



# Music BTEC Tech Award Level 1/2 Music Practice

\*Information as part of this presentation is based on current qualifications studied at Beacon Hill Academy

## ***BTEC Music Practice Overview***

Explores a variety of music styles in a practical setting and to develop understanding of the techniques used to create and realise music, through a range of **performance**, **composition** and **music technology** skills.

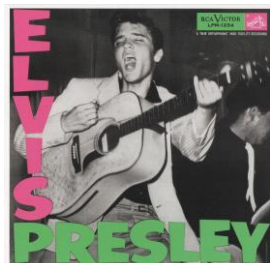
Unit	Title	Assessment
Component 1	Exploring Music Products and Styles	Internally Assessed (30%)
Component 2	Music Skills Development	Internally Assessed (30%)
Component 3	Responding to a Music Brief	Externally Assessed (40%)

**NO EXAM!**

## Exploring Music Products and Styles

### Task 1: Portfolio

Explore different styles of music and create a PowerPoint portfolio detailing unique features for each style



# Component 1

## Task 2: Musical Products

You will create **three** short musical products 30 – 60 secs long:

- Instrumental Performance
- Original Piece of Music
- DAW arrangement (using loops)



# Component 2

## Non-exam Assessment (30%)

### Music Skills Development

Consists of one task, where you will develop your musical skills choosing from **two** musical disciplines

- Music performance
- Creating original music
- Music Production

You will create a **portfolio** documenting how you developed your skills and your work

### Developmental process continued

Next, I added a flute as I wanted my composition to feature orchestral woodwind instruments, this is because classical, orchestral instruments are heavily featured in wedding music. The flute part follows the same melody as the piano melody but a slightly more simplified version. I wanted my piece to have many layers, so this is why I added another instrument to the verse to play a similar melody.

The final addition to the verse was an acoustic guitar which again adds another layer, I used a strumming technique for the guitar which supports the skill in my skills audit where I describe my need for improvement in guitar techniques. The guitar uses the same chords as the piano, but they are played twice per bar instead of once to increase the speed. Overall, here is what the composition sounds and looks like at this stage.



### Performance development

In the video on the right, I have used a warmup exercise advised by my piano teacher to prepare my hands/fingers for playing. This ensures the overall performance is to my best abilities.

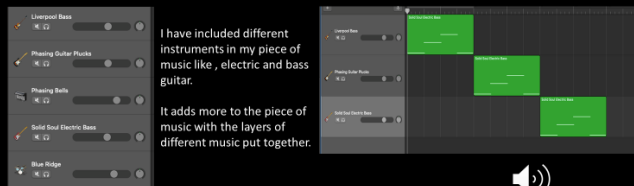
In the video on the right, I have practiced Clair De Lune with only my right hand to perfect my performance; this ensures that I can play my right hand independently without relying on my left hand in the performance. Overall, this strengthens my performance abilities.

In the video on the right, I have practiced and played the D flat scale on the right hand as that is the key signature my performance piece "Clair De Lune" is played in. This will enable my finer dexterity for the piece, and so my fingers can play independently. I used this as a warmup exercise.

I have spent a few days learning/practicing part of Clair De Lune by Claude Debussy. To improve this, I need to consider the dynamics and have my own interpretation of the song. I am planning on keeping the introduction as soft and delicate with "piano" dynamic which then progresses into "forte" to show growth throughout the piece.



### Playing with different instruments:



I have included different instruments in my piece of music like , electric and bass guitar.

It adds more to the piece of music with the layers of different music put together.

I started experimenting with different instruments like guitars and bass.

### Final performance



Overall I feel my performance went well. I was able to play the different beats I have learnt smoothly and accurately. I also feel practicing the fills paid off as they were smooth and transitioned well to the beat. If I were to improve this further I would look to perform in-time to a backing track or perform it as part of a band

# Component 3

## External Assessment (40%)

### Responding to a Music Brief

In Component 3 you will take an existing song and re-work into a new version.

The exam board will give a list of **10 songs** and **4 musical styles** to choose from

You will create your own version of your chosen song in your chosen style

- Rock & Roll
- EDM
- Jazz
- Synth Pop

- Bee Gees – Stayin’ Alive
- Europe – The Final Countdown
- Big Mama Thornton – Hound Dog
- Trad South African – Maliswe
- Hands Zimmer – Dunkirk (theme song)
- Joe Zawinful (Weather Report) – Birdland
- Kraftwerk – Numbers
- Shostakovich – Jazz Suite No 2: Walts 2
- Sia – The Greatest
- Nina Simone – Feeling Good

# What to expect

Lessons will consist of practical workshops to develop knowledge and understanding.



**Performance      Composition      Production**

FREE LESSON ON  
YOUR CHOSEN  
INSTRUMENT



# ***Who Should Take Music?***

- Anyone who enjoys music and wants to develop their skills in music  
Performing, Creating, Music technology
- If you can play confidently on an instrument  
Keyboard, Ukulele, singing... Guitar, Drums, Flute etc.
- If you enjoy using Music Technology (GarageBand/BandLab)

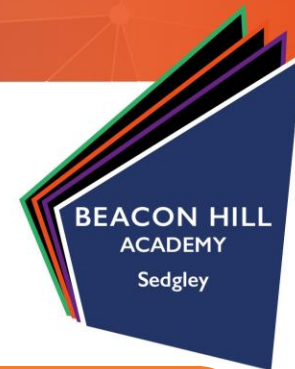
# ***Don't Take My Word For It!***



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# What next?



## Further Education: B-TEC Level 3 or A levels

- Music Performing Arts
- Music Performance Media
- Music Technology Many others

## Links to Careers

<u>Music Production</u>	<u>Music Performer</u>	<u>Music Business</u>	<u>Music Industry Touring</u>	<u>Film Music</u>
<u>Music Journalism</u>	<u>Music Education</u>	<u>Music Therapist</u>	<u>Music Industry Merchandising</u>	<u>Music Law</u>
<u>Music Promotions Manager</u>	<u>Radio &amp; Television</u>	<u>Public Relations &amp; Advertising</u>	<u>Facility, Arena &amp; Club</u>	<u>Arts Administrator</u>
<u>Community Arts Worker</u>	<u>Roadie</u>	<u>Stage Manager</u>	<u>Sound Engineer</u>	<u>Broadcast Engineer</u>

## Transferable Skills:

GCSE music develops skills such as:

- ❖ Independent learning/working
- ❖ Discipline
- ❖ Team-work
- ❖ Performance and Presentation skills
- ❖ Listening Skills
- ❖ Analytical and essay-writing skills
- ❖ Confidence and self-esteem
- ❖ Creativity and self-expression

# Non – Performing Careers



## **Artist Manager (£30,000 - £100,000 +)**

Responsible for guiding the careers of musicians and ensuring they make the right decisions regarding contracts, tours, and promotions

## **A&R Rep (£30,000 - £80,000)**

Responsible for discovering and nurturing musical talent. They scout for new artists, oversee the development of their careers, and help them secure record deals.

## **Music Lawyer (£40,000 - £100,000)**

Provide legal counsel to artists, labels, and other music industry professionals. They negotiate contracts, protect intellectual property rights, and handle legal disputes

## **Music Journalist (£20,000 - £50,000)**

Write about music, review albums and concerts, and interview musicians. They often work for music magazines, newspapers, websites, or broadcast media.

# Misconceptions



“Music is an easy lesson”

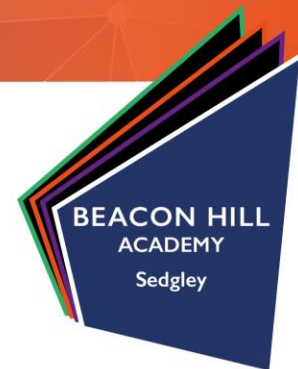
“I don’t want to be a musician”

“Music won’t help me in the future”

“I need to play a musical instrument”

- Music can be very enjoyable but takes hard work and dedication to develop your skills
- There are many different careers in the Music Industry that don’t involve playing an instrument
- Music develops many transferable skills that employers look for in a variety of industries
- Playing an instrument helps, but if you would love to learn an instrument and are willing to work hard. If you have computer skills, there are lots of Music Tech options

# Before You Go



- Three Coursework components
- No written exam
- Explore a mixture of performing, composing and music technology
- Not always playing instruments,
- Commitment and resilience to developing your skills
- Free instrumental lesson to support you



For more information see our  
Options Booklet and email any  
questions to:



[options@beaconhillacademy.org.uk](mailto:options@beaconhillacademy.org.uk)

also  
speak to Mr Fenn