

BTEC MUSIC LEVEL 3 BRIDGING WORK 2021



Course information

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Music/2016/specification-and-sample-assessments/sop-ext-cert-music-60170906.pdf>

Task 1 - As part of your work experience with an online music magazine, you have been asked to produce a ‘beginner’s guide’ to understanding the features of music notation. Your editor has asked you to make the article as accessible as possible so that a large number of subscribers can benefit from it. Longer term, she would like this to be the start of a series of tutorials under a ‘Music Theory and Harmony’ section in the magazine. The article can be written or in vlog format.

Task 2 – Solo Performance. You will be asked to perform 3 solo pieces to an audience. The learner should give as professional and accurate performance as possible, showing a well-rehearsed set, with clear elements of musicality, stage presence and performance confidence.

<p>Vocational Scenario or Context</p>	<p>As part of your work experience with an online music magazine, you have been asked to produce a ‘beginner’s guide’ to understanding the features of music notation. Your editor has asked you to make the article as accessible as possible so that a large number of subscribers can benefit from it. Longer term, she would like this to be the start of a series of tutorials under a ‘Music Theory and Harmony’ section in the magazine. The article can be written or in vlog format.</p>
<p>Task 1</p>	<p>Research the following features, demonstrating and explaining the signs and symbols used in various types of music:</p> <ul style="list-style-type: none"> ● Rhythm and Pitch in staff notation (this should include clefs, names and values of notes, rests, accidentals, time signatures, key signatures and intervals) ● Rhythm and Pitch in alternative forms of notation (such as tab, drum notation, chord charts, lead sheet, graphic scores and tonic sol-fa) ● How tempo, dynamics and expression can be notated (metronome markings, dynamic markings, articulation and instrumental techniques) <p>You should include explanations of these features, and also include examples from notation and assess the function of each of them from a practical perspective.</p>

	You should also demonstrate links between these symbols and other elements of musical notation. This could be from a comparison of pieces of music written in both traditional notation and alternative methods, or by discussing strengths and weaknesses of different methods.
Checklist of evidence required	<p>EITHER</p> <ul style="list-style-type: none"> • A written presentation on the features listed above (including written and audio examples where appropriate) <p>OR</p> <ul style="list-style-type: none"> • A video presentation on the features listed above (which should include written and audio examples)
	To achieve the criteria you must show that you are able to:
	Explain signs and symbols used to notate pitch and rhythm in different forms of musical notation.
	Explain tempo, dynamics and expression markings used in musical notation.
	Analyse signs, symbols and markings used in traditional and alternative forms of musical notation with confidence and accuracy.
	Assess signs, symbols and markings used in traditional and alternative forms of musical notation with detailed theoretical understanding.

Task 2	<p>Task 2 – Solo Performance</p> <p>This task looks at the two weeks of preparation leading up to the performance, culminating in the performance itself. The learner is expected to comment on how they prepared collaboratively and personally. They should discuss why the material is suitable for the expected audience and venue, and justify their programme..</p> <p>The learner should give as professional and accurate performance as possible, showing a well-rehearsed set, with clear elements of musicality, stage presence and performance confidence.</p> <p>There is no specific reference in the unit content to how long, or how many pieces of music should be performed, however in the Essential information for assessment section of the specification, it states that 'learners will perform an accomplished set' and that this would likely to be <i>at least</i> 3 pieces of music, or between 7-15 minutes depending on music genre performed and if part of an ensemble.</p>
---------------	---

C.P6	Present a solo performance with appropriate performance skills
C.M3	Present an engaging solo performance, demonstrating effective preparation and performance skills
C.D3	Present a well-prepared, accomplished solo performance with confident use of performance skills.

Further reading

Books

Taylor, E. (2008). The AB guide to music theory. [London]: The Associated Board of the Royal Schools of Music.

Alexander, J. (n.d.). The practical guide to modern music theory for guitarists.

Rawlins, R., Bahha, N. and Tagliarino, B. (2005). Jazzology. Milwaukee, WI: Hal Leonard.

Rockschool Popular Music Theory Guidebook Debut To Grade 5. (2015). [S.L.]: Rockschool.

Websites/Online resources

<https://www.bandlab.com/>

www.musictheory.net

<https://www.youtube.com/watch?v=Mj36tEcalBs> (a useful video for guitar theory)

<https://www.youtube.com/watch?v=4GIfRazbZh8> (a video for Music Theory on Scales, Chords and Time)