

SUBJECT: Level 3 BTEC Music (Performing)	YEAR 12
HEAD OF DEPARTMENT Mr J Andrews	
GROUPING POLICY Year 12 and year 13 are taught separately	
<p>The aim of the course is to:</p> <ul style="list-style-type: none"> • To develop performing skills and extend knowledge of musical styles • To improve rehearsal and performance techniques • To improve and develop ensemble performing skills • To devise and monitor a musical project • To research and investigate a relevant topic to music industry • To improve knowledge and application of music theory and harmony <p>The 60-Credit BTEC Level 3 Subsidiary Diploma offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector.</p> <p>The BTEC Level 3 Subsidiary Diploma is a qualification which can extend a learner’s programme of study over two academic years and give vocational emphasis. The Subsidiary Diploma is broadly equivalent to one GCE A Level. The 30-credit Certificate qualification is broadly equivalent to one GCE AS Level and can be claimed at the end of year 12.</p> <p>The BTEC Level 3 courses are also suitable for more mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.</p> <p>Exam Board = Pearson https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Music/2010/Specification/9781446934258_BTEC_Nats_L3_MMTEch_Iss5.pdf</p> <p>BTEC Level 3 Subsidiary Diploma COURSE CONTENT</p> <p>The Pearson BTEC Level 3 Subsidiary Diploma in Music (Performing) is 60 credits and has 360 guided learning hours. It consists of one mandatory unit plus at least one specialist unit plus optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).</p> <p><u>Unit 40: Working and developing as a musical ensemble (Core)</u></p> <p>This practical unit explores the nature of ensemble work by allowing learners to become part of a musical ensemble concentrating on the process of working together to produce a musically and artistically satisfying result. This unit deals with the communication aspects of performance, in planning, in preparation, and in the performance itself. It includes approaches to structured ensemble practice; fine tuning of arrangements and parts in both original or cover material, and the production of appropriate tones and sounds.</p> <p>On completion of the unit the learner should:</p> <ul style="list-style-type: none"> • Understand the elements of musical ensembles 	

- Be able to plan as a musical ensemble
- Be able to develop as a musical ensemble
- Be able to perform as a musical ensemble

Unit 23: Musical Performing Techniques (Core)

The aim of this unit is to enable learners' to develop their techniques for both solo and group performance, from practice through to performance. This unit focuses on two areas: firstly the ability to play or sing with fluency, dexterity and the authority of a seasoned performer, and secondly arriving at that point through a logical and structured practice routine. Tone production, timing and rhythmic control are fundamental to this unit.

On completion of this unit a learner should:

- Know effective instrumental or vocal technique through a structured practice routine
- Be able to apply effective instrumental or vocal technique in solo performance
- Be able to apply effective instrumental or vocal technique in group performance

Unit 22: Music performance session styles

Learners will be expected to develop their own style or voice by preparing musical material in chosen genres. This will be achieved through personal practice and rehearsing with others. Their contributions to these rehearsals should be both stylistically accurate and sonically authentic. Learners should be encouraged to develop the skills in musical performance, improvisation, sight reading and jamming that will allow them to contribute appropriate stylistic elements to a range of musical contexts with little or rehearsal time, to reflect the typical experience of a session musician.

On completion of this unit a learner should:

- Understand the stylistic elements across a wide range of musical genres
- Be able to develop stylistically accurate musical materials for contrasting genres
- Be able to apply stylistically accurate elements to a range of musical genres in different performance situations

Unit 24: Music project

In this unit, learners are required to plan, prepare for and deliver a large-scale music project. Learners will undertake appropriate responsibilities, working both individually and as part of a team. At the end of the project learners will review the complete process.

On completion of this unit a learner should:

- Be able to prepare and work as a member of a team towards a successful live event
- Be able to prepare individually for the delivery of a successful live music event, undertaking appropriate responsibilities throughout the project
- Be able to contribute to a performance to a technically acceptable level appropriate to context
- Understand the complete process when preparing for and delivering a live music event.

Unit 27: Music theory and harmony

This unit is designed to enable learners to gain theoretical knowledge that they can apply in practical situations such as rehearsals and performances. In addition, the unit gives learners the necessary language for copying, transcribing, composing and arranging music. There are many instances in the life of a working musician when theoretical knowledge is required, for example copying music for additional performers, transposing music to fit the ranges of different instruments or singers, clarifying written arrangements through the use of dynamics and expression markings.

On completion of this unit a learner should:

- Be able to notate pitch, rhythm and harmony using staff notation
- Be able to notate music, showing dynamics, tempo and expression
- Be able to harmonise melodies using chords
- Be able to transpose melody and harmony to various keys

Unit 43: Special subject investigation

This unit gives learners the opportunity to carry out an in-depth and practical investigation into a chosen area of interest. The potential for areas of exploration is wide, and learners will be expected to choose an appropriate area of study, which they can then justify as suitable for investigation, promising ample scope for detailed study.

The unit content and assessment requirements will benefit any learner, enhancing both academic and vocational skills, and provide valuable preparation for learners wishing to progress to higher education. The self-directed nature of the unit will encourage learners to work with independence. This unit could serve as grounding for learners who might wish to progress to careers in, for example, writing, journalism, teaching, publicity or promotion.

On completion of this unit a learner should:

- Know how to identify an appropriate subject area for investigation
- Be able to plan a research project
- Be able to carry out research
- Be able to produce and present results of an investigation.

How will my child's work be assessed?

All units are internally assessed in this qualification. All assessments are criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Students who complete the unit but who do not meet all the pass criteria are graded 'unclassified'

