



Intent

Level 3

The Level 3 subsidiary diploma and extended diploma provide music industry qualifications to equip learners with the skills, knowledge and understanding for entry to employment in the music industry or progression to further study at higher level.

Level 2

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- attitudes that are considered most important in the music industry, including personal management and communication knowledge that underpins effective use of skills, processes and attitudes in the music industry
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Transition & Induction Phase

- Develop knowledge and skills from KS2 through performing, composing and listening.
- Develop their vocal/ and instrumental fluency, accuracy and expressiveness.
- Know how to appraise performances and use self-reflection to inform their own practice.
- Understand musical structures, styles, genres and traditions through the use of musical elements.
- Develop their listening and appraisal skills and build their knowledge of key musical features in different styles of musical genres.
- Build on knowledge of staff and relevant notation from KS2.
- Develop their understanding of and skills in music technology through a variety of technology platforms.

Implementation



Music Technology Skill Mastery:
Recording
Mixing
Project Management

*Exact dates in line with BTEC Delivery plan

Impact

By the end of Level 3, students will develop detailed knowledge and skills:

- Sound recording skills
- Mixing and mastering skills
- Sequencing and production skills
- Live sound skills
- Radio programming skills
- Video production skills
- Understanding of contextual issues relating to music technology

By the end of Level 2, students will develop detailed knowledge and skills:

- Sound recording skills
- Mixing and mastering skills
- Sequencing and production skills
- Live sound skills
- Radio programming skills
- Video production skills
- Understanding of contextual issues relating to music technology
- Music Industry Business knowledge

By the end of Transition & Induction Phase students will develop detailed knowledge and skills:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Developed knowledge of staff and other relevant notations and use them appropriately and with fluency in a range of musical styles, genres and traditions
- Identify and use the elements of music expressively including use of tonalities, different types of scales and other musical devices
- Listen with increasing discrimination to a wide range of music from great composers and musicians

Y9 Breadth Curriculum: Where Y7 and Y8 focus on the acquiring and developing of skill, Y9 allows for the securing and mastery within both Music and Music Technology so students receive a broad music curriculum. Students will swap from one music based topic to a music technology based topic. This is dependent on the availability of MD1

Y9 Depth Curriculum: Students develop more specialist knowledge and skills within the music technology field. Opportunities to master more specialist software, to use the recording studio and to mix tracks using more advanced techniques are developed whilst building a good knowledge of music industry careers, project planning and management. Lessons take place in specialist Music Technology facilities.

Primary Curriculum
At Key Stages 1 & 2, pupils should receive a 1hr of teaching a week; Years 3 or 4, it is recommended that each class should have had a whole-class instrumental programme lasting at least 1 term. There should be access to both rhythmic and melodic instruments in Key Stages 1 & 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.