



| | Unit 3 Ensemble Performance | Unit 2 Professional Practice in the Music Industry |
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| Y12 Units | <p>In this unit, you will become part of a musical group and will develop your ensemble skills by taking part in rehearsals. As an ensemble, you will be given a list of songs from which you must choose three. You will then learn, rehearse and perform these songs to an audience. You will also provide a presentation on how you used different techniques, stylistic and musical elements in the musical parts you performed. To complete the assessment task within this unit, you will need to select and apply learning from across your programme.</p> <ul style="list-style-type: none"> ✓ Externally assessed ✓ Assignment set by exam board ✓ Deadline May 2021 ✓ Submitted to the exam board electronically | <p>This unit considers the importance of professional practice in the music industry and is designed to enable you to develop the relevant skills, knowledge and understanding needed. Behind the bright lights, costumes, gigs, sessions and festivals, the music industry is run by people who are measured by how professional they are in their behaviour. Being professional is not optional in the music industry – it is key – and the industry treats it as highly important. Being professional is something that you have to learn very quickly as judgements are made early and building and maintaining your reputation is important when you are self-employed and freelance.</p> <ul style="list-style-type: none"> ✓ Externally assessed ✓ Set task provided exam board ✓ Completed under supervised conditions during a 2 week exam window starting June 2021 ✓ Submitted to the exam board electronically |

| | Unit 1 Practical Music Theory and Harmony | Optional Unit 4 or 6 |
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| Y13 Units | <p>You will develop an understanding of the signs and symbols associated with the notation of pitch, rhythm, tempo, dynamics and expression. You will learn how to interpret both traditional and alternate forms of notation with a high degree of accuracy. You will learn how scales are constructed and apply them to compose melodies, and how to use chords and progressions in different ways when making music.</p> <ul style="list-style-type: none"> ✓ Internally assessed | <p>The option between Solo Performance or Composition.</p> <p>Solo - In this unit, you will explore and practice the specific skills associated with performing as a soloist. These will include: how to engage your audience, stagecraft, as well as musical practice and rehearsal required. There are many hours of preparation and practice involved and you will develop the process – that all successful musicians undertake – of creative reflection in order to improve. This unit prepares you for studying performance as a soloist as well as for performing live.</p> <p>Composition - In this unit, you will look at how composers work, using the same fundamental building blocks across all styles and genres. You will explore musical material, developing your ideas into a final composition using acoustic or electronic instruments.</p> <ul style="list-style-type: none"> ✓ Internally assessed |

The BTEC National in Music is demanding, you will have to complete a range of units, be organised, complete external assessments that Pearson will set and mark, and produce a portfolio of your assignments. Some of the units will be new to you while others will build on the skills, knowledge and understanding from the courses taken at GCSE level.

Independent Study Tasks

Please attempt **two of the following three** tasks over Summer before your first lesson back.

Task One – Review a performance of an ensemble. This must be 750 word document discussing the positives and negatives of the performance and how it could be improved. Think about stage setting, how the musicians interact with the audience, stage presence etc. This does not have to be a live performance – it can be from Youtube if needs be. An ensemble could any of the following: Brass Band, Orchestra, Musical, Rock band, pop band, choir.

Task Two – Attend a live ensemble performance and create a 500 word review of the performance. Write about the music you've heard and any particular styles.

Task Three – Imagine you are planning a concert at your old school. Create a PowerPoint presentation pitching your idea to the Governors of the school. You must include; why you are doing this, venue, budget, raffle ideas, ticket sales etc.

Task Four – Learn a new song that is difficult for you. The song must be in a different style than the original. For example, pop to reggae or rock to jazz. Create a 300 word commentary on what you have changed.