills:

◆ application of subject knowledge and understanding

I am able to write and compose songs at a moderately fast pace and with varying qualities evidenced by my 60+ written collection already. I am not a particularly strong performer as I sometimes struggle to maintain a certain quality within singing and playing. I hope this project develops my abilities as songwriter and performer as I will have the chance to

hone my writing with multiple songs and receive the input and advice of the professionals I shall be interviewing.

◆ *research skills — analysis and evaluation*

I have researched several topics in the past. For example last year, I had to do a lot of qualitative and quantitative research for my Higher Media Assignment. For example, for the audience research section, I did primary research that was both qualitative in closed questions about preferences and qualitative research about reasons for preferences. This will be good experience for this project. I used survey monkey last year, but I have heard that Google Forms are easier, so I might use that platform this year instead.

I have previously casually interviewed multiple people – male and female – about their time within the music industry but I have never documented nor compared their thoughts and opinions on how the music industry treats its performers. This project will allow me the chance to meaningfully document and assess the experiences of many different performers from different sides of the industry. I will have to record what is said and fully understand the emotions and technicalities of what they say in order to successfully transfer my findings to song form.

◆ *interpersonal skills — negotiation and collaboration*

I am already very able to plan – and if necessary, negotiate and re-plan – meetings and events effectively and efficiently so arranging the meetings will be easy providing the interviewees are available. I sometimes, however, find it difficult to communicate clearly what it is that I want to know so interviewing and creating with the performers could prove challenging at stages. Through this project I hope to become a more effective communicator and an adept at organising and compromising when situations and settings are difficult – a performer cannot meet to interview/record, an interview is cut short, notes from interviews being lost, etc.

◆ *planning: time, resource and information management*

I am already very capable of managing time and making plans to fit around strict time parameters. However, I do often wait until deadlines are looming before I start work. I always work well under pressure, but I would like to be able to work in a less fraught way. In this project, I will organise more smaller deadlines with my assessor and work to them. I can also effectively utilise resources like studios and formats through which to interview the performers. I can however misplace, forget, or simply misunderstand information that I receive from my performers and that could prove challenging as information will be vital to my project. I hope this project will allow me the ability to retain and effectively utilise information that I receive through self-imposed interviews. I hope that I will be able to hone my skill for managing time and resources effectively along with improving my information capacity. I will ask to record the interviews so I can make sure to analyse my findings more accurately.

◆ *independent learning — autonomy and challenge in own learning*

I am already an effective self-teacher, being self-taught in guitar and drum kit, so I hope that that ability allows me to learn new things within the studio and also around the instruments I play. I can sometimes forget to do or learn about something and that will be my greatest weakness during the course of this project as I will have to retain vast amounts of new knowledge in a relatively faster pace than I have before. I hope this project allows me to utilise my ability to self-teach and gain a new skill – hopefully within the studio – and also better my ability to retain information I need in order to do new things and keep track of what I have already accomplished.

◆ *problem solving — critical thinking: logical and creative approaches*

I am already an effective problem solver who is able to assess a problem and find a viable solution within a short amount of time. I can use many assets like knowledge of solutions so similar problems and the advice of other, more experienced peers. I hope this project allows me the chance to improve my problem solving and challenge me in new ways in order to force me into assessing different situations and issues through varied lenses.

◆ *presentation skills*

I am an experienced public speaker, having won a Robert Burns award, speaking for my orchestra, and speaking before many of my peers in classes. I can concisely argue my points with strict guidelines in order to show my meanings with effectiveness. I hope this project allows me to better improve my skills in presenting as I will be using a new medium through which to show my work. The added challenge of presenting my findings through songs will prove daunting but I hope to overcome this challenge.

◆ *self-evaluation — recognition of own skills development and future areas for development)*

I hope that, towards the end of my project, I will have bettered the skills that I already own through tempering them in use. I would like to be a better communicator through talking to and organising with the performers who I have chosen. I would also like to better my information retaining abilities in order to improve not only my personal life, but my professional life and future career. I will have to adapt to new environments like the professional interview and collaboration with other – not necessarily like-minded – musicians. I hope that I effectively meet my goals and provide an EP that successfully presents the themes and issues faced by my interviewed performers. Checking in frequently with my assessor will help as I can discuss honestly with her how things are going as she can support me even when I am disorganised.

<p>Assessor feedback to candidate An interesting and timely topic , that shows from the outset and will definitely utilise your sense of fairness and interest in equality and gender politics. Make sure you have a clear sense of how you would cope if you didn't get the volume and detail you are hoping for from your intended interviewees. Maybe extending the scope, and seeking additional contacts would be a good idea. You could also use your skills in questionnaire creation to analyse larger numbers when it comes to your audience research.</p>			
Proposal approved	✓	Further work required	No
Candidate signature		Date	20/08/18
Assessor signature		Date	20/08/18

Expressive Arts: Interdisciplinary Project Plan

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Women in the Music Industry - "Don't Call Me Honey!"
Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/>	
If a group project my individual role or responsibilities will be:	
Timescales <i>(This should be a detailed timeline showing how you plan to time-manage your project. Any separate spreadsheets or charts should be included as evidence.)</i>	
<p>Timescales</p> <p>Ongoing commitments: My exams take place on 26/04/19, 08/05/19, and 09/05/19 so I will also have to work around studying for these. If I dedicate a "one day on, one day off" work ethic towards studying and this project, I should complete and become efficient enough in both areas to pass with a high mark.</p> <p>I will have to take into consideration my other commitments like my job and the band I'm part of. This will be somewhat challenging to overcome but with the right planning I can easily do it. I only work Sundays so I would sacrifice a whole day out of the week. The band meets twice a week so I will propose that an hour a practice is spent on refining my songs in preparation for recording.</p> <p>June 2018 After enjoying Higher Media & being unable to continue with it to AH level, discussed the possibility of a Bacc IP with my assessor. Decided on the topic area I will research for my baccalaureate and decided on a title. Start looking at the templates and the proposal documentation.</p> <p>20th August 2018 My completed project proposal due</p> <p>September 2018 Adjustments made to proposal</p>	

September 20th 2018

Project plan due

October 2018 (including October week)

Any necessary adjustments made to plan

Possible interview questions finalised

Audience questionnaire created

October- November 2018

Once questions ok'd by my assessor at interim review meeting,

Contact potential interviewees

December 2018

Interview 3 interviewees & write songs

I will organise three separate days in which to speak to my three separate interviewees and detail as much information as I can. On the 6th and 23rd of December then the 4th of January I will interview my performers and record their thoughts retaining to the questions I have devised.

After each interview, I will write a song.

Music commitments for Christmas season

Band rehearsals

Band concerts.

Open mic night.

Christmas assembly rehearsals and performances for primary and secondary.

14th January

FINAL DEADLINE FOR WRITING ALL SONGS before recording date

week between the 14th and the 19th of January

refine and organise my songs with my band in preparation for recording.

26th of January

Studio booked- recording date for all 4 songs

Begin write up of evaluation of product that evening

PRELIMS FIRST TWO WEEKS IN JANUARY

February 2019

Complete EP design

Perform songs at one of my band's gigs. I have two options in February.

Complete evaluation of product & presentation & project

March 2019

Complete Self Evaluation of Skills

FINAL DEADLINE FOR BACC IP

10th March

Planning

(How you are going to meet the agreed objectives of your project as stated in your outline.)

Objective 1: Research treatment of women in the music industry by people within the same industry and whether there has been a change.

Objective 2: Research treatment of women in the music industry by people within their audiences and whether there has been a change.

Objective 3: Research treatment of women in the music industry by relatives and whether there has been a change.

I will need to carefully design the questions I will be asking my interviewees to make sure that I find the balance between not upsetting them, but also getting to the truth as much as possible. I will seek advice on this to make sure that I get the best responses possible. I will check with my assessor first to make sure they are ethical questions and then I will ask a close friend of mine who is a female in the music industry and has already agreed to meet with me. Her feedback will be really important. Then, I shall meet with and interview the female performers I have chosen before recording what they have said and forming a mind-map of all the ideas and cross-referenced feelings that they share. I had originally thought of recording the interviews on my phone, but then decided it would make people less likely to discuss sensitive issues than if it was just me listening to them. So, to record the findings, I will require a notepad. Luckily, my obsession with stationary means that I retain an abundance of notepads in my house. The mind map will also be made in my house using my notes, I will use an A4 sheet of paper to write everything down in a fashion that I can examine in an abstract frame of mind in order to write the songs.

I will then, from this mind-map, create multiple songs covering what I deem to be the 4 most prominent ideas/problems that they face in their career-path. The prominent areas will be determined by factors like how many of the performers talked about the same problem, the severity of the problem to the performers, and the relative general knowledge of the problem that the public has. This last factor is due to the fact that problems that women face in the industry are often unnoticed so bringing them to the forefront would allow a larger number of people to understand the extent of maltreatment female performers receive.

After the creation of these songs I will organise a band to play them with me so as to create a fuller sound. This band will comprise of a bassist, a guitarist, a drummer, and three singers. The effect that this band will create will leave more impact in the words that I will have written and lead to a more profound image in the listeners' minds of the problems that female performers face.

I will then record all of these songs in a studio before creating a copy of the recorded EP and handing it in. The EP will contain all four tracks, titled, and have a small description of each song and what it represents.

I will also organise a small performance of the EP, which will require me to contact appropriate potential venues, collaborators and possible audience members. This will be out of my comfort zone as I am not usually involved in that side of things with my band.

Resources

(For example: people, materials, places.)

I will require at least 3 women who have worked in the music industry for at least 1 year; this will allow for enhanced analysis of their experiences during their time in the business.

I will require a few bandmates to help with the performance and recording of the final presentation. I will also require a music producer to help record and perfect my tracks.

I will need a recording studio containing all of the equipment I need: microphones, amplifiers, guitars, drum-kits, and other musical recording apparatus.

I will need places (or other mediums like phone calls, emails or texts) to talk to my performers and gain the information I require. I could visit them in coffee shop or another such area of socialisation.

I will also interview members of the public through the site "Google Forms" and also by asking people in person, the topic of questions will follow the line of what they think of female performers and what they think members of the wider public think of female performers. This will allow me to understand the viewpoint of a consumer concerning female performers, whether it be negative or positive.

I had initially thought that I would interview the family members of my interviewees for their experiences but I decided this would be insensitive. They might not know anything about what their family member has experienced and even if they did they would not know more than she does. Why would I speak to a brother or father? That would make the women's voices seem less important. So, I am going to focus on their voices instead

Research methods

(For example: contacting companies, surveys, focus groups, experimentation.)

For my research, I will interview 3 female musical performers and detail their issues with aspects of the musical industry: how they are treated by both genders, what doors are open/closed to them, how they are reacted to by multiple audiences.

Any additional research (like how other, more well-known performers are treated, or how women are treated in audiences as well as in the industry) will be gathered through using the internet.

I will also use survey platforms like Google Forms and Survey Monkey to ask a broad number of people what they think as they will leave an honest opinion over the internet. This will eliminate the stigma and embarrassment one might feel being interviewed in the street and allow many people to answer the questions who otherwise wouldn't.

Presentation

I will present my findings in a short, 4 song EP that explores the themes and ideas of the performers I have interviewed.

I will also organise a short gig to perform the four songs in front of a live audience and get immediate feedback.

<p>Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?</p> <p>I think my project will open many people's eyes to the realities of working as a female performer in music. My primary focus is on teenagers of both genders but the message is not to be confined to just that demographic as the information I want to deliver will be important and tell of a more realistic vision of the music industry. I would also like many young, aspiring female performers to analysis my EP and gain an insight into the world they want to join.</p>	
<p>What methods are appropriate to my audience(s)? <i>(For example: demonstration, presentation software, websites, oral, report, piece of theatre, DVD, wiki/blog or any combination.)</i></p> <p>Given that my focus is on music and musicians, I think an EP and a live performance would be an appropriate method to share my findings with my audience. I will introduce the songs in person at the gig and in the sleeve notes in the CD copy of the EP.</p> <p>Music, as a teen, is very important and means a lot, carrying weight and messages in our minds that shape lives. If any type of music can do that, I believe I can create a collection of songs that promote the ideas of becoming a successful female performer whilst still giving insight to the cruel realities of a highly competitive industry.</p>	
<p>Dependencies <i>(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></p> <p>I will be very dependant on other people for this project as I will need to trust that my interviewees and band members can stick to agreed times and timescales. I will need to rely on other people as modes of transport to locations like meeting points for interviewees and the recording studio. I will rely on the tech of the recording studio to produce the correct sound and final product of my EP. I will need finish my mind-map before writing my songs so that I fully understand what the female performers are feeling. I will need the songs to record as well so this process will be imperative to creating my EP as everything follows a linear pattern.</p>	
<p>Contingencies</p>	
<p>Any anticipated problems</p> <p>Potential interviewees being unavailable to meet me</p> <p>Potential interviewees being uncomfortable discussing my topic</p> <p>Having to cancel plans to meet interviewees.</p>	<p>My plans for overcoming the anticipated problems</p> <p>Give them a range of dates to choose from- even if it meant I had to take time out of school to conduct interviews.</p> <p>Giving interviewees a list of the questions beforehand to ensure they could be selective about what they discussed with me.</p> <p>Re-organising meetings to a later date if plans are cancelled.</p>

<p>Inaccessible recording studios.</p>	<p>Trying to find another recording studio or using home recording software.</p>		
<p>Band-mates being unavailable.</p>	<p>Using the available band-mates to progress the development of a song(s).</p>		
<p>Method for recording my skills development and future areas for improvement I will record my skills development and future areas for improvement through the skills headings in this task, written on my computer and printed off when it is to be handed in. I could also keep drafts of my songs to review where the ideas started and how they ended up. The whole research area of my project will need to be sensitively handled so it doesn't seem like I am mansplaining to people who know much better than I do about what I'm researching. Because of this, and because I need to be careful to meet my deadlines, I will make sure to keep in close contact with my assessor by checking in on Google Classroom and in person as much as I can. I will use these templates to check in with how things are going too.</p>			
<p>Assessor feedback to candidate The sensitivity with which you are planning for this project is admirable, though not surprising to me of course based on class discussions from Media last year. Your timeline is detailed, though you might be better adding specific dates into your own diary even if you need to shift them a bit it means you won't wait til the end of the months you've given. I agree with your assessment about changing your plans re interviewing families. You want the strongest voices here to be your interviewees and you don't want to muddy the waters any further following the addition of your own take on the songs. I'm really excited to hear what you learn and particularly the songs you're coming up with. Here's hoping you learn that things are changing for the better for young women in the music industry!</p>			
<p>Plan approved</p>	<p>✓</p>	<p>Further work required</p>	
<p>Candidate signature</p>		<p>Date</p>	<p>20/09/18</p>
<p>Assessor signature</p>		<p>Date</p>	<p>20/09/18</p>

Expressive Arts: Interdisciplinary Project

Presentation of project findings/product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Women in the Music Industry - "Don't Call Me Honey!"
<p>How I presented my project findings <i>(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).)</i></p> <p>My project findings were presented in the format of a 4 song EP consisting of the songs : <i>Iron Lady</i>; <i>Hungry, Hungry Hypocrites</i>; <i>Don't Call Me Honey</i>; and <i>Thigh High</i>. Each song is in a different genre of music and covers a separate topic from the last:</p> <p><i>Iron Lady</i> is a sombre blues song and discusses the criticisms faced by female performers for being "too bossy" and "power hungry". The song is sung in the 1st person. After interviewing the artists, I found that many of them had been told that they were control freaks and very bossy just for knowing what they wanted and so this song embodies the frustration they examined when we discussed the topic.</p> <p><i>Hungry, Hungry Hypocrites</i> (or "Triple H" for short) is strutting jazz number that discusses the using and abusing of female artists that is sadly still prevalent in today's music industry. In the song, the issues faced by the artists which we discussed (being used for someone else's gain; being taken advantage of in contracts and dealings; men assuming that the female performer is "asking for it" by simply performing) are displayed by a 1st person narrative critiquing the men that objectify and ridicule them.</p> <p><i>Don't Call Me Honey</i> is a country rock song following the narrative of a female performer denying suitors who rudely assume that the performer is wanting any attention whether it be sexual, professional, or otherwise. After discussing this issue with the performers, I sadly found that this type of assumption is commonplace in the world of a female artist and that not a show goes by without at least one man getting too excited and pursuing the respectable musician. This song calls out the many that would try to heckle a female performer and shows them in a true light: pathetic.</p> <p>Finally, <i>Thigh High</i>. This song is a rockabilly tune that speaks in the 1st person about a member of a rock audience eagerly trying to touch a female performer in thigh high boots because he thinks "it's acceptable because she is dressed like she wants it". Despicably, this attitude seems to be a staple in the female performer circuit as many of the artists I</p>	

interviewed had experienced a sexual advance whilst onstage numerous times. I wrote the song trying to attack the member of the audience and paint them in a light that few others would; serial offenders.

Overall, each song, whilst differing in sound and topic, discusses a large range of issues concerning female artists. From being taken as a joke to being indecently assaulted, the EP successfully explores every avenue of the female performing circuit in Scotland. Each song, whilst in a different genre, is linked in theme and tone too. The narrative stance is typically sarcastic and confrontational in each song, reflecting the hardboiled attitudes of the powerful artists I took inspiration from. The songs' genres, while being different, all stem from rhythm and blues, so there is not only a connection in theme but a connection in sound and anyone that knew the sounds of the 50s-70s would be able to recognise the musical influences. While I only interviewed performers from Scotland, it would have to be wishful thinking to assume that these problems only affected Scottish musicians.

As well as the completed EP, I had hoped to have organised a live performance of the EP, either as a solo performance or with my band. However, the best dates for upcoming gigs all fell after the deadline for my presentation to be completed by. Earlier dates were available, but the slots we had then were too short for my band to add anything new like my songs to our shortest setlist. It also meant we wouldn't have had enough time to rehearse the songs well enough for the meaning to be fully passed on to the audience.

This is all mostly due to the extra time I took to complete the songs, so my timekeeping still could have been better. I still want the performance will happen, and so hopefully it will be even better because I have arranged to have female singers joining in too to add meaning to the songs. I have also arranged with a couple of friends to film the gig so I can include it in later copies of the EP. This will allow for as many different audiences to hear the songs and view the gig as possible.

Assessor feedback to candidate

An incredibly exciting presentation of some insightfully researched and sensitively evaluated findings. As an outsider to what you've discovered, it is amazing how you have used what you discovered to give personified voices to some of the most frequently used stereotypes regarding women universally, and women in the music industry in particular. Using different genres of music and different personas in your lyrics both contributed to an easily accessible sense of what women face. Even people without your sensitivity and insight will be able to access more easily ideas that they may have never considered before.

You showed off your knowledge of Media Studies in your understanding of stereotypes in Gender Representation, your skills in photography with your EP cover art, and in English and Music in many different ways. Your original lyrics are nothing short of poetry, and your ability to manipulate the music you have written to best suit the particular personas. Thigh High Boots has a real sense of subverting the Nancy Sinatra classic and other examples

of humour make these somewhat disturbing ideas easy to access without undermining their seriousness. A resounding success Congratulations!			
Candidate signature		Date	19/02/19
Assessor signature		Date	19/02/19

Expressive Arts: Interdisciplinary Project

Evaluation of project

Candidate name										
SCN										
Centre name										
Assessor name										
Project title	Women in the Music Industry - "Don't Call Me Honey!"									
<p>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> <p>Overall, I have achieved almost everything I intended to achieve in this project. I have interviewed the minimum number of 3 performers I needed to interview, successfully and sensitively recorded my interviews with them on a notepad with which I referred to the main points made by the performers, and I have written and recorded all of the 4 proposed songs. This meets my plan's goals very well as I have completed everything I needed to. My planning was as thorough as I could make it and I managed to follow it all very well. This planning and execution lent a major hand to the success of my project. With the exception of running a little late on the writing of my four songs which pushed back the live performance, I managed to meet the timeframe on my timeline pretty closely. As my assessor suggested I would be even more detailed in my timelines in the future as I left it later than I really needed to.</p> <p>All of my interviewee performers gave excellent answers to my questions which helped tremendously when writing the songs as I needed as much detail as possible so as to not misrepresent the ins and outs of a female performer's worklife. My note-taking was just as thorough as the interviewees' answers as well as my timekeeping with the artists and their meetings. Throughout the realisation of this project, each stage has seen its strengths and weaknesses. In my planning I was able to outline exactly what I wanted and was even able to predict a few things like issues concerning travel. In the implementation of my plan, I encountered a few issues that showed my strengths in planning and overcoming issues like travel and time constraints as I managed to write each song in time to record them even if I didn't plan the full live event yet. I also found some weaknesses concerning communication when I failed sometimes to communicate with my assessor. However, thanks to this project, I have developed in my communication skills with my assessor as well as with other figures integral to the project. I have learned that avoiding things makes them worse in the long run, and that I need to be more trusting of the support I have available to me. Using Google Docs made it more necessary for me to stick to deadlines that I had agreed with my assessor as I</p>										

knew she could see when I was working in the document so I couldn't pretend I had done more than I had. This is why it was only the songs in my own notebook that I was a bit late with.

I managed to meet each artist and professionally engage them in a discussion about their careers and the goings on in their jobs as well as the effects that it has on them. I had to change the date of one interview as the weather did not allow for manageable transportation but this did not interfere with my plans in a drastic way; this interview went very well. The only timekeeping issue I encountered was trying to meet my assessor for reviews as I was not well organised within school hours and kept postponing meetings. However, when we did meet, my assessor was extremely helpful and inspired me to push further with my project. I have had successes in my interviews with gaining the relevant information and being able to closely translate it into the 4 songs I have written. I have encountered difficulties concerning the transport as I cannot easily transport myself with a car or such vehicle. Due to this reliance on public transport, I had to reschedule an interview. I have also written all of my 4 songs in time with my timeline. I have met my targets of writing at least one song before January and confirming my three interviewees before January. I have also met my targets of completing everything before the start of Ma^{RCH}

I'm really pleased with how the EP has come out as it looks and sounds really professional and is a definite strength to the project. Although I hope to record the songs again in the future using female vocalists, I like the way they sound with my voice as it gives it a different sense of authority coming from a male voice as stereotypically male voices are more respected. A weakness is definitely that I haven't had my live performance yet, but I definitely plan on delivering on that in the coming months. I have learned to pay closer attention to the deadlines I might not easily meet.

How effective were my communication methods throughout the project?

In relation to interviews with artists, communication was of the utmost importance and my primary concern. I spoke with my interviewees through Facebook and Instagram before arranging to meet with them for 1 on 1 sessions that lasted between an hour and half and three hours. I had planned my questions beforehand and thought carefully about each performer's separate circumstances within the music industry. For example, performer number one is a lone 16 year old indie artist who plays in Glasgow halls every weekend. This circumstance calls for a lighter set of questions that understand the very young age of the performer as well as questions concerning strictly Glasgow's circuits. On the other hand, performer three is a 28 year old traditional fiddler that tours all over Scotland and England with a full band. This circumstance calls for a set of questions that covers the many areas of Scotland and how each area treats the female performer separately - if they do. Questions would also have to be devised that understood what it was like to be in a male-dominated band, performing for a mixed crowd of ages and genders.

During the interviews, I would take notes based on what the separate performer was answering to my questions. These notes consisted of not only sentences but singular words and even doodles. Since only I had to understand my notes, this method was very effective

as I was able to quickly and easily follow the lines of thought that the performers were issuing me.

In the songs, I communicate the ideas and experiences presented by the artists well. Taking inspiration from exact quotes, events, and experiences of these performers made the songs feel real and carry a message that sadly rings true in today's music world: that women are still treated differently in the music world. This 1st person approach to the songs makes them more relatable to listeners and conveys a sense of personality into the songs which I did not anticipate when I started this project.

Overall, the communication with the artists was incredibly effective and helpful in not only completing my project, but teaching me a lot about the industry and making my project into an introspective lense into the industry. I had hoped in all three objectives to hear about some positive changes in the treatment of women in the music industry since the #MeToo movement, but sadly it seems as bad as ever and in some cases even worse. This could be because more women are reporting events that they would have been uncomfortable talking about in the past in case they were laughed at for taking things to seriously. Theres also the possibility that some deeply misogynist men are actually deliberately behaving more badly as a reaction against the empowering message of #MeToo.

Is there any aspect of my project that could be taken further? What might my next steps be?

In terms of next steps, booking another studio day professionally recording the songs with female vocalists and distributing the songs would be priority. Considering the songs were made for a band setting, it would easy to turn the songs from an acoustic setup, to a three or four piece EP.

I plan to further my understanding of the industry and of the workers who inhabit it. I want to talk to more female performers from all around the world and understand the differences in treatment within different countries.

My plans to organise a live performance of the songs I have written are still underway, but I was unable to complete them before the deadline for the interdisciplinary project write up. My band are playing a number of gigs in the coming months and I'm excited to get the instant feedback to the songs that can only come from a live audience. Filming this gig will also allow it to reach an even wider audience in the future. It also might encourage future students to do the Bacc or even the standalone IP as I have learned a huge amount from the process.

Candidate signature		Date	26/02/19
----------------------------	--	-------------	----------

Expressive Arts: Interdisciplinary Project

Self-evaluation of generic and cognitive skills development

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Women in the Music Industry - "Don't Call Me Honey!"								

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
<p><i>(Think about practical uses for the expressive arts you have learned. How did you use your knowledge of expressive arts effectively to help you carry out various aspects of your project and how did it relate to your chosen broad context(s)?)</i></p> <p>Many aspects of the expressive arts were explored during the creation of my project. I initially had to write out and understand the experiences of the performers in a notebook from which I drew inspiration from and wrote lyrics. These lyrics reflected the ideas and morals that the women I spoke to understood and had lived in their professional performer careers. This awareness both makes me a more responsible and understanding citizen but it also gives women a louder voice. This helped me understand what the songs would sound like before I even picked up the guitar. After this I created chord progressions in the style of each genre to fit the lyrics respectively. This musicality was essential for this project as each song had a certain tone to it within the lyrics and if the genre did not reflect that tone, the meaning of the lyrics would be lost on the listener. Creating catchy songs was also an important aspect of this project. I managed to write catchy and memorable lyrics that were not too simple to convey the complex ideas that the songs presented. As someone who wants to make it in the music industry, this whole experience makes me more employable.</p>
Research skills — analysis and evaluation
<p><i>(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)</i></p>

I conducted my research exclusively through 1 on 1 interviews with female performers of various genres and ages. Each interview was catered specifically to the artist I was interviewing that day, with questions related to their age, style of music, and amount of experience in the industry ready before the interview started. Throughout each interview I recorded my data via a notebook that was easily transportable and held a lot of info. I would ask a question and make light notes while listening to the interviewees' answer. The notes would include experiences of the performer, thoughts that performers held during performances, and opinions on how they were treated in the industry by members of the industry. The reliability of this data is indisputable as it is the first-hand account of a performer whom my project is concerned with. Although I would have had a more detailed record if I had recorded the interviews, I am still convinced that they wouldn't have felt so relaxed as they did. As I had chosen to express my findings in a creative way, the sense of what they were saying and feeling was much more important than precise word choice. If they had an interesting phrase or way of expressing themselves I was careful to make a detailed note of it to be used in a lyric later.

I had thought about doing more wide scale research using Google forms but again changed my mind to keep the voice of the women I interviewed central to my songs. The lack of other mediums of data, while maybe hindering to another person's project of the same nature to my own, is not a problem to my project as I am strictly concerned with the 1 on 1 problems tackled by individual artists and presenting them in a creative and artistic way.

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.)

My interpersonal skills improved greatly during this project as I had to conduct multiple meetings with artists and had to respectfully ask subjectively difficult and upsetting questions. I was able to achieve this through the specific wording and execution of my questions. I asked several women of various ages to read the questions and make any changes they suggested to ensure I was getting the best and least upsetting information possible to spread the word without exploiting anyone.

Arranging dates with the performers was also incredibly important as I had to make sure that their timetables did not conflict with mine and arrange full days for travelling and talking. When it came to problems like unavailable transport, I quickly and effectively let my interviewee know my issue and scheduled for another date. Luckily, the one time this happened fell on a boring week for my interviewee and a second date was arranged for only a few days later. I did not shy from asking for help when I was trying to understand the ideas that my interviewee was presenting to me. I did not understand a particular term when discussing my traditional performer's experiences and so asked what it meant. This led to me gaining knowledge that I did not even know I lacked and meant I understood further what the artist was trying to convey to me.

Speaking to my assessor really helped me to see the importance of the voices of the interviewees over anyone else's. Remembering conversations from last year about 'mansplaining' I realised I had to take her feedback on board because although I am a feminist, as a male there are things I will never understand and while it can be helpful to use my privilege to amplify the voices of others it's really important that amplifying is all I'll do rather than gathering or spotlighting male points of view on the female experience.

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 managed my time very well with my interviews and was able to gain all the necessary information for my project very quickly. In my plan, I mentioned that I would negotiate certain dates to interview the artists that I had chosen. This was perfectly executed as I was able to meet all 3 artists either on time or very close to the original chosen date and acquire the data and needed. My targets were set at regular intervals and were easily achievable giving that I followed my plan. I managed to write each song on time to their respective planned time. I made the final deadline for songwriting a bit too late to have time to organise a live performance before the Interdisciplinary Project deadline. The only unforeseen problem I really faced in this was the one issue with transportation but before and after that singular incident, I was able to meet and interview the artists easily. Writing the songs and recording them was also done in time with each song being written before I recorded them all at the same time. This allowed for specific care to be taken with each song and eventually one long recording session where I could spend time with each recording, getting it just right before moving swiftly on to the next. The possible barriers I could have possibly met during this project were the writing of the songs and being denied interviews from the interviewees. The problem of writing the songs was very easily overcome as my passion and drive for music lent a great hand in allowing me to fully realise my ideas and messages that I wanted to portray through the medium of song. The problem of being denied interviews was also unexpectedly easy to overcome as the performers whom I approached were nice, honest, and eager to share their experiences with me.

Independent learning: — autonomy and challenge in own learning

(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)

I made contact with everyone I had to interview and even had to go through an agent to reach the traditional artist I interviewed. With me making first contact with my artists, my initiative shone through in this project and made it possible in the first place. I messaged people through Facebook and Instagram and acted as professional as possible before realising that musicians are all as laid back as me. Everyone was polite and eager to help me in my project.

I also had to organise all the dates for my interviews which meant understanding different timetables and dates. Events like trains being cancelled would also play into my learning as I had to know when I could and couldn't interview someone. I also had to write all the songs on my own which showed my ability to independently create and learn complex things such as multi-instrumental songs.

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?)

My ideas were generated using my understanding of the music industry as well as the answers that the artists gave me to my questions. I would generate a stance on a topic - like sexual heckling, for example - and write in a tense that understood the implications of such a topic on female artists. My ideas were greatly influenced, if not handed to me, by my 3 interviewees.

Writing my questions and songs required a logical and creative approach as I had to make sure my questions were relevant to my topic and that my songs made great use and importance of the answers my interviewees gave me. This song-writing was the most creatively challenging process but after I had the opinions of the interviewees, it was easy to translate them into a song format. This understanding came from a natural analysis of the source material - the experiences of the female artists - and helped me write compelling narratives in my songs.

I was able to show my problem solving skills within the incident with the cancelled trains as I had to reschedule the interview with the artist to a later date. As soon as I seen that my train would be cancelled and immediately contacted the artist, letting them know I would not be able to make it. I then quickly rearranged the date to fit with both myself and them. This turned out to be a very effective approach to the whole process and led to an excellent interview as she felt I could be relied on due to how honest and apologetic I was about the whole thing.

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?)

My presentation method was a four track EP that contains my songs. I presented this EP in the form of CDs to people my own age and older as well as one of the female artists I interviewed. I will give the others their copies shortly too. This audience was a very good choice for my presentation as it not only concerns the details of the female artists but is relevant to many of the people there. I got a wide range of reactions as the older members of the audience told me they recognised the styles of music and many of the younger members of both genders related to and sympathised with the true stories of the songs.

I'm proud of the CD as the sleeve notes contains the lyrics to the songs and explains the story of the creation behind them in between each set of song lyrics. I informed everyone on what the songs entailed genre and content wise as well as what to expect from each song in terms of themes.

This was effective as I was able to display what my songs really meant and let the audience understand the appeal I was going for, letting them appreciate the songs and the meaning behind the songs for what they are. I included a QR code for an evaluation questionnaire and asked for people to make notes too and this helped me understand where the presentation went well and where it fell. This means I can use this information to tailor the live concert to what the audience of the recorded piece would like.

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?)

During this project, I have drastically developed in many areas of skills that will help me in university and in my future career. My skills in presentation and performance have improved as I had to record 4 songs in front of a small audience on my own. This was a new experience for me but one that I welcomed as I got the chance to display the personality and musicianship that I want to be known for. I also developed my communication skills as I had to effectively organise and negotiate dates and times with different individuals to allow myself the time to access all the data and help I needed to complete my project. I dealt with feedback well by carefully listening to the opinions of those who spoke to me and taking their respectable critiques into concern when creating my songs as well as my notes. My writings were looked over multiple times by different individuals either musically inclined or otherwise of important opinion. The impact they had on my development was substantial as I got to understand what made my songs good and what made certain areas of my songs bad. I was told that certain lyrics did not make sense and retorted by explaining what they meant, reaching a civil and equal understanding of my goal with the wanted critic. I would ask for feedback on each song, to learn what they thought of it not only in a musicality sense but in a thematic and tonal sense. I wanted to know exactly what went well and what went wrong in my project. Thankfully, not much turned out to be challenging.

This project has helped me appreciate the opinions of others as well as the value of experiences shared by other people and how they can affect my view on a certain aspect of a career or life. Although a lot of what I heard were things I thought I already knew, it was extremely valuable to hear from individuals about their own real experiences and be able to express those feelings creatively rather than trying to second guess what they think. I have been able to appreciate and be inspired by powerful performers who taught me a lot about what it is to be a performer and what it is to feel attacked and setback. This project has let me appreciate the musical industry as well as I now understand that while

their are amazing, utterly upstanding people within it, there are also those out to get everyone, and I should be wary. I plan to continue using my voice to support those who aren't listened to enough.

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	
<p>A natural choice of topic for _____ who has been thinking about this for some time. His contributions to Media class discussions often included outrage at injustice in general and particularly in relation to gender equality, and his justifications are just as passionate. His proposal is sensitively handled, putting Expressive Arts into the workplace, and puts the voice of the women involved at the centre of his project. He has considered carefully how his broad experiences across subjects will impact his research and how he delivers his findings.</p>	

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 with realistic and well considered contingencies.	✓
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	
<p>'s plans show a great deal of sensitivity and foresight in how he will handle what could be a difficult subject for his potential interviewees. Concerned throughout the process about the appearance of 'mansplaining', showed true emotional intelligence in his selection of research techniques and methodologies. His decision to omit an original plan to interview family members for fear of overshadowing the feelings of the performers themselves is a good example of this.</p> <p>spent a lot of time creating his questions to ensure his research subjects felt able to express themselves fully without feeling invaded, judged or overly scrutinised. Contacting them with questions first for example helped a good deal with this, and meant that he could feel more confidence in gaining the trust of a big enough sample of interviewees.</p> <p>is very self aware, and knows a great deal about his own strengths and weaknesses. He is extremely honest in discussions with me, and has decided to use this relationship to help him reflect and self evaluate his own performance.</p> <p>It is clear at this stage just how exciting this project has the potential to be.</p>	

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	
<p>gave clear and considered thought to how he used all of his resources, and with exception of mismanaging the timing for his finalised songs which prevented him organising a concert within the timeframe of the project, he has been successful throughout. It was a sensible decision for to focus on the EP rather than a performance as it will last longer, and could be heard by a far larger number of people over a longer period of time than a single small performance could. The EP is a skilful masterclass in interdisciplinary learning and is lovely to look at, to read and to listen to. His findings are clearly, interestingly, insightfully, and in places where appropriate, humourously presented in his four songs.</p> <p>His conclusions, somewhat sadly, show that we still have a long way to go, even though #MeToo has opened a lot of opportunities for conversation. He has sensitively expressed this without ever trying to speak for the people he is aiming to represent, instead providing a platform to hear from them directly.</p> <p>has been impressed with how much he has learned in giving himself the opportunity to speak to women in detail about a topic that hasn't traditionally been openly discussed. It is clear that it has had a significant impact on him and the skills and knowledge he has made and connections he has gained during this project will serve him well in the future, and should have a similar impact on anyone who listens to the EP.</p>	

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	
<p>gives an insightful evaluation of all stages of the project whilst clearly expressing his strengths, weaknesses and learning points for each area with appropriate & well selected evidence.</p> <p>'s presentation was incredibly creative, insightful, sensitive and witty, and although a live performance is something to look forward to, his EP is a lovely thing, with delightful songs and a stylish cover.</p>	

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	
<p>has always shown clear insight into his own strengths and weaknesses, and has applied this evaluation throughout the project to ensure he progressed as effectively as possible. His honesty in discussions with me meant that he was unafraid of tackling his own weaknesses head on before they became a problem. He has been open to feedback in the past, and uses it well to identify such areas for development without ego. This foresight and practicality will serve him well at university and beyond. He is unafraid of seeking feedback and acts on it with humility and practicality. He is happy to discuss various options before coming to his own conclusions and the sensitivity with which he has handled this tricky topic proves his instincts are good.</p>	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrates 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	<div style="display: flex; justify-content: space-around; align-items: center;"> A B C </div>	Unsuccessful
Additional comments/overview		
<p style="text-align: center;">worked incredibly hard and autonomously across the whole project, checking in only when he needed guidance or confirmation of a decision he was making.</p> <p>The research he has completed shows sensitivity and the insight he has brought to the presentation of his findings in an accessible way means that this important topic will be revisited by anyone who is lucky enough to hear his EP or attend the upcoming gig. It couldn't be a more important topic at the moment, and he has ensured it won't remain buried in a dry report, or even just written song lyrics, by allowing it to be heard in every sense of the word, as a vital and interesting piece of music. He is to be congratulated on an excellent piece of work.</p>		

Assessor signature _____

Date

15/3/19

Internal verifier signature _____

Date

17.4.19