



The Brakenhale School

Sixth Form Welcome Pack

BTEC Music



Tasks to Complete Checklist

Section and task	Tick once completed
1. Skills Audit: complete strengths and weaknesses table	
1. Skills Audit: complete opportunities and threats section	
2. Task 1: My Programme	
3. Task 2: My Practice	
4. Task 3: My Performance (are you ready?)	
5. Reflections: complete reflection questions for course	

Welcome to BTEC Music

As part of your BTEC course you will be studying a range of units focusing on the three main areas of **Performance, Theory, and Composition**.

At the start of the course you will receive your **assignment briefs**; they will clearly breakdown each unit you are studying – the tasks you are expected to complete, the deadlines for these tasks and what you will be graded on. You will also be given a timetable of the different **deadlines** for each unit so you can keep on track – meeting your deadlines is extremely important and will help you achieve the best possible grade on the course.

Your assignments will be mostly practically based, and you will often be assessed through a performance; sometimes as a soloist, and sometimes as an ensemble. This means that your attendance is very important, as often group work can be slowed by people missing from groups. You will be expected to attend all lessons, and meet all deadlines.

By completing the tasks set out in this booklet you will help to shape the course and what we study. It will also identify your areas of interest and the different elements you want to improve. The tasks should support your transition from Year 11 to Year 12 and start building your knowledge of the subject ready for September.

BTEC Music is your chance to be independent and really challenge yourself, take each experience and make the most of it.

Task 1: Skills Audit

Read through the following skills and put them into the categories of strength, weakness or unknown on the next page.

Be positive and think back to GCSE Music to help

Add any skills I've missed that you think are relevant and any notes e.g. Jazz is a strength because...

Performing on an instrument or voice as a soloist.

Reading other forms of notation (Eg. chord sheets/tab)

Performing on an instrument or voice as part of an ensemble.

Organising myself for performances.

Composing music for my instrument or for voice.

Organising other people to complete work as a group.

Composing music for different groups of performers.

Working as part of a group.

Music theory (exam style questions).

Working independently.

Reading standard notation.

Written work/essay writing/report writing.

Improvisation.

Music Skills Audit

Strengths

Weaknesses

Unknown

Looking at your strengths and weaknesses and thinking about the BTEC Music course, complete the following questions.

What **opportunities** do you have to work with your strengths and weaknesses? What might this course give you the chance to do? Be positive, think of the possibilities.

What **threats** are there to you doing this? What might get in the way and what could the issues be? Be negative, what could go wrong.

What to do before you start in September

The main thing you need to be able to do is play an instrument or sing to a high level. You will also need to be able to manage your time appropriately, and be able to practice effectively. Your first year of the course is going to be very performance heavy. With this in mind, we would like you to prepare 3 pieces of music ready to perform in September. You need to also complete the table below in relation to the pieces you have chosen, and fill out the practice diary template for at least three practice sessions you undertake.

Task 1: My Programme

Scenario:

You are performing as a soloist, or as part of an ensemble, to audition for a place on a Bracknell Arts Festival bill. They have requested that your performance demonstrates your versatility and technical ability. You need to produce programme notes explaining why each piece of music has been chosen and how it fits their request alongside the other pieces.

Name of Piece	Reason for their inclusion in your programme

Task 2: My Practice

Scenario:

The event organisers would also like you to submit a record of your rehearsal time for their records. You need to fill in three practice diaries; One towards the start of your practice, one in the middle, and one at the end of the process.

Rehearsal 1
<u>What I/we did and why:</u>
<u>How effective was the rehearsal?</u>
<u>How could the rehearsal have been improved?</u>
<u>Next Rehearsal I/we will...</u>

Rehearsal 2

What I/we did and why:

How effective was the rehearsal?

How could the rehearsal have been improved?

Next Rehearsal I/we will...

Rehearsal 3
<u>What I/we did and why:</u>
<u>How effective was the rehearsal?</u>
<u>How could the rehearsal have been improved?</u>
<u>Next Rehearsal I/we will...</u>

Task 3: My Performance

Task 3 will be completed when you start with us in September, and we will hear each other perform our pieces.

Reflections

Complete the following questions and reflections.

What part of the course or area are you looking forward to most and why?

What part of the course or area are you looking forward to the least and why?

What are you hoping to learn or develop through the course?

Do you have any specific requests for the course? E.g. genres to study, areas of music theory, any specific areas of interest . . .

If you have any problems with the work or tasks set or any questions about the course please feel free to email me - JDuffy@brakenhale.co.uk