

Unit Overview: BTEC Tech award in Music Practice

Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	36 lessons approx
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Key Focus for Unit:

COMPONENT 2: Unit 2: Music Skills Development

Weighting: 30%

What is the key knowledge being delivered?

What is the intent of this unit?

Component 2 focus:

SPRING 1

Learning aim A : Exploring professional and commercial skills for the music industry

DROP-DOWN SESSION FRIDAY 13th Jan

Students will study 7- 8 topics over TWO weeks as follows:

1. Time Management
2. Working with others and communication
3. Health and Safety
4. Resources
5. Skills auditing
6. Capturing musical development
7. Sharing and commenting on work of others

Evidence will be captured as follows:

Student booklets/reflections/notes

Wednesday 11th Jan 2 hour examination

Complete Skills Audit for homework and write up in the examination

DETAILS:

Learning aim B : Applying and developing individual musical skills and techniques

It is important that musicians know where their strengths and weaknesses are and so you need to start with a 'stocktake' of where you are currently.

Skills Audit

In order to establish their level of skill and technique in their chosen disciplines, students will need to complete an initial skills audit **within two of the disciplines of performing, creating, or producing for homework and for a 2 hour examination**

This can also be done through workshops and other sessions and should include information on the instrumental or technical skills relevant to the style and context they are working within.

Examples of such skills could be:

As a performer - learning repertoire, instrumental or vocal technique, practice routines, etc.

As a creator - using rhythmic and melodic patterns, chords and progressions, riffs and hooks, exploring and extending ideas, etc.

As a producer - using software instruments, samples, inputting and editing audio, using effects, automation, etc.

Development Plan for students Wb 16th Jan and finishing wb 6th Jan- 2 hour exam

Students will follow this brief:

From the information gathered from your skills audit, evaluate where your current strengths and weaknesses are and then produce a personal skills development plan which includes:

- *identifying areas for development*
- *identifying individual development routines and methods*
- *identifying technical exercises for development*
- *setting targets and goals*
- *methods for tracking progress.*

While producing this plan, you also need to consider the professional skills which are required within the music industry, such as working within a team and health and safety.

Putting the plan into action:

Now that you have identified which skills you need to work on, and have produced a personal skills development plan, you need to put this into practice.

Over the next term you will work on the skills identified in your plan and track your progress over the given period of time.

*It is important that you review and evaluate your progress regularly so that it is possible to have ongoing material for the project developers. They have asked for you to provide video footage of **at least 3 milestone points** to show how progress is being made.*

TASK: Learn a song or keyboard piece and record your progress on your phone over 3 weeks with the backing track. Get your teacher to film you in a practice room and give you written feedback!

Dates as follows

Evidence should be gathered from a wide range of sources such as:

- video blogs
- rehearsal/practice Videos/screencasts
- diary write-ups
- teacher observations
- photographs

SPRING 2- EASTER:

COMPONENT 3:

Complete brief work: 1 hour exam, 2 hour exam, 16 hour project work, 1 hour evaluation

Key Knowledge and Big Ideas:

*What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?*

*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are they being closed?*

Performing on an instrument/voice as a soloist or part of an ensemble (Performing with accuracy, expression, awareness and sensitivity to others)
Exploring roles of performers/musicians within a variety of settings (conductor, band member, lead vocalist, backing vocalist, session musician etc)
Exploring techniques used in producing music eg mic placement, software instruments, MIDI/audio editing techniques
Composing: Using musical and non-musical starting points/developing and extending ideas/using repetition or contrast

What role are learners playing in their groups/in class? Are routines for learning, rehearsing and performing being embedded? Are learners engaged during break-out activities and able to work independently when prompted? How are learners' needs different and how to context sheets assist in planning for individual learners (eg Hap and SEND)?

Unit Assessment:

How will this unit be assessed?

What is the frequency of assessments – baselines etc?

Jan 2nd DOUBLE LESSON: Initial audit of skills within the two disciplines. Hand out booklet for Task 1. Set task of solo performance. Record and hand in for HW
SINGLE LESSON: Component 3 introduction

Jan 9th DOUBLE LESSON: Evaluation of the findings of the audit. Give feedback on performances and hand back (Milestone 1).
SINGLE LESSON: Practice instruments for component 3
DROP-DOWN DAY to complete all 8 topics) and hand out COMPONENT 3 brief

Jan 16th DOUBLE LESSON: A completed personal skills development plan. (2 hour examination) Record second rehearsal (Milestone 2) Teacher written feedback
SINGLE LESSON: Component 3 1 hour exam- planning session 1

Jan 23rd DOUBLE LESSON: Video Record session (Milestone 3)
SINGLE LESSON: Component 3 1 hour exam- planning session 2
DROP-DOWN MODERATION DAY Comp 1

Jan 30th: DOUBLE LESSON: COMPLETE Goal-setting: Complete Task 2 booklet and set goals for 2 disciplines (performing and composing/creating a DAW project)
SINGLE LESSON: Component 3 1 hour exam- planning session 3

Feb 6th DOUBLE LESSON: Final review/write-up of the whole process. This could be written, audio visual, or a collection of annotated screenshots. 2 hour exam
SINGLE LESSON: Component 3 1 hour exam- planning session 4
DROP-DOWN MODERATION DAY Comp 2

20th Feb: Component 3 hours 1-3
27th Feb: Component 3 hours 4-6

6th March Component 3 hours 7-10

13th March Component 3 hours 11-14
 DROP DOWN COMPLETION DAY/PERFORMANCE
 20th March Component 3 REFLECTION exam
 27 March: DEADLINE OF COURSE COMPLETION

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<p>Performing: developing expression and awareness of ensemble/role as a musician (Keyboard, Ukelele, Steel Pans, Guitar, Drums, Voice) Listening: Identifying key elements and features from specific styles and genres Composing: Using ICT/Live instruments to create music with a specific intention/purpose</p>	<p>Dynamics, Tempo, Melody, Harmony, Rhythm, Tonality, Structure, Instrumentation and notation words Time Management Self Discipline Skills Audit Health and Safety Communication with others Rehearsal DAW</p>	<p>Component 1: Exploring music products Students will already have studied 8 different musical products/styles and completed portfolios in digital format. Components 2-3 build on this theoretical knowledge and practical skill.</p>
<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next unit?</u>	
<p>Performing as a group/ensemble Music Production Music journalism Music administration</p>	<p>NA</p>	