

Course
Transition



Bridging the Gap
from School to College



Warlingham
Sixth Form College

Year 11 > Year 12 Transition
Summer Term
BTEC Music Performance

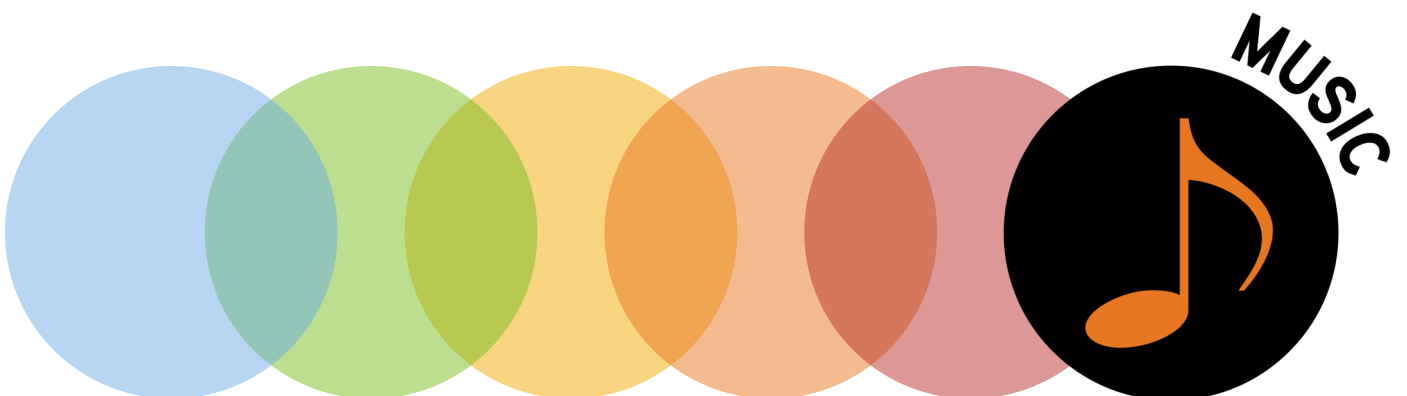












TABLE OF CONTENTS

		Page No
	Course Overview	1-3
	Our Expectations	4-5
	Using Cornell Notes	6
	Review / Revise	7
	Watch	8
	Listen to	9
	Read	10
	Research	11
	Complete	12
	Appendices / Resources	13



COURSE OVERVIEW

Pearson BTEC Level 3 National Extended Certificate in Music Performance

- 360 Guided Learning Hours (teaching time) with an additional 135 hours of your own time to complete tasks set. This does not include homework time.
- Equivalent in size to one A Level.
- Four units, of which three are mandatory and two are external.
- Mandatory content (Units 1-3) 83.33%.
- External Assessment (Choice of Unit) 16.67%.

This course is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

The programme gives a broad overview of the sector, with a focus on performance, including musical skills development and professional practice.

Unit 1: Practical Music Theory and Harmony

In this mandatory unit, Learners develop knowledge and understanding of music theory and harmony, and apply their understanding in practical scenarios. This is a coursework unit which is completed throughout Year 12 and Year 13, assessed by your teacher. This unit will have 1½ hour of formal learning time a week in addition to your own learning.

Unit 2: Professional Practice in the Music Industry

In this mandatory unit, Learners explore what it is that makes someone a professional in the music industry and how to put forward a bid for work. This is an external assessment exam unit which will be taken in Year 12 and marked by an external examiner. This unit will have 1½ hour of formal learning time a week in addition to your own learning.

Unit 3: Ensemble Music Performance

In this mandatory unit, Learners work as part of a musical ensemble and develop their skills and techniques in rehearsal and performance. This is an external assessment coursework unit which is completed throughout Year 12 and Year 13, assessed by your teacher. This unit will have 2 hours of formal learning time a week in addition to your own learning.

We then have a **choice of one** of the **optional** units. We will go with what the majority of the cohort decides. These are all coursework units which are completed throughout Year 12 and Year 13 and assessed by your teacher. These will have 1 hour of formal learning time a week in addition to your own learning.

Unit 4: Composing Music

Learners explore composing music from the initial stages to the final product, developing skills for composition in a variety of styles.

Unit 5: Music Performance Session Styles

Learners explore the styles of music encountered in the role of a modern session musician.



COURSE OVERVIEW

Unit 6: Solo Performance

Learners explore the preparation and performance of music as a soloist before performing in front of an audience.

Unit 7: Improvising Music

Learners develop the ability to improvise when performing in a range of musical styles and contexts.

What could this qualification lead to?

In addition to music sector-specific content, this qualification gives learners transferable and higher-order skills that are valued by higher education providers and employers, for example performance techniques, communication skills, team working. It also gives learners an opportunity to focus on their personal vocal/instrumental technique.

4 out of 5 BTEC students go on to receive a First or Second Class degree.

70% of our last five cohorts have gone on to continue their music after leaving Warlingham Sixth Form college.

The qualification is intended to carry UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses, if it is taken alongside other qualifications as part of a two-year programme of learning. It combines well with a large number of subjects and will support entry to higher education courses in a wide range of disciplines, depending on the subjects taken alongside it. We also will encourage you to take exams on your own instrument to further develop your

performance skills, at many stages. These also carry UCAS points.

How does the qualification provide employability skills?

In the BTEC National units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- cognitive and problem-solving skills: using critical thinking, approaching non-routine problems by applying expert and creative solutions, using systems and technology.
- interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation.
- intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities. A constant development of your performance and thinking skills, coupled with your willingness to develop a wide range of skills will allow you to access a wider range of employment options.

37% of employers prefer recruits to hold a mix of academic and vocational qualifications. They value the skills and employability values that a BTEC course can offer.



COURSE OVERVIEW

How does the qualification provide transferable knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently.
- the ability to research actively and methodically.
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses.



OUR EXPECTATIONS

College Expectations for Academic Success

The College will work closely with all students and parents to create a purposeful, creative and stimulating environment in which students are encouraged to fully develop - both academically and personally.

We will expect you to take responsibility for your own behaviour and learning. The current College Committee along with the student body have discussed and agreed that students should commit to:

- Ensuring academic success through regular attendance and punctuality at all required registrations, lessons, supervised study lessons and Inspire Periods. Attendance which drops below 95% reduces Key Stage 5 performance by at least one grade, so it is taken very seriously.
- Completing all set tasks on time to the best of your ability, making full use of study periods and homework to enable you to meet all deadlines.
- Using study time effectively by bringing all required equipment and resources with you and making full and regular use of the College study rooms and LRC, respecting the need for silent studying conditions.
- Working closely with all your teachers to develop an effective working relationship based on mutual respect and discussing your work with them on a regular basis and meeting targets set.
- Developing your skills as an independent, self-evaluative learner and work closely with your tutor in monitoring and discussing your academic progress. As an independent learner, if you miss a lesson, it is your own responsibility to find the teacher and catch up with the work missed.
- Organising your work efficiently and effectively into folders for each subject, making full use of individual subject expectations and using Cornell Notes daily to ensure work in your folders is relevant and meaningful.
- Keeping mobile phones out-of-sight in all classrooms and during assemblies so that lessons are not disturbed and/or important information is missed.
- Attending all parents' evenings and arrange appointments with your teachers to discuss your progress and work.



OUR EXPECTATIONS

Course-specific Expectations for Academic Success

Our expectations are really simple:

- ⇒ Work Hard
- ⇒ Play hard
- ⇒ Enjoy what you do
- ⇒ Meet all the deadlines
- ⇒ Try something new

It is expected that a BTEC student will also:

- ⇒ Show a willingness to get involved across the department, performing in concerts, running events, helping younger musical students.
- ⇒ Work well in groups.
- ⇒ Communicate, concentrate, be creative, be confident, be committed and be prepared to compromise.

In the day-to-day of the course, you will need to:

- ◆ Bring your own instrument in for each lesson as there is an expectation that you will need it!
- ◆ You will need a strong sturdy A4 folder with plenty of plastic wallets in it to keep your notes, paperwork and assessment sheets neatly organised.
- ◆ Plan an effective use of your own study periods to work on your studies as well as working with your peer group.
- ◆ Plan an effective homework schedule which is realistic but also fits in around your 'life'.
- ◆ Have access to a computer with the internet at home, or use the school facilities in your own time.

Musically speaking, you will need to:

- ◇ Rehearse lots.
- ◇ Ensure you are having lessons on your instruments.
- ◇ Consider the impact of taking grades and UCAS points.
- ◇ Start to develop a media presence of your music.
- ◇ Start a new ensemble and work at getting gigs and exposure.
- ◇ Try a new instrument or two!



USING CORNELL NOTES

The Cornell Notes system is a note-taking system devised by Walter Pauk, an education professor at Cornell University. It is a proven method that establishes a more effective learning process.

It is designed to help the user think and reflect upon the notes they have made as well as making them more useful for revision purposes.

Please [click here](#) to watch a video that explains how to take Cornell Notes properly.



REVIEW / REVISE

Unit 1: Practical Music Theory and Harmony

You will need to have a strong working knowledge of the basic elements of music theory to start this unit. You should ensure your knowledge of the key elements of music is confident to use. (We spent a long time on DR SMITH in GCSE Music)

The best place to learn this is online—here are a couple of useful free websites:

www.mymusictheory.com—this has a mixed level of ability

<https://www.musictheoryvideos.com/>

<http://www.musictheory.org.uk/>

Unit 2: Professional Practice in the Music Industry

This will be a completely new concept to many of you, but can you think about how many different people are employed in the music industry and what they need to do in order for you to say, complete a performance? You might be surprised!

Unit 3: Ensemble Music Performance

Remember and consider carefully all the skills and techniques you learnt as a musician in your life—can you think about what skills were needed to be part of, and lead an ensemble? What skills were your strengths? What were your weaknesses?

Unit 4: Composing Music

In BTEC there are only a few basic limitations as to what you can compose, most of it is aimed at the process of your ideas developing. Can you remind yourself of what your strengths and weaknesses were when composing?

Unit 5: Music Performance Session Styles

When was the last time you just played the chorus of a pop song? Or worked out and strummed the chords of a great song? Can you have a go at doing this?

Unit 6: Solo Performance

Remember and consider carefully all the skills and techniques you learnt as a musician in your life—can you think about what skills were needed to be a successful solo performer? What skills were your strengths? What were your weaknesses?

Unit 7: Improvising Music

Can you improvise on your instrument to maybe a backing track? Have you improvised a solo before? What skills and techniques does it take to be good at it?



WATCH

Unit 1: Practical Music Theory and Harmony

www.youtube.com/watch?v=jz4VIHym-f4&list=PLRhVgcglVQ9kwGwcDZOH_ljGn5m3N7bwc

A complete playlist of Music Theory

Unit 2: Professional Practice in the Music Industry

<https://www.musictheoryvideos.com/>

<http://www.musictheory.org.uk/>

Unit 3: Ensemble Performance

<https://www.youtube.com/watch?v=jrJxq9tJa68>

Coventry College

Unit 6: Solo Performance

<https://www.youtube.com/watch?v=AeP2Dwree4M>

An outstanding solo performance

Unit 7: Improvising Music

<https://www.youtube.com/watch?v=egENuP6H-l8>

How to improvise



LISTEN TO

Unit 3: Ensemble Music Performance

Go listen to cover versions of great pop/jazz/rock/soul songs.

What have they done differently?

Unit 4: Composing Music

Listen to people's own compositions on soundcloud.com and youtube.com

What do you like about them?

Unit 5: Music Performance Session Styles

On Spotify/Amazon Music or whatever you have access to.

Listen to different pieces of music from the history of Popular music from the 1950s through to today.

Unit 6: Solo Performance

Listen to some outstanding solo performers—preferably those who are just them and their instrument.

Unit 7: Improvising Music

Listen to jazz music—Miles Davis, John Coltrane to name but two!

What do they do when they improvise?

Follow this link to find a variety of playlists for the above listening tasks.

www.youtube.com/@WarlinghamSchoolMusic/



READ

Please do not go out and buy all of these books; if you can get them from a library, or read them online, do so! If you want to buy any, buy them second hand, as they will cost a lot less and may have some useful notes in the margins. Google the titles and find cheap second hand shops that will sell these books. This list is not exhaustive, just merely a guide.

There is no set 'study guide' for this course!

Unit 2: Professional Practice in the Music Industry

Textbooks

Freakley V and Sutton R – *Essential Guide to Business in the Performing Arts* (Hodder and Stoughton, 1996) ISBN 978-0340655252

Hill E, O'Sullivan T and O'Sullivan C – *Creative Arts Marketing* (Butterworth-Heinemann, 2003) ISBN 0750657375

Kerrigan F, Fraser P and Ozbilgin M – *Arts Marketing* (Butterworth-Heinemann, 2004) ISBN 075065968

Unit 3: Ensemble Music Performance

Reading about rehearsing is less important than witnessing other players' rehearsal processes. Learners should be encouraged to observe group performances on video/DVD where possible to inform their own practice. Bibliographies of performing groups are also available.

Unit 4: Composing Music

Textbooks

Blume J – *6 Steps to Songwriting Success* (Billboard Books, 2004) ISBN 978-0823084128

Peterik J, Austin D and Bickford M E – *Songwriting for Dummies* (Wiley, 2002) SBN 978-0764554049

Rooksby J – *The Songwriting Sourcebook* (Backbeat Books, 2006) ISBN 978-0879307493

Websites

www.bbc.co.uk/radio2/soldonsong/guide Information on different genres and songwriting conventions, lists of artists and songs, a glossary of relevant words, latest competitions etc.

www.berkleeshares.com/songwriting - arranging Downloadable free lessons on songwriting techniques

Unit 6: Solo Performance

Textbooks

Rink J - *Musical Performance: A Guide to Understanding* ISBN 978-0521788625

Klickstein G - *The Musician's Way: A Guide to Practice, Performance, and Wellness* ISBN-13: 978-0195343137

Unit 1: Practical Music Theory and Harmony

Taylor E - *The AB Guide to Music Theory, Grade 1/2/3/4/5/6/7/8* (Music Theory in Practice)

Winterson J - *Music Theory: the Essential Guide* (Faber Edition) ISBN-13: 978-0571536320

There are loads of books, BUT be warned, check they are not American because their language of theory is different!



RESEARCH

Unit 1: Practical Music Theory and Harmony

A strong working knowledge of Music Theory.

Do you know your crotchet from your quaver?

Do you know what a chord is, in all its inversions and how to add 7ths, 9ths?

Unit 2: Professional Practice in the Music Industry

Create a list of 30 different jobs in the Music Industry, what hours do they work? How much do they get paid? What sort of work do they do?

Unit 3: Ensemble Music Performance

What makes a truly great ensemble?

What skills and knowledge do you need?

Unit 4: Composing Music

What makes a great pop song?

What are the musical elements which make this successful?

What craft have you seen or heard in other musicians that you most admire?

Unit 5: Music Performance Session Styles

What makes a great session musician?

Is it the technical skill or the ability to respond quickly and accurately as a musician?

Unit 6: Solo Performance

What makes a truly awesome solo performance?

What holds you together? Nerves? Adrenalin?

Is it all 99% confidence and 1% talent?

Unit 7: Improvising Music

When is a wrong note a right note?

And, when is a right note a wrong note?

What are the rules of improvisation?



COMPLETE

Unit 1: Practical Music Theory and Harmony

A substantial amount of the theory online as mentioned on page 9. Use textbooks and online resources. Working around Grade 3 standard will be a massive help. There are ABRSM Books and past papers to buy online.

Unit 2: Professional Practice in the Music Industry

Create a list of 30 different jobs in the Music Industry. What hours do they work? How much do they get paid? What sort of work do they do? Who employs them? Do they work freelance? Who pays their wages? What is their actual job?

Unit 3: Ensemble Music Performance

Can you use an online means (Zoom, MS Teams, WhatsApp) to perform a piece of music with a friend at the same time?

Can you take a set of lyrics of one of your favourite songs and do your own version of it?

Don't keep the chords or the rhyming pattern of the lyrics though—be original!

Unit 4: Composing Music

Can you create a great piece of music?

Can you write a set of verses with a story or message connected to them, add a chorus and then compose some instrumental music to go with it?

Unit 5: Music Performance Session Styles

Can you perform on your instrument a classic song from the 1950's, 60's, 70's, 80's, 90's and from the last 20 years? Perform accurately and record it!

Unit 6: Solo Performance

Find a great song of your choice—find a backing track online,

Can you perform along with it with confidence and success?

Can you perform it to other people, live, online?

Unit 7: Improvising Music

Can you find a backing track online and improvise over the top of it using your instrument?

Are you able to create your own musical line over the top of the backing track?

Record it back and have a listen!

How did it go?



APPENDICES / RESOURCES

Please [click here](#) to go to the Pearson website for copies of the specification and other resources for the Pearson BTEC Level 3 National Extended Certificate in Music Performance.

A few **keywords** and **phrases** you need to be aware of:

Teacher—the adult delivering and supporting your learning.

Assessor—the teacher who will mark and grade your work.

Internal Verifier—the teacher who will mark the assessor's marking.

Lead Internal Verifier—the teacher in our school who will have the 'final say'

Assignment Briefs—these are the learning tasks you will be issued with at the start of every topic. They tell you what you need to learn, how to present it and what will be assessed.

Assessment Criteria—this is what you will be marked against. It is very clear and explains exactly what you will do and what the Assessor is looking for.

Learning Aims—These are parts of an entire Unit. We will also refer to these in lessons and in assessments.

Access to a computer with the internet will be needed for home study. We do have 32 computers in the Music Centre for your use.

Please can you make sure you have MS Office installed. The IT Support team will be able to help you get free access if you need any help.

Access to a video recording device, such as a phone or an iPad would be useful too. Again, we have iPads in Music for you to use.

Please make sure you are having instrument lessons throughout the whole course.

If you need financial support, please do let the Music staff know, and we can try to make it happen!