

Btec Level 3 National Extended Certificate in Music

What will you study?



| Pearson BTEC Level 3 National Extended Certificate in Music Performance | | | | |
|---|---|-----|-----------------------|--------------|
| Unit number | Unit title | GLH | Туре | How assessed |
| | Mandatory units – learners complete and achieve all units | | | |
| 1 | Practical Music Theory and Harmony | 90 | Mandatory | Internal |
| 2 | Professional Practice in the Music Industry | 90 | Mandatory | External |
| 3 | Ensemble Music Performance | 120 | Mandatory Synoptic | External |
| | Optional units – learners complete at least one unit | | | |
| 4 | Composing Music | 60 | Optional | Internal |
| 5 | Music Performance Session Styles | 60 | Optional | Internal |
| 6 | Solo Performance | 60 | Optional | Internal |
| 7 | Improvising Music | 60 | Optional | Internal |





- Choose suitable repertoire (is the repertoire you've chosen within everyone's capabilities?)
- Plan a rehearsal schedule.
- Video milestones 4!
- Perform and rock out!

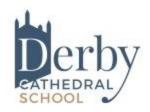


Unit 1 Practical Music Theory

Which method of notation did you find easier to follow/learn the ensemble piece from? (tab, lead sheet, staff notation, play by ear)

Do you think using staff notation is necessary?





How accurate will a performance be if you do not use staff notation?

Is using staff notation a barrier to learning? Fluency?





Task 1: Over summer, learn your part to 'Don't Look Back In Anger' (ready to perform in a group when we retrun!)

Task 2: Bring your thoughts on using notation (previous 2 slides) – How did you learn the piece? Do you think learning a different way would be better? Why/Why

not?