

## BTEC Technical Award in Music Practice

### Aims of the course

Learners who choose to follow the BTEC route in Music will:

- Develop key skills such as responding to musical brief using musical skills and techniques.
- Study processes that underpin effective ways of working in the music industry such as, development of musical ideas, using skills and techniques for rehearsal and performance to respond to a music industry brief.
- Consider attitudes that are important in the music industry, including personal management and communication.
- Develop knowledge that underpins effective use of skills, processes and attitudes in the sector such as roles, responsibilities, musical skills and styles.

This award broadens experience and skills participation in different types of techniques for different musical styles. The award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

### Course content

- The BTEC Technical Award in Music Practice is a 120 guided-learning hour qualification that is equivalent to 1 GCSE.
- The course consists of three components. Learners are assessed internally for two of these components. The third component is synoptic external.
- The weighting of the course is 60% coursework and 40% exam.
- Learners are awarded overall with a Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction \*

| Pearson BTEC Level 1/Level 2 Tech Award in Music Practice |                                     |     |       |                                 |
|---|-------------------------------------|-----|-------|---------------------------------|
| Component number  | Component title                     | GLH | Level | How assessed                    |
| 1   | Exploring Music Products and Styles | 36  | 1/2   | Internal – externally moderated |
| 2   | Music Skills Development            | 36  | 1/2   | Internal – externally moderated |
| 3   | Responding to a Music Brief         | 48  | 1/2   | External synoptic               |

### Component 1- Exploring the Music Industry

In this component, learners will develop an understanding of the different types of music product and the techniques used to create them, through practical and theory workshops. Pupils will study 5 different styles of music from the following categories the 50's/60s (Rock 'n' Roll, British invasion, folk revival, Motown and soul, psychedelic) 70's/80's (heavy metal, prog, punk, disco, reggae, synth pop, high hop, post punk, hardcore) 90's to present (grunge, brit pop, rave, techno, house/techno, drum and bass, nu metal, pop punk, dubstep, reggaeton, grime, and trap. Pupils will then study two styles from the following categories- world music and fusion (samba, bhangra, African drumming) music for media (Tv and game music) western classical music (Baroque, classical, romantic) Jazz and blues. Pupils will learn what musical elements, stylistic features and characteristics make these styles of music and will record this through a portfolio of written and practical work. Pupils will learn how to perform these different styles of music as individuals, small groups, class groups or pairs and add these performances to their portfolio and then apply all their knowledge and compose (create) short pieces of music in these styles. For the assignment pupils will be released an assignment brief in which pupils will demonstrate their understanding of four different styles of music using examples based on a theme set by Pearson. Pupils will also have to create three 30-60 second examples of ideas related to the theme. **(Internally Assessed/ externally moderated)**

### Component 2- Music Skills Development

In this component, learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines;

1. Music performance
2. Creating original music
3. Music production

1. Pupils will develop their instrument/vocal skills by working on setting goals, working on technical exercises and routines and monitor and track progress as they work on a performance. During the rehearsal process pupils will develop their timing and phrasing skills, using rhythm and pitch correctly in the creation of music and develop stage presence and expression. This could be a through a song of their choice or a selected song by the teacher. Pupils will be expected to perform in front of the class.

2. Pupils will learn how to explore and extend ideas through the creation of their own songs, use structure effectively, use rhythmic and melodic patterns and develop harmonies.
3. Pupils will learn how to use a digital audio workstation (Soundtrap) to produce music. Through this program they will learn how to use software instruments and tools, manipulations techniques, inputting and editing techniques, and using effects and automation.

For the assignment pupils will be released an assignment brief in which pupils will plan and create two musical outcomes from the three listed above to create a musical piece based on a theme set by Pearson. (Internally Assessed/ externally moderated)

### **Component 3- Responding to a Commercial Music Brief**

This component will allow pupils to work to their strengths and interests and apply the skills that they have learned throughout their course in a practical way. Pupils will focus on a particular area of the music sector that excites and appeals to them and respond to a music brief as a composer, performer or producer. Pupils will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques pupils will then develop and refine musical material before presenting their final response. Pupils will develop and present an original creation based on a piece from a given list and a style from a choice of four. Pupils will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. Pupils will also consider how their skills and interests make them suitable for the specific music sector opportunity. Presenting music for a set brief is a key element of post-16 music qualifications and this component will enable pupils to establish solid foundations to help them progress to further Level 2 or Level 3 courses. Pupils will also develop skills in self-management, communication and presentation, which are vital to any future course of study.

#### **Features explored:**

- Performing stylistically accurate cover versions.
- Creating original music using existing stylistic frameworks and traits.
- Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point.

#### **Career Value**

The music industry is one of largest employment industries in the UK and it is not limited to those who are able to play an instrument. This course will give you the opportunity to enter employment within the industry or progress to further vocational qualifications such as the BTEC Level 3 National in Music and Music Technology which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a music-related degree or learners can study A levels as preparation for entry into higher education in a range of subjects. This subject develops numerous skills that can be applied to so many areas of everyday life such as accountability, self-discipline, teamwork, communication skills, self-confidence and good organisational skills.

#### **Careers in the following areas would also benefit from studying BTEC Technical Award in Music Practice:-**

- Broadcaster
- Events Manager
- Theatre stage manager
- Music Therapist
- Journalist
- Retail
- Software Programmer/App developer
- Instrumental Technician
- Venue/Studio Manager
- Roadie
- Session Musician
- Audio Engineer
- Producer
- Composer
- Live Sound Technician
- Musician
- Teacher