



Pearson BTEC Level 3 Certificate in Music (Performing)

Y12 MUSIC

Preparatory Tasks - Summer Work

This work will form a good foundation for your understanding of the 3 units to be studied in Year 12.

COURSE OUTLINE – YEAR 1

The Pearson BTEC Level 3 Certificate in Music (Performing) is 30 credits and has 180 guided learning hours. It consists of **one** mandatory unit **two** optional units that provide for a combined total of 30 credits.

The units for the BTEC qualifications in this specification are available on the website (www.pearson.com).

Unit Mandatory unit

23 Music Performance Techniques

Optional units

4 Aural Perception Skills

6 Classical Music in Practice

7 Composing Music

12 Improvising Music

13 Improvising Music in a Jazz Style

14 Listening Skills for Music Technologists

15 Live Music Workshop

17 Marketing and Promotion in the Music Industry

18 Modern Music in Practice

21 Music in the Community

22 Music Performance Session Styles

24 Music Project

28 Musical Theatre Performance

30 Pop Music in Practice

33 Solo Music Performance Skills

36 Studying Music from Around the World

38 The Music Freelance World

39 The Sound and Music Industry

40 Working and Developing as a Musical Ensemble

42 Singing Techniques and Performance

43 Special Subject Investigation

Key features of the BTEC qualifications in Music

- provide education and training for those working in music industries/education
- give those working in the music industries/education opportunities to achieve a nationally recognised level 3 vocationally-specific qualification
 - give full-time learners the opportunity to enter employment in music industries/education or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Music
- give learners the opportunity to develop a range of skills and techniques, and attributes essential for successful performance in working life

TASK 1 – UNIT 23 MUSIC PERFORMANCE TECHNIQUES

ASSESSMENT & GRADING CRITERIA

P1 identify an effective strategy for technical improvement through a structured practice routine

M1 describe an effective strategy for technical improvement through a structured practice routine

D1 explain an effective strategy for technical improvement through a structured practice routine

P2 perform as a soloist competently with minor technical errors that do not detract from the overall performances

M2 perform as a soloist showing confidence and technical competence

D2 perform as a soloist, with technical skill, confidence, musicality and a sense of interpretive style

P3 perform an individual part as a member of a group with minor technical errors that do not detract from the overall performance.

M3 perform an individual part as a member of a group, with technical competence and confidence

D3 perform an individual part as a member of a group, showing technical skill, confidence, a sense of ensemble and interpretive style.

TASK

Learners will undertake a practice routine to include a selection of repertoire and the completion of a detailed practice diary which focuses on technical improvement. Complete the initial skills audit attached and comment on relevant skills addressed in rehearsal.

To complete your skills audit you will need to answer the following questions




1. What was your musical experience at the start of this unit?
2. What were your initial strengths/weaknesses? What challenges have you faced?
3. Describe your journey – what key improvements have you made at different points? Give 2-3 significant examples when your targets have been met.
4. Summarise how you have progressed overall.

SKILLS AUDIT

NAME..... DATE.....

INSTRUMENT..... SONG TITLE.....

Complete the following skills audit at key points in your development and write any additional comments to provide evidence of your progress. Select the skills that are relevant to you and your chosen instrument/voice.

SKILL <ul style="list-style-type: none"> • Technique & Interpretation • Performance skills in rehearsal and performance • Personal management skills 	 Enhancing	 Embedding	 Emerging
• accuracy of pitch/intonation			
• rhythm and timing			
• technical exercises to improve technique			
• expression and dynamics			
• phrasing			
• range			
• sight reading/singing			
• improvisation			
• breath control			
• vibrato			
• confidence			
• tuning			
• following an accompaniment			
• learning repertoire			
• musical interaction			
• stage presence			
• emphasis			
• accurate interpretation, reproduction of style			
• awareness and appreciation of accompaniment			
• physical expression			
• communication with musicians & audience			
• projection			
• focus			
• musicality/sensitivity			
• warm-ups			
• physical preparation, e.g. relaxation			
• receiving and giving constructive feedback			
• independent practice & rehearsal discipline			
• attendance & time management			
• readiness to work			
• listening to instruction/direction			
• observing safe working practices			
• willingness to try things out			
• concentration and focus within the tasks			
• appropriate interaction with others			
• showing sensitivity towards others			

TASK 2 - UNIT 17 - MARKETING AND PROMOTION IN THE MUSIC INDUSTRY

ASSESSMENT & GRADING CRITERIA

P1 outline marketing techniques used by music businesses

M1 explain marketing techniques used by music businesses

D1 analyse marketing techniques used by music businesses

P2 produce a marketing strategy for a music product or event that identifies the selling points and the target audience

M2 produce a marketing strategy for a music product or event that describes the selling points and the target audience

D2 produce a marketing strategy for a music product or event that analyses the selling points and the target audience

P3 design an item of publicity for a music product or event that is fit for purpose

M3 design an item of publicity for a music product or event that creates a positive impact

D3 design an imaginative item of publicity for a music product or event

P4 contribute to the running of a marketing campaign

M4 make a competent contribution to the running of a marketing campaign

D4 make an efficient contribution to the running of a marketing campaign

P5 review the success of a marketing campaign identifying successes and areas for improvement.

M5 review the success of a marketing campaign describing successes and areas for improvement.

D5 review the success of a marketing campaign analysing successes and areas for improvement.

TASK

Investigation!

Learners undertake primary and secondary research into the marketing techniques used by two contrasting music organisations. They then collate and present their findings.

TASK 3 - UNIT 21 - MUSIC IN THE COMMUNITY

ASSESSMENT & GRADING CRITERIA

P1 describe the context and purpose of music-making in community settings referring to practitioners and organisations

M1 explain the context and purpose of music-making in community settings providing details of practitioners and organisations

D1 comment critically on the context and purpose of music-making in community settings providing details of specific practitioners and organisations in their local community

P2 use selected practical music making activities with a group of participants

M2 use selected practical music making activities with a group of participants, demonstrating a range of activity inclusive to all

D2 use selected practical music making activities with a group of participants, demonstrating a range of innovative activity inclusive to all

P3 participate in the planning and delivery of a community music project

M3 participate in the planning and delivery of a community music project with a degree of independence

D3 participate in the planning and delivery of a community music project with independence

P4 describe the implementation and outcome of the community music project from conception to realisation, referring to appropriate feedback.

M4 explain the implementation and outcome of the community music project from conception to realisation, referring in detail to appropriate feedback.

D4 critically comment on the implementation, outcome and potential of the community music project from conception to realisation, responding in detail to appropriate feedback.

TASK

Information Pack!

A local youth arts network has asked you to produce a careers information pack for young Musicians interested in working in community music. Evidence to include:

Introduction: historical context, an investigation into the purposes of community music-making, a case study/shadowing report of a practitioner or Organisation an appendix giving details of Relevant practitioners and organisations.