BTEC LEVEL 2 MUSIC TECH AWARDS

COMPONENT 1 – EXPLORING MUSIC

COMPONENT 2 – MUSIC SKILLS DEVELOPMENT

COMPONENT 3 – RESPONDING TO A BRIEF

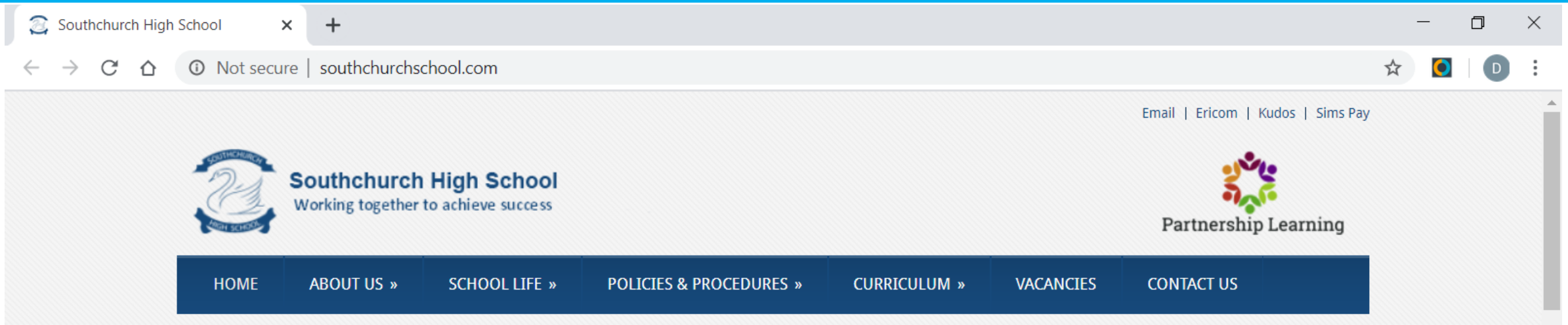# HOW TO ACCESS SCHOOL LOGON

1) Access Southchurch High School website
http://www.southchurchschool.com/
2) Click top right hand corner ERICOM
3) Complete log in details: Username: <u>09Dackhavong</u> Password: <u>******</u>
4) Access FILE – STUDENT SHARE DRIVE – MUSIC BTEC – COMPONENT 1, 2, 3 (for exam notes)
5) SAVE TO YOUR DOCUMENTS and create file - BTEC MUSIC

COMPONENT 1 – EXPLORING MUSIC

LAA Develop appreciation of styles and genres of Music

During Component 1, students will:

- **Explore** different styles and genres of Music
- **Take part** in practical workshops to understand stylistic features and characteristics
- **Learn** about the different products in the Music industry
- **Develop** techniques in realising musical products

- ➤ Follow Comp 1 slides
- ➤ Describe in full styles of Music
- ➤ Describe in full genres of Music
- ➤ Compare the two
- ➤ Research songs and analyse components representing each era for example, 1950s Rock 'N' Roll, 1960s Soul and 1970s Classic Rock
- ➤ Research and analyse World Music and movie scores (Should have 8 songs all together)
- ➤ Research artist who have made an impact Music and give your own point of view (preferably someone you like and enjoy their Music
- ➤ Research Music technology and distribution of Music
- ➤ Touch on Music Theory, describing BPM, notes on a stave, Swing rhythm and reading Music

GRADING CRITERIA: COMPONENT 1 – EXPLORING MUSIC

LAA

Criteria covered by this task:	
Criteria reference	To achieve the criteria you must show that you are able to:
A.2D1	Evaluate how styles and techniques are used in a wide range of genres of music.
A.2M1	Explain how a range of styles and techniques are used in different genres of music.
A.2P1	Describe how a range of styles and techniques are used in different genres of music.
A.1M1	Identify a range of styles and techniques of music from different genres of music.
A.1P1	Identify some styles and techniques of music from different genres of music.

COMPONENT 1 – EXPLORING MUSIC LAB Explore techniques used to create music products.

During Component 1, students will:
- **Explore** different styles and genres of Music
- **Take part** in practical workshops to understand stylistic features and characteristics
- **Learn** about the different products in the Music industry
- **Develop** techniques in realising musical products

Follow the slides..

- ➢ Technique 1 – Major and Minor Triads Practise Major and Minor triads on keyboard/guitar and video your piece whether it is a song/cover or chords within a key signature (Should be 30 seconds videoing)
- ➢ Technique 2 – Major and Minor Sevenths on Guitar/Piano, same as above (30 second video needed)
- ➢ Technique 3 – Download garage band if access to iPad/macs. If not download any production software on phones and create a track demonstrating looping and sequencing (Should be a 30 second track)
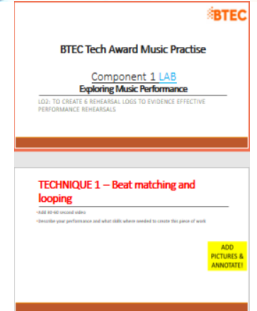
GRADING CRITERIA: COMPONENT 1 – EXPLORING MUSIC

LAB

B.2M3	Demonstrate an assured use of music theory and appreciation skills that informs creative choices.
B.2M2	Demonstrate an assured use of different musical creation techniques and resources that inform and support creative choices.
B.2P3	Demonstrate a competent use of music theory and appreciation skills that partly informs creative choices.
B.2P2	Demonstrate a competent use of different musical creation techniques and resources that support creative choices.
B.1M3	Demonstrate a basic use of music theory and appreciation skills that somewhat informs creative choices.
B.1M2	Demonstrate a basic use of different musical creation techniques and resources.
B.1P3	Demonstrate a limited use of music theory and appreciation skills that does not link directly to creative choices.
B.1P2	Demonstrate a limited use of different musical creation techniques and resources.

LAB – COMPLETE REHEARSAL LOGS EFFECTIVELY

SOUTHCHURCH HIGH SCHOOL

Description of your piece(performance):

In my Technique 1 – I have practised a cover by Billie Eilish on Piano called, Bad Guys. Whilst playing my major and minor triads I have been practising how to sing with my piano playing

WWW as a solo in rehearsal:

In my rehearsal because of my knowledge of the song and it's vocal melody I was able to sing along whilst playing on the keyboard/piano, which made me feel much more confident in myself.

EBI as a solo in rehearsal:

I could play both parts of my song confidentally however, I need to add my own stylistic quality to it, so it sounds more like my song rather than a cover

BAND FEEDBACK

I am videoing as a solo performer.

Ideas:

The only ideas I have are to try make the song more my own, by adding more vocal adlibs and slowing the beat of the song so its more like a ballad rather than a dance song

Comments

Need to work on vocal ability and high pitch vocals as well as playing in time to my own rhythm.

TECHNIQUE 1 – Major and Minor Triads

- Add 40-60 second video
- Describe your performance and what skills where needed to create this piece of work

ADD PICTURES & ANNOTATE!

BTEC

REHEARSAL LOG

COMPONENT 2 – MUSIC SKILLS DEVELOPMENT

LAA

During Component 2, students will:
- **Reflect** on their progress, and on areas for improvement
- **Choose** a job role and explore the skills needed to fulfil it
- **Develop** a range of skills
- Apply skills and techniques in a music performance, creation or production

Learning Aim A: Exploring professional and commercial skills for Music Industry

TASK 1	You need to create a portfolio of evidence that gives examples of how you could effectively use the personal and professional skills in the three different musical disciplines (performing, creating and producing). This should be supported by explanations of why the evidence chosen is effective and suitable for your piece of work You need to action your feedback when given and use this to develop your practice

➤ Component 2 booklet LAA needs to completed before LAB
➤ Evidence and define skills needed for pathways given to you
➤ Discuss/evaluate how these skills have helped you with your own projects
➤ Explain what skills you currently have and state how you could improve in these skills
➤ Document rehearsal times with specific skills you have worked on within your creative product

Edexcel BTEC Level ½ Tech Award in Music Practice

Component 2: Music Skills Development

COMPOSITION AND PRODUCING

1)Being able to create a song and produce effectively using production software such as Garage Band, Cubase, Logic Pro and Ableton
2) Being able to recreate a song and produce effectively using production software
3) Being able to create a DJ set adding your own interpretation with current songs

COMPOSITION & PERFORMANCE
1) Being able to either create a song with piano/guitar and vocals
2) Being able to cover a song using backing track, piano/guitar and vocals making it unique to your style of playing/performing
3) Being able to create a song playing guitar/piano
4) Being able to cover a song using guitar/piano making it unique to your style of playing/performing

LAB
CHOOSE ON STRENGTH AND ABILITY!

GRADING CRITERIA: COMPONENT 2 – DEVELOPING MUSIC SKILLS

GRADING CRITERIA

Learning Aim A

A.2D1	Show am EFFECTIVE and CONSIDERED understanding of personal and professional skills for the Music Industry.
A.2M1	Show an EFFECTIVE understanding of personal and professional skills for the Music Industry.
A.2P1	Show a CLEAR understanding of personal and professional skills for the Music Industry.
A.1M1	Show a BASIC understanding of personal and professional skills for the Music Industry.
A.1.P1	Show a LIMITED understanding of personal and professional skills for the Music Industry.

COMPONENT 2 – MUSIC SKILLS DEVELOPMENT

LAB

During Component 2, students will:

- **Reflect** on their progress, and on areas for improvement
- **Choose** a job role and explore the skills needed to fulfil it
- **Develop** a range of skills
- Apply skills and techniques in a music performance, creation or production

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

TASK 2	You need to create a development plan from the initial baseline of your skills as performer and creator. The plan should highlight weaknesses and use these to set targets for improvement, which specific methods and routines put in place to achieve these. You will then need to track your progress and reflect upon your development regularly

Component 2 LAB needs to be completed:

➢ Choose pathway offered to you, COMPOSITION/PERFORMANCE or COMPOSITION/PRODUCTION (Choose wisely) see LAA slide 9 if unsure

➢ State why you've chosen this pathway and why you haven't chosen the other

➢ Document rehearsals, take lots of photos and add to your Component 2 LAB booklet under Week 1 & 2 and so on

➢ Make sure you're commenting on rehearsal and skills you have demonstrated within your rehearsal time. MORE DETAIL MEANS MORE MARKS!!!

➢ Answer all questions in component 2 LAB booklet

GRADING CRITERIA: COMPONENT 2 – DEVELOPING MUSIC SKILLS

GRADING CRITERIA

Learning Aim B

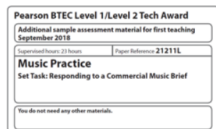|	
B.2D3	Demonstrate effective and controlled application of techniques and skills required to develop musically.
B.2D2	Evaluate current strengths and weaknesses and present a comprehensive plan for the development of these skills, making qualitative judgements.
B.2M3	Demonstrate a competent application of techniques and skills to develop musically
B.2M2	Explain current strengths and weaknesses and present a detailed plan for the development of these skills.
B.2P3	Demonstrate an adequate application of techniques and skills required to develop musically.
B.2P2	Describe current strengths and weaknesses and present a clear plan of the development of these skills.
B.1M3	Demonstrate a basic application of techniques and skills required to develop musically.
B.1M2	Outline current strengths and weaknesses and present and present a clear plan for the development of these skills.
B.1P3	Demonstrate limited application of these techniques and skills required to develop musically.
B.1P2	Identify current strengths and weaknesses and present a limited plan for the development of these skills with support.

COMPONENT 3 – RESPONDING TO A BRIEF

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5) Click Component 3 – BTEC MUSIC TECH AWARDS BREAK DOWN

BTEC MUSIC TECH AWARDS BREAK DOWN!

COMPONENT 3 – Responding to a Commercial Music Brief

Pearson BTEC Level 1/Level 2 Tech Award
Additional sample assessment material for first teaching September 2018
Supervised Hours: 23 hours   Paper Reference 21211L
Music Practice
Set Task: Responding to a Commercial Music Brief
You do not need any other materials.

What to expect! ACTIVITY 1: BREAK DOWN!

This is an individual task, which must be completed in four hours of informal supervision
You must write up one A4 page of bullet-pointed notes to support your initial response to music brief for Activity 1. The font size must be 10 points minimum.

Activity 1: Initial response to the music brief
This is an individual task, which must be completed in one hour of formal supervision.
Using your page of A4 bullet-pointed notes, complete your response to the music brief on digital template provided.
You will be assessed on:
• Your proposal in response to the music brief
• How your proposed response addresses the aims of the brief
• Your consideration of how musical elements, genres, styles and playing/producing techn will be used
• Your consideration of the resources and skills development needed to produce a final pie music.
You must submit: 600 WORDS!

ACTIVITY 1 : IN ACTION!

| What am I choosing and why? |
| What I plan to do and how? |
| How will I address the aims? |
| How will I address the element? |
| Resources I will need... |

"I am choosing this song,_____ sang by this artist _____, using this pathway _____ because _____. The reason I am choosing this is because _____.

During my research I discovered _____, which helped me establish my personal goal for this song. I plan on creating _____ feel to this song and I plan on doing this by _____.

The aims I will be addressing are the changes within in the lyrics and re creating the bass riff to make it into **THIS GENRE**. Those will be my main aims, however, whilst producing this track, I will cut out a lot of the melodies within the _____ and re create my own .

I will address the element by using production software, rather than performance, as I can download the original and _____ and _____ the song...

The resources I will need are _____, _____, which I will be collecting during my _____.

ACTIVITY 1 GOING INTO 2: REHEARSALS AND PERFORMANCE!

RESEARCH FOLDER CHECKLIST	YES/NO
MUSIC SCORES FOR ALL INSTRUMENTS NEEDED	
LISTENING AND ANALYSING SHEET FOR DECONSTRUCTION SONG COMPONENTS	
DOWNLOADS OF SONGS ONTO FILE (YOUTUBE)	
ACAPELLA DOWNLOAD OF SONGS	
RHYTHM SECTION SCORES	
LYRIC SHEETS	
CHORD SHEETS	
ANY OTHER ADDITIONAL SHEETS	

Why might you need these things?

What about these files/sheets are important?

Are you aware you're not allowed to have access to the internet whilst rehearsing your songs?