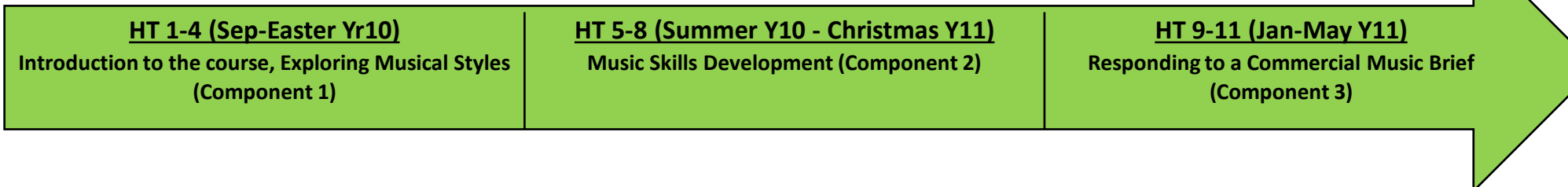


Year 10-11 Qualifications Phase Music Technology Sequence

Intent:

- The BTEC gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.
- Develop key skills that prove learners' aptitude in music such as understanding different genres/styles, responding to a musical brief, using musical skills and techniques / processes and development of musical ideas.
- Build confident learners in areas such as personal management, communication, teamwork, research and presentation skills.



HT 1-4 (Sep-Easter Yr10)

Introduction to the course, Exploring Musical Styles (Component 1)

HT 5-8 (Summer Y10 - Christmas Y11)

Music Skills Development (Component 2)

HT 9-11 (Jan-May Y11)

Responding to a Commercial Music Brief (Component 3)

<p>The key purpose of this assessment is for learners to demonstrate an awareness of the techniques and elements used in a range of musical styles and to be able to apply that understanding to create short musical examples for musical products. The assignment for this component consists of two tasks.</p> <ol style="list-style-type: none"> 1. Learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. 2. Learners will create three 30–60 second examples of ideas for music products related to a theme, using a range of realisation techniques. <p>This assessment will be offered twice a year. The timing of the assessment is approximately 12 hours of supervised assessment. The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.</p>	<p>The key purpose of this assessment is for learners to apply their knowledge of musical skills and processes of development to improve their musical techniques. The assignment for this component consists of one task.</p> <p>In response to the task, learners will plan and create two musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.</p> <p>This assessment will be offered twice a year. The timing of the assessment is approximately 15 hours of supervised assessment. The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.</p>	<p>This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer.</p> <p>You 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 you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music industry opportunity.</p>
<p>Teaching 'Exploring Musical Styles' supports: Engagement in music Engagement in extra-curricular uptake Careers Higher level learning skills Unit 388 (RSL Level 3 Music Tech) Unit 347 (RSL Level 3 Music Tech) Unit 349 (RSL Level 3 Music Tech)</p>	<p>Teaching 'Musical Skills Development' supports: Engagement in music Engagement in extra-curricular uptake Careers Higher level learning skills Component 3 - Responding to a Commercial Music Brief Unit 375 (RSL Level 3 Music Tech) Unit 388 (RSL Level 3 Music Tech)</p>	<p>Teaching Responding to a Commercial Brief' supports: Engagement in music Engagement in extra-curricular uptake Unit 388 (RSL Level 3 Music Tech) Unit 375 (RSL Level 3 Music Tech)</p>
<p>'Exploring Musical Styles' feeds from: KS3 curriculum: Performing, listening, composing</p>	<p>'Introduction to Music Industry' feeds from: KS3 curriculum: Performing, listening, composing</p>	<p>'Responding to a Commercial Brief' feeds from: KS3 curriculum: Performing, Listening, Composing</p>