

MUSIC

BTEC

Course Overview

Topics covered in this course:

- ★ The music industry
 - ★ Creating and managing a music product (this could be a workshop, concert, CD or recordings, or a podcast)
 - ★ Music recording and production techniques
 - ★ Sequencing (optional)
 - ★ Music performance (optional)
- ★ **Unit 1** The Music Industry - learn about the industry and the different job roles.
 - ★ **Unit 2** Product - create, organise and market a music product.
 - ★ **Unit 5** Introducing Music Performance – solo and ensemble performances in a concert setting.
 - ★ **Unit 6** Introducing Music Recording - work in a professional studio recording and mixing music
 - ★ **Unit 7** Introducing Music Sequencing – using Logic Pro to create music for a TV advert

Examination Board and Assessment

Edexcel Examination Board			
Unit 1	External Examination: The Music Industry	1 hour	25%
Unit 2	Internal Assessment: Product		25%
Unit 6	Internal Assessment: Introducing Music Recording		25%
Unit 5 or Unit 7	Internal Assessment: (<i>Student choice</i>)		25%

Is this course right for me?

Students who are interested in music technology and recording. Those who may wish to study the music industry further post-16.

MUSIC DEPARTMENT: STATEMENT OF CURRICULUM INTENT

INTENT

The Music department's aims are to develop a deepening appreciation and love of music, showing an understanding of its relevance as both an academic and creative subject that is widely cross curricular. Music will engage the students socially through multiple opportunities to work in a group setting, and creatively as it provides an avenue through which the students can express themselves. They will be exposed to the broad spectrum that is music education; from learning the history of music by delving back in time to the roots of some now well-known genres, to engaging and interacting with the cultural side of music, discovering that music really is a universal language and can communicate so concisely without the intrusion of language barriers. Through their time in KS3 the curriculum will encompass many varying aspects of music including the honing of the students' own performance skills using a variety of instruments and having access to learning the rudiments of musical notation. There are many opportunities to expand literacy skills via the use of musical vocabulary, and times when the students will be required to write down newly attained and previously attained knowledge, thus helping to embed. Through KS4 there will be a narrower spectrum in learning as we deepen and refine knowledge surrounding current music and the music industry as this is essential to acquiring a vocation within the realm of music.

KS3

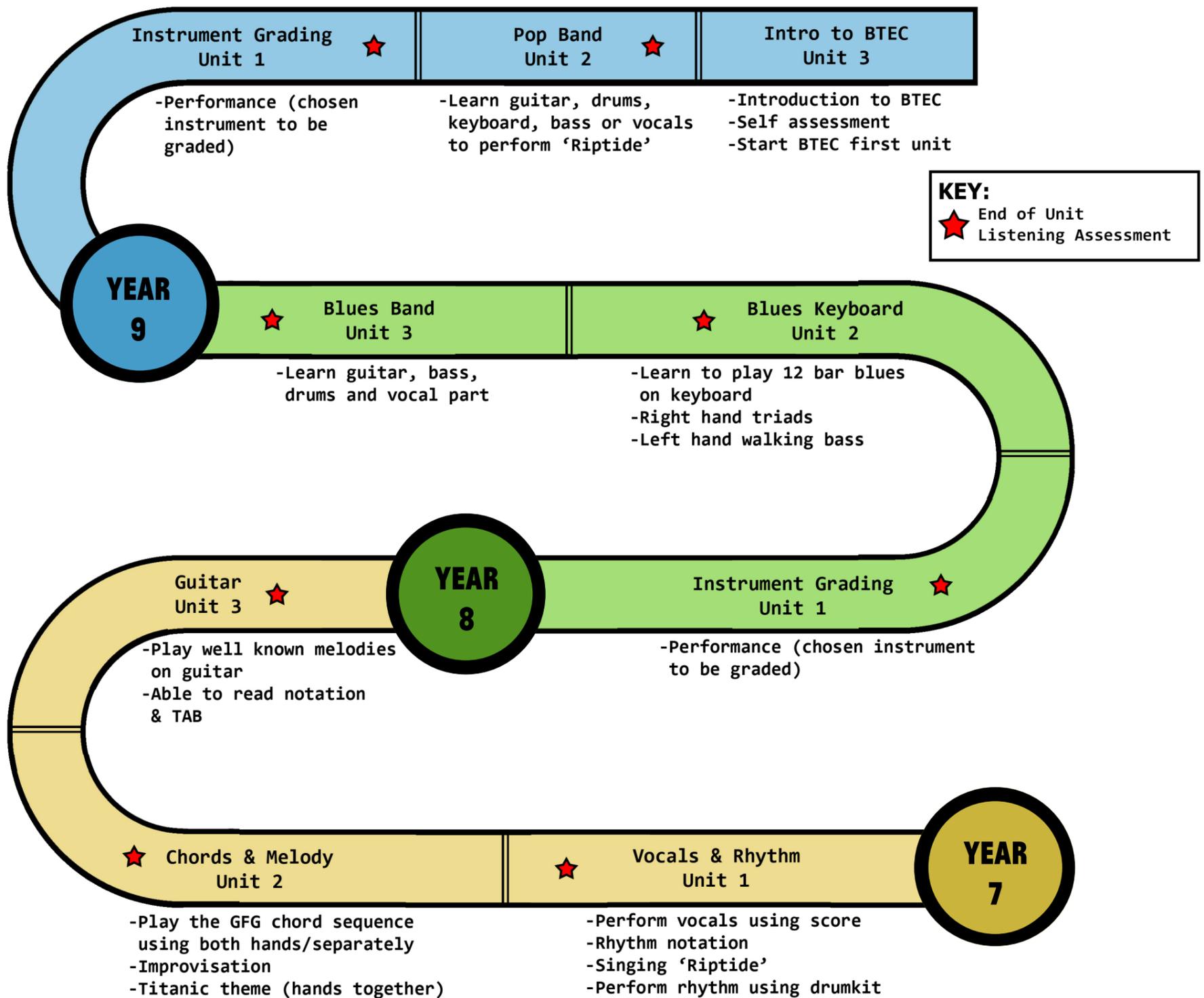
At KS3 the curriculum will encompass many varying aspects of music including the honing of the students' own performance skills using a variety of instruments and having access to learning the rudiments of musical notation. We will be focussing on the enhancement of the three main musical elements; performing, creating, and listening. It is essential to nurture these qualities in the making and development of a musician. In year 7 the students will be immersed in practical work and performing using a variety of instruments; vocals, drums, keyboard, and guitar, starting with a focus on the development of rhythmical interpretation and performance, progressing then onto approaches to harmonic and melodic performance. There is ample opportunity here to develop aural and creative skills in the form of composition and improvisation. Year 8 will see the students enhancing on the skills learnt in year 7, and then applying these skills to a specialised Blues unit. They will have the opportunity to learn more about the historical and cultural contexts surrounding the genre and the stylistic traits of the music also. Year 9 will see the students continuing with honing their chosen instrumental skill even further, and their compositional skills by completing a unit that requires them to use music software. Throughout these units, students will be required to complete listening skills audits to demonstrate their aural abilities as well as a deepening knowledge of a variety of genres and the different types of instruments and ensembles.

KS4

At KS4 the curriculum is narrowed down and deeply immersive within the business of the music industry at present as they embark on acquiring a Level2 Music BTEC. It teaches and guides students on what is involved between the creative process of making music and getting it publicised and heard. They will be learning about the importance of team work and different roles within the sector and how they all collaborate. They will have a firm understanding of the different types of employment contracts available in the industry, and the various different agencies and organisations that are operational for contemporary singers, composers and performers. They will learn how sound is recorded, and the importance of promotion in ensuring success. There is also opportunity to further refinement solo performance skills and to also develop their knowledge of composing and editing music via music software. In year 9/10 they will be introduced to an optional specialist unit where they will learn everything there is to know about the planning and organising of sound recording, showing an understand of the technology required and more of an awareness of instrumental sound qualities. They will then be required to fulfil the role of music producer as they polish the sound recording using editing tools available in music software. Following this, the students will begin one of their mandatory units of learning; the managing of a music product. By year 11, in teams they will be responsible for the creating of either a CD, workshop, or event and the promotion and delivery of such. Soon after this they will complete the other mandatory part of the course in the form of an externally assessed exam based on the music industry. For this will have to demonstrate a sound understanding of all of the organisations involved in the music industry, from funding bodies to equipment hire companies. They will learn about the different job roles within the industry and see the links between them. The course will conclude with a choice between the completion of a solo performance unit or a music sequencing unit. This will either allow them to hone their instrumental abilities to be observed during two live performances, or further enhancing their compositional abilities using music software.



MUSIC KS3





MUSIC KS4

Introduction to Performance Unit 5

- 2 live performances to an audience
- Document your progress and development as a performer

Introduction to Sequencing Unit 7

- Compose to a brief using music software
- Use variety of note input and mixing effects
- Create a presentation on how you created your song

The Music Industry Unit 1

- Sit 1 hour exam (multiple choice - 4 essay questions)
- Externally assessed, based on job roles in industry, unions, companies and organisations, types of employment, licensing

**YEAR
11**

Managing a Music Product Unit 2

- Arrange concert/CD in groups
- Promote idea
- Delegate roles
- Evaluate effectiveness

Introduction to Recording Unit 6

- Learn about recording equipment & function
- Health and safety in the studio
- Different roles within the studio
- How to use Logic Pro for recording
- Powerpoint on planning recording
- Adjusting gain, stereo field, panning
- Copy and paste regions
- Using effects, reverb, compression, delay

**YEAR
10**