

VQU Dec 2012

BTEC LEVEL 2 DIPLOMA IN MUSIC

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撮要 (中譯本)

- 為了幫助所有團隊內的義工，本組決定引進英國 **BTEC** 音樂二級水平課程，讓完成者在升學及就業上有更強的競爭力及更理想的出路。
- 透過有關課程，參加者可以提升獨奏及合奏的技巧，學習如何籌劃演出活動，培養個人表達及溝通能力，發掘隱藏的音樂潛質，從而扼要地掌握如何在音樂領域發展。
- 報讀者可選擇聲樂或演奏一種樂器，無須懂得閱讀樂譜或樂理，亦不一定是本團內樂隊的成員。

About the Music Qualification

- It is now possible to gain a music qualification which is recognised outside of the Cadet Organisations
- **BTEC First Diploma in Music** is equivalent to 4 GCSEs grade A* to C, and Grade V Associated Board Royal Schools of Music (Practical)

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General

- You do **NOT** have to be able to read music to complete the course
- BTEC Music is open to a cadet who plays ANY instrument or who sings to intermediate level
 - Drum Majors can register so long as they can meet the Performance Criteria
- Musicians who perform outside cadets, either at school or through a club can also register

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What do I have to do?

SEVEN units must be completed

These have been split between two Music Workbooks

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Units

1. Working in the Music Industry
2. Professional Development in the Music Industry
3. Planning and Creating a Music Product
4. Solo Musical Performance
6. Working As A Musical Ensemble
11. Rehearsal Techniques For Musicians
14. Exploring An Area of Music

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Resource Material and Workbooks

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Workbook 1 units - Music

The units – all mandatory

- 1** Working in the Music Industry
- 2** Professional Development in the Music Industry
- 6** Working as a Musical Ensemble
- 11** Rehearsal Techniques For Musicians

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Workbooks

HM Forces Band Services

Assignment 1 (continued)

b. Tick the four boxes belonging to areas of the Music Profession you believe the Band Service you have selected links to.

<input type="checkbox"/> 1. Music Education / Training	<input type="checkbox"/> 2. Sound Recording
<input type="checkbox"/> 3. IT Software Development	<input type="checkbox"/> 4. Booking
<input type="checkbox"/> 5. Performing	<input type="checkbox"/> 6. Mechanical Engineering
<input type="checkbox"/> 7. Retail Management	<input type="checkbox"/> 8. Composing / Arranging

Question 1.2 This two part MERIT level question provides evidence towards Unit 1.M1

a. Select two areas of the Music Profession from the four you ticked in 5-8b.

• How do you think these areas link to your chosen Band Service?

Area 1: _____
Area 2: _____

• Use the most Appropriate Service you chose in 5-8 and give its primary purpose.
• Describe how a Band belonging to that Service is used musically.

RAM Army (CAMUS) ASRBAND ASCOW RM
Puppers: _____

Each assignment is separated into three sections:

- Pass**
- Merit**
- Distinction**

In order to achieve an overall Pass, all pass level questions must be correctly answered.

In order to achieve a Merit, all pass and merit level questions must be answered correctly.

In order to achieve a Distinction, all pass, merit and distinction questions must be answered correctly.

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Workbook 1 Assignments

Working In The Music Industry/Professional Development

HM Forces Band Services	Roles in HM Forces Band Services	Performers in HM Forces Band Services	Music Training in HM Forces Band Services
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Working As A Musical Ensemble/Rehearsal Techniques

Ensemble Performance	Practice Routines	Attending Rehearsals
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Workbook 2 units - Music

The units – all mandatory

- 3
 - Planning & Creating a Music Product
- 4
 - Solo Musical Performance
- 16
 - Investigating an Area of Music

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Assignment Sample

Interview

Assignment 12: INTERVIEW

You will be interviewed by your VO Officer / Bandmaster regarding the planning of an event in order to gain a PASS, MERIT or DISTINCTION in this assignment.

A mark sheet will be completed by your VO Officer / Bandmaster during the interview. YOU MUST SIGN THE MARKSHEET.

You will be assessed for all three grades (Pass, Merit and Distinction) in three separate areas:

- PLANNING
- MATERIALS/EQUIPMENT
- REFLECTION

PASS

- (a) Name four different planning requirements. (U3 P1)
- (b) Identify three different pieces of equipment required to produce the performance. (U3 P2)
- (c) Identify two solo and one ensemble pieces that could be included in the final programme. (U3 P3)

MERIT

- (a) Describe why your selected planning requirements are important to your event. (U3 M1)
- (b) Describe why your chosen equipment helps to enhance the performance. (U3 M2)
- (c) Describe why you have selected the chosen works. (U4 M1)

DISTINCTION

- (a) Detail why you consider your planning requirements necessary for your event. (U3 D1)
- (b) Explain TWO creative ideas you could use to enhance or style the performance. (U3 D2)
- (c) Justify your selected repertoire by comparing it to pieces you chose not to use. (U4 D1)

Same as Workbook 1, each assignment is separated into three sections:

- PLANNING
- MATERIALS
- REFLECTION

We have used a variety of different ways the learner can demonstrate knowledge – only half of the Diploma is satisfied through written answers

The assignment to the left shows a practical style of assessment where the learner is interviewed by you – the instructor

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Workbook 2 Assignments

Planning An Event

- Planning the event
- Leadership & Communication
- What equipment do is needed?

Solo Performance

- Solo Assessment
- Practice Routines
- Developing as A Musician

Deliver a Presentation

- Any platform is acceptable – PowerPoint, OHP, Lecture
- Minimum of 5 minutes duration

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How do I mark the Practical Assessments?

Guidance notes are provided for you in the Tutor Guidelines – each instructor will receive a copy.

CVQO provides all the Marksheets for you, and each assessment is in three stages:

Assessment: You are asked if you feel the learner has satisfied the criteria or not, and you tick the relevant box.

Feedback: You are required to give feedback to the learner following your assessment.

Authorisation: Both you as the Assessor and the Learner must sign each marksheet before it is submitted to CVQO for verification purposes.

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Exemptions

Depending on what level of music experience the Learner has, they could be automatically exempt from some Assignments.

PERFORMANCE:	WORKBOOK 1											WORKBOOK 2							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
BTEC Level 2 Diploma in Music Exemptions																			
CCP Contingent / SCC Unit / ACF Detachment / ATC Squadron Bugler																			
CCP Contingent / SCC Unit / ACF Detachment / ATC Squadron Band Performance																			
SCC Area / ACF County / ATC Region Band Performance																			
SCC / ACF / ATC National Band Performance																			
Music GCSE A*-B																			
Music GCSE C																			
Music GCSE D or E																			

Real Life Case Studies

(1) What's different about this music qualification?

"In many respects the varied activities integral to BTEC Music are more comprehensive than the rather narrow, purely musical skills expected in GCSE. The experiences of managing an event from inception to completion are vital to the overall education of a young musician."
Gad's Hill School's Director of Music

(2) "The qualification is an absolutely brilliant addition to my CV. It has helped to shape me into the person I am today. I have gained many experiences I may not have had and had lots of fun completing it!"
Zak Lee- Green, HQ No 1 Welsh Wing ATC, 1344 Sqn

Real Life Case Studies (cont'd)



(3) "The BTEC diploma has proved a very helpful tool for my sons Andrew and John (who have managed to achieve distinction in all categories). As we have home educated our children not using the national curriculum this has been a tool to measure their achievements at ATC. Andrew and John are both dyslexic, Andrew moderately, John mildly. For those struggling with academic qualifications the diploma is most helpful."

Mrs Catherine Sullivan, mother of two BTEC cadets

(4) We have many reports from high academic achieving cadets of how their BTEC was instrumental in achieving places at colleges and universities. The diploma made them stand out from the crowd, and provided a breadth and balance to the rest of their highly academic qualifications. "CVQO has selected qualifications with curriculum that focuses on communication, leadership and teamwork; these are all important skills that universities look for in potential students. With requirements ranging from sports to interviewing skills, this qualification is impressive to both universities and employers alike."

Dr Alan Pearson, Principal of St Hild & St Bede, Durham University

Other Useful Information



- Over the last 10 years, CVQO-led BTECs have helped thousands of people develop the skills they need to get on in life. Engaging and inspiring, these work-related qualifications are suitable for a wide range of ages and abilities. BTECs give learners the skills they need to either move on to higher education or go straight into employment.
- If you're interested in music and you can play an instrument, you can study for a BTEC Level 2 in Music.
- This qualification is the same as four GCSEs at grade A* - C, or four Standard grades at levels 1-3 in Scotland. Please refer to the following webpages for details:
 - i. CVQO - Music:
<http://www.cvqo.org/dnn/Qualifications/Whatweprovide/BTEC/L2Music/tabid/1942/language/en-GB/Default.aspx>
 - ii. HKEAA - GCSE & HKCEE Equivalence:
http://www.hkeaa.edu.hk/tc/IPE/gce_gcse_igcse/gcse/index.html

How can I get help?



Workbook 1

This Workbook contains the following units:

- Unit 1: Working in The Music Industry
- Unit 2: Professional Development in The Music Industry
- Unit 3: Working As A Musical Ensemble

Workbook 1 must be completed and returned to CVQO within 9 months of enrolment.

Assignment 1: HM Forces Band Services

A learner can gain a PASS and MERIT from just using the Music Resource Book. They will have to use their own thought process and alternative sources of information for the DISTINCTION questions.

The PASS question is divided into two parts:

- Firstly, the learner must decide whether they wish to focus on one of the HM Forces Band Services (Royal Marines Band Service, Corps of Army Music or Royal Air Force Music Services) OR on Army Corps of Music or Royal Marines. They need to identify their choice and answer the questions in either box 1 or box 2, depending on their choice. They do not have to answer the questions in both boxes.
- For the second part of the PASS question, they need to identify correctly which areas of the Music Profession they believe their chosen band service or Corps of Ground Band/RAF Band falls to.

A Band Service has several 'in-house' functions that relate directly to other areas of the music business.

- There are Bandmen who teach at the various Schools of Music which relate to Music Education/Training.
- Bandmen are musicians and by definition Performers due to the nature of their work.
- Band Services also often do sound recording in all or some three or another have made recordings for the commercial market.
- All Band Services have Composers and Arrangers who write or arrange music for specific occasions.
- There are all areas of the music business that can be found in the civilian musical world and a Military Band Service.

CVQO has published a manual for the instructor which contains all the help you will need.

It details what type of answer we would expect for each Pass, Merit and Distinction question.

We have also given advice on Best Practice when delivering the Diploma on behalf of CVQO