

BTEC L3 National Extended Certificate in Music Performance



William Hulme's Grammar School

The best in everyone™

Part of United Learning

Year 13

<p>Overview</p>	<p>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. Learners will be supported in their journey to develop a range of musical products.</p> <p>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.</p> <p>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.</p> <p>The following units are studied:</p> <p>Unit 1: Practical Music Theory and Harmony, 90 GLH, Mandatory, Externally Moderated</p> <p>Unit 2: Professional Practice in the Music Industry, 90 GLH, Mandatory, Externally Assessed</p> <p>Unit 3: Ensemble Music Performance, 120 GLH, Mandatory, Externally Assessed</p> <p>Unit 4: Composing Music, 60GLH, Optional, Externally Moderated</p>
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<p>Autumn Term</p>	<p>Lessons are divided between the two units that will be studied this year: Unit 3: Ensemble Music Performance and Unit 4: Composing Music.</p> <p>Term 1A</p> <p>Unit 3:</p> <ul style="list-style-type: none"> ■ Good habits for individual practice explored and what makes a good ensemble rehearsal. Why we do the things we do. E.g. discipline, repetition, warm up, technical studies, practice before ensemble, rehearsal etiquette etc. ■ Stage presence, addressing an audience spatial awareness, using a microphone etc ■ Logistic, H&S implications when setting up equipment for a performance. E.g. backline needed, peripherals etc. ■ Fortnightly audio performance diaries introduced, triangulation of 1:1 per student, teacher reflection and assessment. ■ Performance platforms, varied repertoire, every 6 weeks, performing in front of musical peers. <p>Unit 4:</p> <ul style="list-style-type: none"> ■ Recall and retrieval of musical features and devices (DRSMITH). Applying knowledge and understanding to different genres and traditions in terms of listening and appraising. (Linked to Unit 1 in year 12) ■ Students select a diverse range of artists (5 artists, 3 tracks/ songs each) to study. From their findings, students produce 5 short pieces, 30 second music clips based on musical characteristics and influences from each artist. ■ By half term, students need to have produced 3-4 short pieces of music along with the analysis for 3-4 artists from model examples. 	<p>Assessment</p> <ul style="list-style-type: none"> ■ Frequent 1:1 and whole class verbal feedback ■ Written feedback where possible/applicable ■ Sixth form reflection in trackers completed
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Autumn Term	<p>Lessons are divided between the two units that will be studied this year: Unit 3: Ensemble Music Performance and Unit 4: Composing Music.</p> <p>Term 1B</p> <p>Unit 3:</p> <ul style="list-style-type: none"> ■ Continuation of audio performance diaries and performance platforms ■ Continuation of reflection / analysis of 'what makes a good performer' both as a soloist and ensemble musician ■ Further exploration of leading a band rehearsal which musical factors would an MD explore? E.g. timing, balance, intro / outro, stylistic features, contrast in dynamics and so on. <p>Unit 4:</p> <ul style="list-style-type: none"> ■ Students to complete all 5 short song choices. ■ Students to continue final analysis of the last 1 or 2 artist and make comparisons and links between all in terms of musical correlations and appreciation of style, traditions, musical analysis, technique. ■ Students to choose 2 or 3 of the chosen short songs to extend and develop. Reflection and discussion, modelling ideas for development. Annotation notes to be written alongside compositional process. 	
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Spring Term	<p>Continuation of study in relation to, Unit 3: Ensemble Music Performance and Unit 4: Composing Music.</p> <p>Term 2A</p> <p>Unit 3:</p> <ul style="list-style-type: none"> ■ External brief is released including set list of song choices. Students to decide on 3 songs and resources/ logistics needed. E.g. musicians, rehearsal time, individual practice, equipment, space etc. ■ All factors from term 1 will continue to be explored alongside interpretation of the songs and creative factors / own individualism the students (as soloists and ensemble performers) can bring to the song choices. <p>Unit 4:</p> <ul style="list-style-type: none"> ■ Students to choose the remaining 1 of 3, of the chosen short songs to extend and develop. Reflection and discussion, modelling ideas for development. Annotation notes to be written alongside compositional process. ■ Students to create a first draft of 1 of 2 of their final compositions. Annotation notes to be written alongside compositional process. <p>Term 2B</p> <p>Unit 3:</p> <ul style="list-style-type: none"> ■ The following activities are to be completed in March: ■ Activity 1 – A video recording (8-10 minutes) of an individual contribution to a group rehearsal (16 marks) ■ Activity 2 – A video recording (3-5 minutes) of a rehearsal debriefing to a teacher (12 marks) <p>Unit 4:</p> <ul style="list-style-type: none"> ■ Students to complete 1 of 2 of their final compositions and start 2 of 2. Annotation notes to be written alongside compositional process. 	<p>Assessment</p> <ul style="list-style-type: none"> ■ Frequent 1:1 and whole class verbal feedback ■ Written feedback where possible/applicable ■ Sixth form reflection in trackers completed ■ External Unit 3 exam, activities 1 and 2
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Summer Term	Continuation of study in relation to, Unit 3: Ensemble Music Performance and Unit 4: Composing Music.	Assessment
	<p>Term 3A</p> <p>Unit 3:</p> <ul style="list-style-type: none"> Final preparation for the final 3 activities <p>Unit 4:</p> <ul style="list-style-type: none"> Students to complete 2 of 2 of their final compositions. Annotation notes to be written alongside compositional process. <p>Term 3B</p> <p>Unit 3:</p> <ul style="list-style-type: none"> Activity 3, Video recording of a group performance of three songs (repertoire provided) (24 marks) Activity 4, Video recording detailing the individual's contribution to one of the pieces (16 marks) Activity 5, A written review of the performance, 2 hour high controlled exam (12 marks) <p>Unit 4:</p> <ul style="list-style-type: none"> The unit has been completed 	<ul style="list-style-type: none"> Frequent 1:1 and whole class verbal feedback Written feedback where possible/applicable Sixth form reflection in trackers completed External Unit 3 exam, activities 3,4,5 IV and assessor moderation of Unit 4 SV moderation of unit 1 and 4

Useful Resources for Supporting Your Child at Home:	Homework:
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Practice principle instrument, on average 5x30mins weekly Continuation of Unit 4 composition analysis, mini action points set throughout