Pearson BTEC Level 3 National Extended Certificate in Music Performance

William Hulme's Grammar School
The best in everyone™
Part of United Learning

Year 12

Overview

Level 3 National Extended Certificate in Music Performance enables learners to explore what it's like to work in the music sector and gain the underpinning knowledge and skills required to work in the industry. This is achieved by developing the learner's key knowledge and understanding of the essential tools, techniques and equipment required, alongside an understanding of the idiomatic and stylistic features of a range of musical genres. Leaners will be supported in their journey to develop a range of musical products.

Learners continue from L2 courses, to develop their performance skills (as solo and ensemble musicians, communicating musically with fluency), composing skills (organise musical ideas and make use of appropriate resources using technology) as well as develop an appreciation for diversity in musical styles, traditions through analysis of musical features and devices, through critical listening skills.

Year 12 is focussed on the development of skills, knowledge and understanding and the course is taught in a synoptic style. Year 13 takes foundations from Unit 1 and 2 (in year 12) and focusses on the submission of VTs and assignments displaying ensemble musicianship skill (33%) and in the elected composition unit, students ability to compose a varied musical palette is assessed.

The following units are studied:
Unit 1: Practical Music Theory and Harmony, 90 GLH, Mandatory, Externally Moderated
Unit 2: Professional Practice in the Music Industry, 90 GLH, Mandatory, Externally Assessed
Unit 3: Ensemble Music Performance, 120 GLH, Mandatory, Externally Assessed
Unit 4: Composing Music, 60GLH, Optional, Externally Moderated

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Autumn Term: Sept-Oct

Lessons are divided between the two units that will be studied this year: Unit 1: Practical Music theory and Harmony and Unit 2: Professional Practice in the Music Industry

Term 1A
Unit 1:
■ Learning aim A: 'Examine the signs and symbols used in musical notation'
■ Intro, recall and retrieval of musical features and devices (DRSMITH) L2/ GCSE. Applying knowledge and understanding to begin producing a brochure. E.g. exploring clefs, ledger lines, notation, signs and symbols, different types of notation, accidentals, melodic features and devices etc.

Unit 2:
■ Students are introduced to the Professional Practice in the Music Industry unit through a range of mini I-We-You style activities and tasks in this first half term. (Based on past papers and spec)
■ Learning Aim A: 'Professional practice for industry success'
■ Discussion of hard and soft skills needed as a music event's organiser, professional behaviours, personal case studies given by SAB.
■ Brief intro, looking into legal requirements, contracts and copyright etc and H&S factors when running your own business or music event management.
■ Project planning long-medium and short term, tasked with considering organisation needed for the Christmas concert.
■ Learning Aim B: Music industry roles, organisations and requirements
■ Intro into the jobs and organisations which make up the music industry / entertainment sector and their interrelationships.
■ Financial requirements that need to be considered

Assessment

■ Frequent 1:1 and whole class verbal feedback
■ Written feedback where possible/applicable
■ 6th form reflection in trackers completed

		Assessment
	■ Learning Aim C: Skills for working in the music sector, e.g. communication and freelance ■ Learning Aim D: Presenting ideas to others	
Autumn Term: Nov-Dec	Continuation of study in relation to, Unit 1: Practical Music theory and Harmony and Unit 2: Professional Practice in the Music Industry **Term 1B** **Unit 1:** ■ Learning aim A: 'Examine the signs and symbols used in musical notation' ■ Continuation of brochure. Further analysis of rhythm, tonality and harmony. As well as describing (Pass) and explaining (Merit) musical features in excerpts of music, students need to give detail as to why (Distinction) the composer in the given excerpt has used the feature that they have. **Unit 2:** ■ Based on unit 2 in term 1A, students begin to unpick each learning aim in more detail as facilitated by the teacher referring to musicians' union website for budgeting and exploring other research methods. Research is based on parts of past briefs and the break-down of marks in correlation to the unit itself and main learning aims and objectives.	**Assessment** ■ Frequent 1:1 and whole class verbal feedback ■ Written feedback where possible/applicable ■ 6th form reflection in trackers completed
Spring Term: Jan-Feb	Continuation of study in relation to, Unit 1: Practical Music theory and Harmony and Unit 2: Professional Practice in the Music Industry **Term 2A** **Unit 1:** ■ Completion of brochure for homework if not completed already ■ Learning aim B: 'Explore the application of melodic composition based on musical elements' ■ Students are to learn how to write melodies and the different ways this can be approached. E.g. theoretical formulaic construction of scales and harmony, improvisation, vocalisation using an instrument, a combination of all. ■ Students are given 3 differing chord sequences / 3 experts, in which to write contrasting melodies. 2x 32 bar song form which need structural development, 1x classical structure where melodic sequences, opportunity is apparent. ■ Intro, recalling skills learnt on Logic Pro X, software programme ■ Creative skills to produce imaginative short excerpt, considering rhythm in melody, range, shape, textures, structure, contrasts in dynamics and articulations **Unit 2:** ■ In full swing answering full briefs / past papers ■ Based on term 1, students begin to unpick the break-down of marks which will be awarded in the brief in correlation to the unit itself and main learning aims and objectives. ■ The teacher's role is to support and teach skills of note taking, time management, essay writing and reflecting by using models and WAGOLLS and explaining processes. ■ More 'we' and 'you' than I, in terms of the Rosenshine model is adhered to as students use skills, knowledge and understanding to carry out research and commit to activity plans, budgets, rationale, pitch and presentation.	**Assessment** ■ Frequent 1:1 and whole class verbal feedback ■ Written feedback where possible/applicable ■ 6th form reflection in trackers completed

	Continuation of study in relation to, Unit 1: Practical Music theory and Harmony and Unit 2: Professional Practice in the Music Industry	Assessment
Spring Term: March-Apr	**Term 2B** **Unit 1:** ■ Continuation of Learning aim B: 'Explore the application of melodic composition based on musical elements' as in term 2A if not done so already. ■ Learning aim C: 'Explore the application of chords and cadences for composition or arrangement', to start ■ Students are to learn how to write chord structures and the different ways this can be approached. E.g. theoretical formulaic construction of harmony, improvisation, vocalisation using an instrument, a combination of all. ■ Students are given 3 differing melodies, 'Amazing Grace', 'Somewhere Over the Rainbow' and a 16-bar diatonic melody (style of Bach Chorale) in which to create extended chordal patterns. ■ Intro, recalling skills learnt on Logic Pro X and Sibelius software programmes ■ Creative skills to produce imaginative short excerpt, considering voicing, extended chords, devices, textures, structure. **Unit 2:** ■ Continuation of above, practice	■ Frequent 1:1 and whole class verbal feedback ■ Written feedback where possible/applicable ■ 6th form reflection in trackers completed

	Continuation of study in relation to, Unit 1: Practical Music theory and Harmony and Unit 2: Professional Practice in the Music Industry	Assessment
Summer Term	**Term 3A** **Unit 1:** ■ Learning aim C: 'Explore the application of chords and cadences for composition or arrangement', completion of this learning aim. **Unit 2:** ■ Students to use knowledge, understanding and to complete a range of past paper style questions with some constructive support from teacher. **Term 3B** **Unit 1:** ■ Learning Aim D: 'Produce correct musical notation for performance' ■ Students are to learn how to arrange for 2 or more transposing instruments, e.g. trumpet in Bb and saxophone in Eb. ■ Students are to take two songs and 'produce a mash up' for conventional popular instruments and horn section ■ Introduction to Sibelius, notation-based software programme, range and capabilities of instrumentation, consideration of idiomatic writing. ■ Creative skills to produce imaginative 'mash up' considering textures, structure, contrasts in dynamics and articulations **Unit 2:** ■ Exam brief arrives, under mid controlled conditions, students complete the question / brief under 8 staggered hours.	■ Frequent 1:1 and whole class verbal feedback ■ Written feedback where possible/applicable ■ 6th form reflection in trackers completed ■ External Unit 2 exam, medium controlled conditions (8 hours) ■ IV and assessor moderation of Unit 1 ■ SV moderation if applicable

Useful Resources for Supporting Your Child at Home:	Homework:
■ Students need to expose themselves to as many styles, genres and traditions of music and experience through media / live platforms wherever possible ■ Students need space and time to practice on their principal instrument, encouragement to practice 5x 30mins a week ■ Wherever possible, investment in 1:1 specialist provision.	■ **Practice principle instrument, on average 5x30mins weekly** ■ Continuation of Unit 1 analysis, mini action points set throughout ■ Continuation of Unit 2 research, mini action points set throughout