



Mount St Mary's Catholic High School

Educating The Individual For The Benefit Of All

Why Study BTEC Music?

Learning music is a meaningful and gratifying experience for students (as well as for people of all ages). The mixture of creativity, discipline, critical thinking and communication that music study develops in our students helps them succeed in school, in society, and the world of work. **Universities and higher education institutions in all courses look for applicants who in addition to the course subject have a performing arts qualification as it brings with it skills and qualities that are relevant to study in all areas.**

Neuroscientists have shown that while listening to music engages the brain in some pretty interesting ways, playing a musical instrument is the brain's equivalent of a full-body workout. Brain scans of performing musicians saw multiple areas of the brain light up, simultaneously processing vast amounts of complex information at an astonishingly fast speed.

Playing a musical instrument engages practically every area of the brain at once, especially the visual, auditory, and motor centres. As with any other workout, disciplined, structured practice in playing music strengthens those brain functions, allowing us to apply that strength to all other areas such as English, Mathematics and Science. Playing a musical instrument allows the development of fine motor skills, it also combines the linguistic and mathematical precision with creative self-expression. For these reasons, playing music has been found to increase the activity in the brain's bridge between the two hemispheres. This allows musicians to solve problems more effectively and creatively, in both academic and social settings. Because making music also involves crafting and understanding its emotional content and message, musicians have higher levels of executive function, organisation, planning, strategizing and attention to detail and require simultaneous analysis of both reasoning and emotional decision making.

On this course you will develop professional skills such as problem solving, research, planning, analytical and critical thinking skills, as well as developing your creativity. Not to mention discipline, composure under pressure, time management, communication, team and individual working ability - all gained from practice and performing. You will also learn technical skills through using computers, equipment and software to create and record music.



BTEC MUSIC

Career Options

Rather than limiting your career prospects, this music qualification opens doors to a wide range of careers both within and outside the arts. The varied nature of the course enables students to develop highly desirable skills in areas such as computing and software editing, personal organisation, creativity, data analysis, performance, teamwork, problem-solving, and communication and creativity, all of which makes them an attractive prospect for potential employers.

Film and Media, Radio and TV Broadcasting, Publishing, Law, Politics, Teaching, Performance, Music and Arts Industries work, as well as areas requiring linguistic and mathematical skills, are among the popular destinations for Music graduates. Many students undertake further study in performance, often at College and then go onto University including such institutes as **Leeds College of Music, one of the world's leading music conservatoires, just a short walk away from Mount St Mary's**. Students who study the course will have the opportunity to visit and perform at Leeds College of Music throughout Year 9, 10 and 11.

How is the subject assessed?

There is no exam on this course, students are solely assessed on coursework. The majority of a student's work is assessed internally by the student's music teachers and then moderated by an external verifier. Component 3 is externally assessed with an assignment brief released in January of Year 11.

Through the different vocational units students will get hands-on experience exploring a wide variety of music across all music genres and decades to trace the history of modern music. Students will develop their performance, composition and production/music technology skills.

Component 1 - Exploring Musical Products and Styles (30%)

Students will explore a wide range of different musical genres. Students will then focus on 4 styles of music selected from the list below. They will create a portfolio on each, practically exploring the style through Singing, Guitar, Bass Guitar, Drums and Piano. The final part of the portfolio will include a piece of music written by the students in each of the 4 styles.

Through this process students will learn about the music styles and understand the key stylistic features which define each genre. They will then apply these stylistic features to their own performance, composition and music production activities.



How is the subject assessed? (*continuation*)

Musical Styles from:

- 1960s to 1970s - British invasion, Folk Revival, Psychedelic, Heavy Metal, Soul, Motown, Disco, Punk, Reggae, Funk, Afrobeat.
- 1980s to 1990s - Synth Pop, Post Punk, Thrash Metal, Stadium Rock, Grunge, Britpop, Hip-hop, Rave, Techno, House and Drum & Bass.
- 2000s to present day - Nu-Metal, Pop Punk, Electronic Dance Music, Dubstep, K-Pop, Reggaeton, Grime, Trap.

World Music and Fusion - (Music of cultures outside of Western Europe such as Brazilian 'Samba', Cuban 'Son', Japanese 'Taiko' Drumming', 'Indian Classical & Raga' to name just a few.

Music for Media - Music composition for Film, TV and Computer Games.

Western European Classical Music - Renaissance, Baroque, Classical, Romantic and 20th/21st century.

Jazz and Blues - the origins of popular music.

Component 2 - Music Skills Development (30%)

Students will develop their Performance and Composition skills throughout this component.

Students will choose a focus instrument which may include, but is not limited to, Singing, Piano, Drums, Electric Guitar, Acoustic Guitar, Bass Guitar.

Students will create a development portfolio where they will evidence their learning of music of their choice on the instrument of their choice.

Students will also create a composition portfolio where they will demonstrate their understanding of how to create their own musical compositions in a range of different styles.

Component 3 - Responding to a Commercial Music Brief (40%)

Learners will be given the opportunity to develop and present music in response to a given commercial music brief. They will be given 10 songs and 4 music styles. They will choose one of the songs and recreate it in one of the given styles.

Features explored:

- Performing stylistically accurate cover versions.
- Creating original music using existing stylistic frameworks and traits.
- Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point.

For further information contact:

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