

Pearson
BTEC Level 3 National
Extended Certificate in
Music Performance



Year 11 > 12
Transition Pack

• BTEC Level 3 Music: Course Overview •

At Ashlawn School we offer the Pearson BTEC Level 3 National Extended Certificate in Music Performance.

This course is designed to develop your practical musicianship, musical literacy and knowledge and understanding of professional practice within the music industry. In addition to music-sector specific content, the course also explores highly desirable skills such as performance techniques, cognitive and problem-solving skills, communication skills, digital competency, self-management and collaborative team working.

It is expected that all applicants will play an instrument and/or sing, and should aim to begin the course with a basic understanding of music theory and notation. The qualification equates to one A level and is intended to be studied alongside other subjects over a two-year programme of study. Over the course of the two years, you are expected to complete four units.

1. Practical Music Theory and Harmony
2. Professional Practice in the Music Industry
3. Ensemble Music Performance
4. Solo Performance



Preparation for Unit 1. Practical Music Theory and Harmony

Before you begin your BTEC Level 3 Music in September, you will be in a very good position if you already have a basic understanding of music theory and notation. The following tasks will help you to learn and review some of the aspects of music theory.

1. Watch this short TED-Ed video on '[How to read music](#)'. Take notes on how music notation identifies notes, pitch, clef, rhythm and bars.

2. Go through the lessons on [musictheory.net](https://www.musictheory.net) based on the following topics -

- a) The staff, clefs and ledger lines
- b) Note duration
- c) Measures and time signature
- d) Rest duration e) The major scale
- f) The minor scale
- g) Key signatures

Take detailed notes on each area and practice writing out your clefs and notes.

If you require manuscript paper (paper that has staves on), you can print from [this](#) website, but you can also draw out your own using a ruler.

Submission:

Complete these [music theory worksheets](#)

Extra links and resources

[Music Theory for Dummies](#)

[BBC Bitesize Music Notation](#)

[Building Blocks YouTube Channel](#)

Now we get to the fun bit! You have been given a brief to create a music product. This music product will form part of your portfolio.

The brief is to: **record a piece of music that will bring the community together.**

This can be an original song, rap, instrumental or a cover version of an already existing piece that you believe fits the brief.

The piece can be recorded live (using whatever recording device you have at home) or using sequencing software (i.e. logic or GarageBand). If you do not have access to any software, please use this link (<https://edu.bandlab.com/join/ojcnsq2>) to access the free online band lab account. Click [here](#) to access a tutorial.

Before you get started:

1. It is essential to consider what makes an uplifting piece of music, or music that might bring a community together. Listen to the tracks listed below (all have been used to bring people together) and think carefully about the musical features within them.

Write down a list of the following musical aspects:

- a) The key - is it major or minor (does it sound happy or sad)
- b) The instruments - what kinds of sounds are used, how does this link with the aim of the music?
- c) The tempo - is it fast or slow?
- d) The dynamics - is it loud or quiet? Does it change at all?
- e) Any other important points.

<https://www.youtube.com/watch?v=kRvqkhVFC7M>

<https://www.youtube.com/watch?v=L6svOHFSAH8>

<https://www.youtube.com/watch?v=7GEIP4YdrBE>

2. What musical features are common across all these songs? Why do you think that is? Write down your answers.

3. Do your own research into different pieces and songs that you think bring communities together. Write down a list of the pieces you have found/you like and their musical features.

4. Decide if you are going to create your own piece, or do a cover version. If you are going to write your own piece or song, and would like some guidance, please use the following links to help you:

<https://www.youtube.com/watch?v=eXv4KVduKjw>

<https://www.youtube.com/watch?v=LWQVztiJHfs>

See the next page for a good song structure that can be used for traditional songs, but also for raps and instrumentals:

	Introduction	Try to avoid putting words here, however the intro. Can be a point for ad-lib.
A₁	Verse 1	Recognized as 1 Verse with 2 parts. Generally a repeated melody on two stanzas.
	Verse 2	
	Build up	<i>A full or half round of progression (optional)</i>
B	Chorus	Try to keep it simple, easy to remember and in apposing 'wordiness' to the verses, also it is generally kept them the same throughout the song.
A₂	Verse 3	Recognized as 1 Verse with 2 parts. Generally a repeated melody on two stanzas.
	Verse 4 (Optional)	
	Build Up	<i>Only used the second time if used the first, If changing the lyrics here, maintain the melody and vice versa.</i>
B	Chorus	Generally kept them the same as the previous chorus.
C	Bridge	Can last the equivalent of verse 1+2. Can be instrumental or sung. Can be completely different to the chorus/verses, or similar. Optional key changes are put in here.
B	Chorus	Generally kept them the same as the previous chorus.
B₂	Chorus repeated	Generally kept them the same as the previous chorus, but can include extra lyrics that you wish to include.
	Outro	Try like the introduction to keep this part as a fade hook or ad-libbing, avoid the introduction of new lyrics.

5. Write and record part, or all, of your piece of music for your final submission.

Email your music product to Ms Bond bondk@ashlawn.tlet.org.uk