**Revision Materials – Music**

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| **Level 2 (year 10 – 11)** | **Practical** | **Theory** | **Exam technique** |
| **Component 1:** Exploring music products and styles | -Practice key techniques and styles of music. For example, complex chord progressions for Jazz or Ostinatos for programme music.  | -Key words and musical elements (Melody, Harmony, Tonality, Rhythm, Structure, Instrumentation, Texture, Timbre, Production) | -Describe --> Explain --> Evaluate --> Justify.-Read through briefs clearly and focus your writing to the brief |
| **Component 2:**Music skills development | -Practice your regular skills development and warm-up routine.-Identify pieces you want to work on and stick with them using rigorous rehearsal technique,  | -Keep track of your log books weekly.-Update your skills audit at 4 main checking points.-Use Band Lab to practice your production skills on a separate task. | -Record all evidence of rehearsals through videos or audio captures. -Remember to be organised and follow your rehearsal log. |
| **Component 3:** Responding to a music brief | -Practice your chords / melody / bass line / drum loop / vocal part away from lesson time.Use Band Lab to practice your production skills on a separate task. | -Make sure you understand the principles behind the given genres and the original style of your chosen piece.-Structure, Tempo, Harmony, Tonality, Time Signature, Instrumentation, Playing / vocal techniques, Post-Production Effects. | -Learn the brief and stick to it.-Remind yourself of the work you completed for Task 1 when working on Task 2. |
| **Level 3 (year 12 – 13)** | **Practical** | **Theory** | **Exam technique** |
| **Unit 1:** Practical music theory and harmony  | -Practice melody writing on your chosen instrument.-Practice harmony writing on your chosen instrument. | -Rhythm, Pitch, Staff Notation, Rests, Accidentals, Time Signatures, Key Signatures, Tablature, Tempo, Dynamics, Expression, Chord Charts, Texture, Duration. | -Describe --> Explain --> Evaluate --> Justify.-Respond to a brief and ensure you know exactly what it is asking of you. |
| **Unit 2:** Responding to a commercial brief | -Research local record labels, recording studios, touring companies, rehearsal spaces, advertising agencies, radio shows, gig promoters, jobs in the industry and stage hire. | -Venues and Touring, Recording Studios, Record Labels, Agencies (Unions and Licenses), Finance, Musicians, Promoters, A&R, Producers, Session Musicians, Networking, Social Media, | -Use the BTEC Industry Exam PowerPoint to revise all elements of this unit.-Project Plan 🡪 Budget 🡪 Rationale 🡪 Pitch |
| **Unit 3:** Ensemble music performance  | -Practice your part away from lesson time so you can quickly and effectively add it to the rehearsal.-Prepare your instrument professionally (tuned, re-strung, taken to every rehearsal, warmed up). | -Make sure you are confident in the following areas as you embark on Task 1 and 2: Structure, Tempo, Dynamics, Texture, Instrumentation, Harmony, Tonality, Brief.-Practice talking to people and explaining / justifying your reasoning.  | -Make sure you are confident in the following areas as you embark on Task 1 and 2: Rehearsal etiquette, Professionalism, Communication, Teamwork, leading an ensemble, justifying your ideas, decision making.-When writing notes, be concise and accurate. Only 2 sides of A4 are allowed for Tasks 2 and 5. |
| **Unit 6:** Solo music performance | -Practice your part as often as your rehearsal log dictates. -Work on technique as much as rehearsing pieces (intonation, finger positioning, trills, bends, flams, hammer-on etc.). | -Keep on top of your log books and evidence everything as you go through the unit. Record, video and screen shot all of your progress.- | -Do your research when writing Learning Aim: A and spend time collecting resources to help support your writing.  |