

## Subject overview: Music Performance (KS5)

### Subject Rationale (Intent) linked to [whole school curriculum mission](#)

The Pearson BTEC Level 3 National Extended Certificate in Music Performance provides good preparation for learners considering a career or further study in the music industry, with a particular focus on the performance sector of the industry. This qualification has been developed in consultation with employers and professional bodies to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that the qualification fully supports entry to the relevant range of specialist degrees.

There are **three mandatory units**, which cover the following aspects of music performance:

- Practical Music Theory and Harmony
- Professional Practice in the Music Industry
- Ensemble Music Performance

Learners will be able to add one optional unit, from a choice of three, to the mandatory content. These have been designed to support their progression to a range of employment opportunities in the music industry, and to a range of higher education courses. Optional units will introduce learners to sector specialist areas of their choice, including working in particular environments, and link with relevant performance roles. The **optional units** cover areas such as:

- Music Performance Session Styles
- Solo Performance
- Improvising Music

While taking this qualification, learners will be required to engage with sector employers as part of their course, where they will be given opportunities to develop practical skills in preparation for employment.

As well as direct entry to employment, this qualification will prepare learners for higher study of a specialist degree or BTEC Higher National Diploma. This route gives learners the opportunity to enter the sector at a higher level, or in a more specialist role.

Learners should normally have a range of achievement at Level 2, in GCSEs or equivalent qualifications including English, and have studied Music, achieving a Grade 4 in GCSE Music or a Merit in BTEC Music. Experience of playing an instrument is preferential as it forms a core part of the course.

| YEAR 12 |   |  |   |
|---------|---|--|---|
| TERM    | Topic sequence<br>(What are you teaching?)  | Topic sequence rationale<br>(Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )  | Main method of assessment?  |
| Term 1  | <b>Unit 1: Practical Music Theory &amp; Harmony</b><br>In this unit, students will learn how to read and write music in a variety of forms from traditional staff notation to alternative forms such as tablature and lead sheets. They will learn how to create harmony for a melody, create a melody for harmony, and how to produce professional scores for an ensemble. | This topic takes students' knowledge of reading music from throughout KS3 and KS4 and expands upon it, looking at a wider variety of notation in more detail.<br>This provides a solid foundation for the rest of the course, where the ability to read and understand music theory and notation is a vital and fundamental part of being a performing musician. | Written report and practical portfolio. Assessed internally.                                  |
| Term 2  | <b>Unit 2: Professional Practice in the Music Industry</b><br>In this unit, students will explore what it is that makes someone a professional in the music industry and how to put forward a bid for work. Students will learn about key organisations and roles within the music industry, and consider their place within it.  | This unit builds upon the consideration of careers within the music industry from KS3 and KS4, at a much deeper and more comprehensive level.<br>As well as knowledge of music theory (covered in Unit 1), a fundamental knowledge of how the industry works is also vital for success in the music industry.  | 5-hour assessment under supervised conditions, completing a task set and assessed by Pearson. |
| Term 3  | <b>Performance Workshops</b><br>In this unit, students will develop the technical and artistic skills required to effectively perform on their instrument, both as a soloist and a member of an ensemble.   | This term builds upon all instrumental learning from KS3 and KS4, and allows students to develop their performance skills and breadth of repertoire. This is vital preparation work for the two units they will complete in Y13, but moreover, instrumental skill is vital for a successful career as a music performer.   | A variety of performances, both as a soloist and a member of an ensemble.                     |

**YEAR 13**

| <b>TERM</b>   | <b>Topic sequence</b><br>(What are you teaching?)  | <b>Topic sequence rationale</b><br>(Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )   | <b>Main method of assessment?</b>  |
|---------------|--|--|--|
| <b>Term 1</b> | <b>Optional Unit</b><br>Based on their strengths, students will choose from one of three optional units: <ul style="list-style-type: none"> <li>• Music Performance Session Styles, where they explore the styles of music encountered in the role of a session musician and produce a portfolio of performances in those styles.</li> <li>• Solo Music Performance, where they prepare and perform music as a soloist in front of an audience.</li> <li>• Improvising Music, where they develop the ability to improvise when performing in a range of musical styles.</li> </ul> | These units build upon all learning from KS3 and KS4 and stretches students to perform music at their highest level. It prepares them for the final unit (Music Ensemble Performance) where the performance skills covered will be assessed in an ensemble context.  | Written report and practical portfolio.  |
| <b>Term 2</b> | <b>Unit 3: Ensemble Music Performance</b><br>In this unit, students will learn how to successfully work as a member of an ensemble to devise, rehearse and give a performance. They will learn about ensemble skills and techniques, effective planning, effective rehearsals, and performance skills  | This unit is delivered at the end of the course as it allows students to use all of the knowledge they have learned though the units they have studied in this final exam style coursework project.<br>The ability to plan, rehearse and perform as a member of a musical ensemble is vital for any music performer. | 32-hour assessment under supervised conditions, completing a task set and assessed by Pearson. |