



# Transition Pack For

## BTEC Music Extended Certificate in Performance

### Mandatory Tasks

Task	Page No.	Completed (tick)	Score (if applicable)
Pre-knowledge task			
Research Task (The Music Industry)	3		
Performance Task	4		
Investigation Task	5		
Baseline Assessment			

### Optional Tasks

Task	What did you read, see or do?
Book recommendations	
Listening Recommendations	
Online video recommendations	

## Introduction

### Why this course ?

The BTEC course offers a more practical approach whereas the A Level and provides a deeper level of historical and theoretical study. The BTEC challenges students’ performance and technological understanding through live performances. Students will plan, manage and deliver their own studio recordings and concerts throughout the course to execute the professional skills which the BTEC course nurture and encourage.



### Rhythm of the course

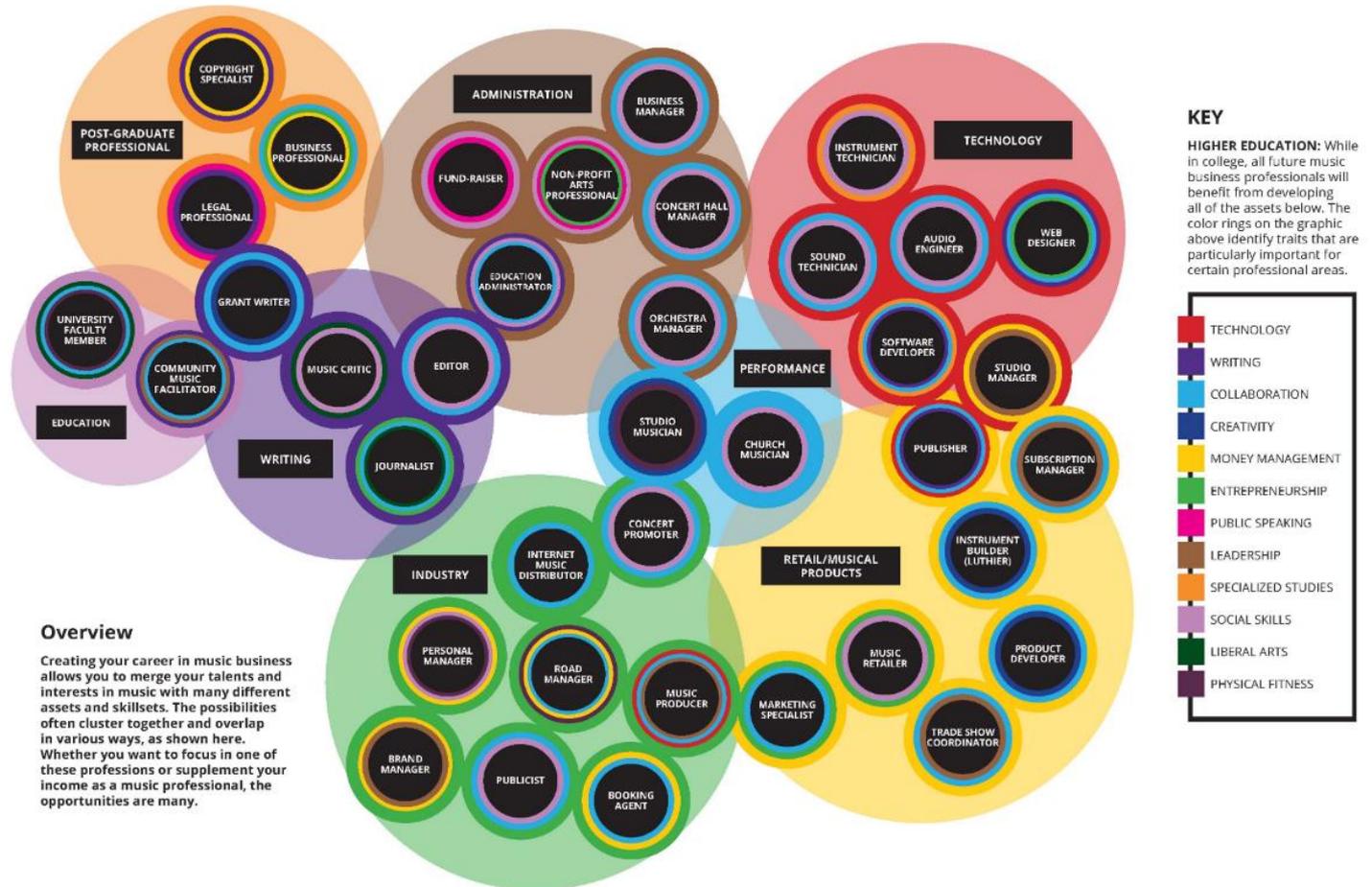
Below is the outline of the course. Here you will see the topics and extended projects you will be studying and organising over the next two years. There are two CORE units, Ensemble Performance & Professional Practise in the Music Industry. The Ensemble performance will be internally assessed during your lessons. The Professional Practise unit will be a formal exam you will sit in the January of Year 13.

Year 12		
<b>Term 1</b> ♦ Ensemble Performance (Christmas) ♦ Unit 1: Practical Music Theory and Harmony – Learning Aim A, Examine the signs and symbols used in musical notation	<b>Term 3</b> ♦ Ensemble Performance Brief (Students to choose 3 pieces from the set list from Pearson) ♦ Ensemble Performance - Activity 1 Rehearsal: Contribute to an ensemble rehearsal session	<b>Term 5</b> ♦ Ensemble Assessment (Activity 3, 4, 5)
<b>Term 2</b> ♦ Ensemble Performance Interim Assessment (Christmas) ♦ Unit 1: Practical Music Theory and Harmony – Learning Aim B: Explore the application of melodic composition based on musical elements	<b>Term 4</b> ♦ Ensemble Performance - Activity 2: Carry out a rehearsal debrief	<b>Term 6</b> ♦ Unit 5: Session Musician (Learning Aim A: Explore music genres and styles ♦ Unit 5: Session Musician Learning Aim B: Develop skills in music of different genres and styles ♦ Unit 1: Practical Music Theory and Harmony – Learning Aim C: Explore the application of chords and cadences for composition or arrangement
Year 13		
<b>Term 1</b> ♦ Unit 2: Professional Practice in the Music Industry – Learning Aim A: Professional behaviours, Project planning, Legal requirements, Health and Safety ♦ Unit 2: Professional Practice in the Music Industry Learning Aim B – Working with others in music industry organisations, Financial requirements	<b>Term 3</b> ♦ Unit 2: Professional Practice in the Music Industry - Examination	<b>Term 5</b> ♦ Unit 2: Professional Practice in the Music Industry – Examination Resit ♦ Unit 3: Professional Practice in the Music Industry - Examination
<b>Term 2</b> ♦ Unit 2: Professional Practice in the Music Industry – Learning Aim C: Communication skills, working on a freelance basis ♦ Unit 2: Professional Practice in the Music Industry Learning Aim D – Preparing ideas, presenting ideas	<b>Term 4</b> ♦ Unit 5: Session Musician (Learning Aim C: Performance	<b>Term 6</b>

# 3 Research Task (The Music Industry)

## Task One:

Research the roles within the music industry. Create a document listing the categories (recording studios, theatre, orchestra) and the roles within them.



## Task Two:

Create a portfolio on a role you could see for yourself working within the music industry (freelance performer, music manager, operations manager, sound engineer.)

- Submit a CV
- Information about your chosen role and why that role appeals to you.
- What experience, training would you need to be successful in your role

## 4 Performance Task

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You are Prepare a solo recital between 4-6 minutes in lengths.

The performance must include pieces that are contrasting in both musical styles, preferably in the styles you researched in the investigation task. The pieces should also contrast in performance techniques and demands. You may use different instruments for different pieces if you wish Here is an example of a recital programme below

Piece One: *Gymnopédie No.1*, Erik Satie (French Impressionist Music, 3'34), piano

Piece Two: *Take the A Train*, Billy Strayhorn (Swing Jazz, 2'27), piano

Piece Three: *Memory*, Andrew Lloyd Webber (Musical Theatre, 4'30), violin

To submit you must make a video recording on a device. Your face, musical instrument, hands and feet need to be seen in the videos. Reason being to determine what performance techniques you are employing in each piece.

<b>Pass</b>	Demonstrate the performance of different genres and styles of music in performance.
<b>Merit</b>	Demonstrate interpretation of different genres and styles in performance.
<b>Distinction</b>	Perform music of different genres and styles showing secure performance with appropriate interpretation skills.
<b>Distinction *</b>	Perform music of different genres and styles, showing precise and accurate performance with wholly appropriate stylistic interpretation.



## 5 Investigation Task (Musical genres)

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You should research the songs that you intend to perform, looking in detail at what makes the sound, how you are going to learn them, how you will rehearse and how you can ensure that each track sounds authentic.

You should focus on practical and musical preparations such as:

- choosing suitable material and arrangements
- working out the songs and your parts
- learning the specific style and performing techniques
- creating an authentic tone
- vocal and instrumental health
- Working with others including taking the lead, taking direction, responding to feedback etc.

You must then rehearse and get ready for performance!

Ensure that these elements and any other important points are recorded as a log with regular video recordings of your progress to include at least 3 milestone rehearsal points (the start, midway through the process and then towards the end).

Your log should show consistent improvement in technical ability and understanding of the genres and styles.

<b>Checklist of evidence required</b>	<b>Evidence of research</b> – this could be presented as a written account, PowerPoint presentation, video presentation, daily vlog  <b>Rehearsal log</b> – 6 weeks rehearsal detailing what the rehearsal objective was, the successes of the rehearsal & what the next steps are.
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# Baseline Assessment

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1. Outline the role of a musical director with descriptions of their responsibilities.
2. Here is a typical scenario, outline what you would do to make this a successful event.

You have been asked to put together an afternoon concert for a local primary school. Describe how you would go about planning and executing the event. You may need to consider the following

- What is the capacity for the venue?
- What are the health and safety implications?
- How would you make sure the material was appropriate for the audience.

## Video recommendations

BBC Howard Goodall's Story of Music

This fantastic series brought to you by famous composer Howard Goodall shows the journey of music through the ages. This is an amazing educational tool for you to learn how music has evolved through the ages.



[https://www.youtube.com/watch?v=IOY6NPahlDE&list=PL7N9nRI2INnnexPLJCQ94q0nmgdUfsuLK&index=1&ab\\_channel=Double.Vanille](https://www.youtube.com/watch?v=IOY6NPahlDE&list=PL7N9nRI2INnnexPLJCQ94q0nmgdUfsuLK&index=1&ab_channel=Double.Vanille)

## Music Matters – Music Theory

Watch the videos in the playlist, obviously not all at once, to get an understanding for the foundations of music theory. As part of the course you will be doing the basics of music theory.

[https://www.youtube.com/watch?v=6zyv007kfcc&list=PL5j5H06QkxhEORK-Ormp3zgf5SGJ28zsj&ab\\_channel=MusicMatters](https://www.youtube.com/watch?v=6zyv007kfcc&list=PL5j5H06QkxhEORK-Ormp3zgf5SGJ28zsj&ab_channel=MusicMatters)



## The Music Industry

This is video produced by a former colleague on the roles within the music industry. This will be crucial to help you get to grips with all the amazing jobs within the music profession.

[https://www.youtube.com/watch?v=CTCxnFgQPmM&ab\\_channel=LongdendaleMusic](https://www.youtube.com/watch?v=CTCxnFgQPmM&ab_channel=LongdendaleMusic)

## Book recommendations

The Essential Dictionary of Music - <https://www.amazon.co.uk/Essential-Dictionary-Music-Definitions-Instruments/dp/0882847287>

All You Need to Know about the Music Business: 10th Edition - [https://www.amazon.co.uk/Need-Know-](https://www.amazon.co.uk/Need-Know-about-Music-)  
[about-Music-](https://www.amazon.co.uk/Need-Know-about-Music-)

[Business/dp/1501122185/ref=sr\\_1\\_5?crd=1NED9L3FX6IS6&keywords=music+industry&qid=1656932542&s=books&srefix=music+industry%2Cstripbooks%2C87&sr=1-5](https://www.amazon.com/Business/dp/1501122185/ref=sr_1_5?crd=1NED9L3FX6IS6&keywords=music+industry&qid=1656932542&s=books&srefix=music+industry%2Cstripbooks%2C87&sr=1-5)