



Introduction to Level 3 Music Performance



Outline of the Course

Year 1 – 2 units

- Music Performance Session Styles – Internally Assessed.
- Ensemble Music Performance – Externally Assessed.

Year 2 – 2 units

- Practical Music Theory and Harmony – Internally Assessed.
- Professional Practice in the Music Industry – Externally assessed.

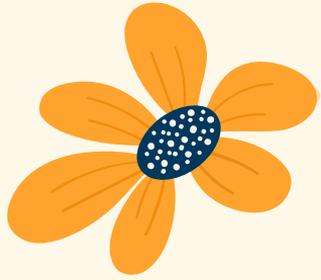


What will I learn

Unit 5 - Music Performance session styles

Working as a session musician is one of the most exciting and varied careers available to musicians today. From one-off studio sessions with producers to world tours, skilled session musicians are the backbone of the music industry. Session musicians can be required to learn parts quickly so technical musical knowledge is critical, as is the skill to play in different situations. In this unit, you will explore a range of genres and styles, investigating their scales, tonality, rhythms, riffs and groove. It will give you greater insight into the skills and knowledge needed to be a working session musician. You will develop your own musical skills as well as the skills of collaboration for performance in different settings, such as the recording studio and the stage. This unit examines skills that can be developed and explored for employment in this area of the music industry, while providing skills and knowledge that can be developed further when progressing to higher education.





Unit 5 - Learning Aims



In this unit you will:

A Explore music genres and styles

B Develop skills in music of different genres and styles

C Perform music in different genres and styles.





Assessment

Presentation or a **blog** that explores key styles and genres of music, highlighting the historical and theoretical aspects.

Evidence (video/audio recordings) documenting a sustained period of developmental **practical work**, both with peers and individually.

Audio recordings and **video recordings** of sessions and performances showing different genres and styles.

Unit 3:

Ensemble Music Performance

Live performance in front of an audience is an important part of the music industry that has become a growth area with an increasing use of technology. Musicians rarely work in isolation and the ability to perform as part of an ensemble is an essential skill for any musician, regardless of style. Whether you are part of a pop group or a large symphony orchestra, the skills of teamwork and communication are vital. In this unit, you will become part of a musical group and will develop your ensemble skills by taking part in rehearsals. As an ensemble, you will be given a list of songs from which you must choose three. You will then learn, rehearse and perform these songs to an audience. You will also provide a presentation on how you used different techniques, stylistic and musical elements in the musical parts you performed. To complete the assessment task within this unit, you will need to select and apply learning from across your programme. It is suggested that you complete the assessment towards the end of the course after you have completed learning from the other units. This unit will help learners to progress to higher education where there are often situations when ensemble skills are required. This unit can also help learners to progress to employment opportunities in music.





Unit 3: Learning Outcomes

AO1 - Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance

AO2 - Demonstrate knowledge and understanding of how to interpret an original musical piece

AO3 - Apply skills and techniques when contributing to an ensemble during rehearsal and performance

AO4 - Be able to contribute towards a performance as part of an ensemble

AO5 - Be able to reflect and make connections between responding, planning, rehearsal and performance



Assessment

You are assessed through a task completed under **supervised conditions**. The assessment period will be completed in two hours for a written activity plus the time given for performance evidence.

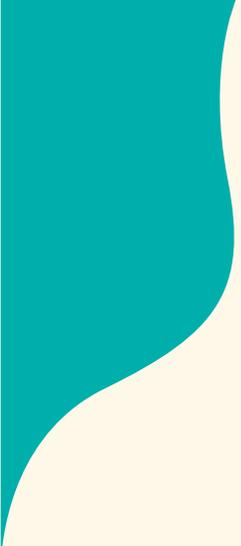
The exam board will give you a list of songs from which you will choose three for a performance. In ensembles that consist of a minimum of three and a maximum of eight members, learners will respond to the choice of repertoire and develop the performance for an audience.

Video Evidence and **Written Summaries** (milestones) will be the main evidence body for this unit of work.

Unit 2: Professional Practice in the Music Industry

This unit considers the importance of professional practice in the music industry and is designed to enable you to develop the relevant skills, knowledge and understanding needed. Behind the bright lights, costumes, gigs, sessions and festivals, the music industry is run by people who are measured by how professional they are in their behaviour. Being professional is not optional in the music industry - it is key - and the industry treats it as highly important. Being professional is something that you have to learn very quickly as judgements are made early and building and maintaining your reputation is important when you are self-employed and freelance. In this unit, you will gain an understanding of what is meant by the term 'professional practice' as well as what it means to be a freelancer working in the music industry. You will understand the professional skills that are important in the industry and learn the importance of financial management, effective interpersonal skills and working with others. The unit emphasises the importance of continual self-development in a rapidly-changing sector and how essential it is to communicate clearly to give you the best chance when competing for roles in the industry. Taking a professional approach to working in the industry is as essential as having a good product to market. This unit outlines the qualities that industry professionals expect of people working with them in order to progress, whether to employment or higher education.

Learning Outcomes:



AO1 - Understand the importance of professional practice in the music industry

AO2 - Understand operational requirements relevant to specific music industry organisations and practices

AO3 - Demonstrate the ability to apply the skills required for working in the music industry

AO4 - Demonstrate the requirements for professional presentation of ideas

AO5 - Evaluate the skills and knowledge needed for professional roles in the music industry



Assessment:

A task set and marked by Pearson and completed under supervised conditions in a two-week period timetabled by Pearson.

The supervised assessment period is five hours.

Written submission.



Unit 1: Practical Music Theory and Harmony

Music theory and harmony relates to all forms of music. It is about how the music we make and listen to is constructed and how it works. This unit will develop your knowledge and understanding of fundamental musical theory and how it's applied in practical musical activities. You will develop and apply theoretical knowledge in a relevant, useful and meaningful way. In this unit, you will develop an understanding of the signs and symbols associated with the notation of pitch, rhythm, tempo, dynamics and expression. You will learn how to interpret both traditional and alternate forms of notation with a high degree of accuracy. You will learn how scales are constructed and apply them to compose melodies, and how to use chords and progressions in different ways when making music. You will learn to select and deploy various devices to create melodic lines that are creative and convincing. Through a composition or arrangement, you will gain a secure and thorough understanding of a variety of types of chords and learn to apply them with high levels of skill and proficiency in the use of harmony. You will use this learning to produce a piece of musical notation that fully articulates your intentions so that they can be efficiently realised and interpreted in a performance situation. This unit will give you a working knowledge of musical theory and harmony, and the fundamental skills essential for progression to higher education courses, including degrees in music and music for media. It will also prepare you for a variety of careers in the music and media industries.

Learning Aims:



In this unit you will:

A Examine the signs and symbols used in musical notation

B Explore the application of melodic composition based on musical elements

C Explore the application of chords and cadences for composition or arrangement

D Produce correct musical notation for performance.



Assessment:

A report, video tutorial or presentation to demonstrate and explain the signs and symbols used in various examples of notated music.

A practical or recorded demonstration of the creation of melodies, in response to chosen or given harmonic starting points.

A practical or recorded demonstration of the harmonisation of melody with chords, in response to chosen or given melodies.

A set of parts for an arrangement or composition that are appropriate for the performers and context.

What next?

Possible Universities

Leeds College of Music - Here you can study Performance, Production and Composition. They cover a range of music styles from popular to Jazz to classical.

London College of Music - Here you can study Music Performance , Musical Theatre, Composition, Music Tech and Music Management. They cover Musicals, Popular and classical genres.

Academy of Contemporary Music - Here you can study Music Industry Practice, Game development, Producer, Musician route. They cover mostly Popular, Rap and electronic genres of music.

BIMM - Bristol/Brighton - Here you can study on your main instrument for performance, such as bass, drums, guitar, voice and keys as well as Song Writing, Music Production, Music Business and Marketing and Events Management.

Royal Northern College of Music - Here you can study on your main instrument. The style of courses are popular and Classical.



PLS NOTE: For many of these Conservatoires and Universities you will need GRADE 8 on your main instrument.



Careers

Music Teacher - Inspiring futures generations of Musicians, either in a classroom or on their instrument.

Musical Director/Conducting - To direct and run orchestras, Pit bands and Shows.

Music Therapist - To help people in a variety of situations through Music Sessions.

Music Journalist/blogger - To visit concerts and events and write about them.

Song Writer - Creating music for others and yourself to perform in the public domain.

Performer/Musician - There are a variety of situations for performing, in bands for weddings, events celebrations or as a solo artist.



Beyond the curriculum

There are other things you can do to help gain skills in your areas of interest and to help when writing your UCAS application.

Help out in KS3 Music lessons to gain experience

Attend Extra curricular clubs to improve your playing.

Attends events, such as concerts, festivals.

