

# MUSIC (PRODUCTION)

**Exam Board: Pearson**  
**BTEC Level 3 - Production**

## **Assessment method**

Synoptic assessment requires learners to apply learning from across the qualification to the completion of defined vocational tasks. The qualification has been designed to promote iterative integrated assessment through learning and teaching modules, which provides a strong basis for synoptic assessment.

The synoptic assessment in the Foundation Diploma is related to the learning and teaching of Module A: Music Skills Development and Module B: Music Production Skills Development. In this assessment, learners apply their learning synoptically in relation to an industry-style brief. The synoptic assessment is through a set of interconnected tasks related to a defined vocational theme, where learners use a broad range of planning, collaborative skills, practical exploration, creative thinking, industry knowledge and technical musical skills to develop performance, production and creation material to achieve the requirements of the brief.

The assessment will benefit learners who want to progress to higher education because it requires the transferable skills valued by higher education, such as organisational skills, creative thinking, problem solving and working in groups. This assessment will benefit learners who want to progress to job roles in music performance, production and creation because it requires application and understanding of how to contribute to creative developments, the rehearsal process, creative and technical skills and shaping and refining pieces of work to an industry brief, which employers in this sector value.

In completing the synoptic assessment units, learners will select and apply learning from the other learning and teaching Module C: The Music Industry. This requires learners to develop their knowledge and understanding of the music industry, including roles, organisations, future developments and capitalising on job opportunities.

In the Extended Diploma, learners build on the three linked synoptic assessments in A1, A2 and A3 or B4, B5, and B6 with the assessment in E13, where learners are required to collaborate on a music project using the skills they have gained in creating, producing and performing in Module A.

Learners are required to use aspects of their technical, creative and collaborative music skills to produce a technically adept collaborative music project. To do this, learners will draw on their creative, production and performance skills, and select and apply learning from other learning and teaching modules to realise the outcome, including knowledge of the music industry, organisational and collaborative skills, creative thinking, technical music skills and professional behaviours. These skills are highly regarded by higher education and employers, and will greatly benefit learners who want to progress to higher education and to employment.

## **Structure**

### **Pearson BTEC Level 3 National Foundation Diploma in Music – 540 GLH**

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

### **Pearson BTEC Level 3 National Extended Diploma in Music – 1080 GLH**

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in at least five assessment units, including A1, A2, A3 and E13.

**Overlap with other subjects:** Drama, Physics, ICT, Business and Economics.

# MUSIC (PERFORMANCE)

**Exam Board: Pearson (BTEC)**  
**BTEC Level 3 - Performance**

## **100% Coursework**

### **Assessment method**

Synoptic assessment requires learners to apply learning from across the qualification to the completion of defined vocational tasks. The qualification has been designed to promote iterative integrated assessment through learning and teaching modules, which provides a strong basis for synoptic assessment.

The synoptic assessment in the Foundation Diploma is related to the learning and teaching of Module A: Music Skills Development and Module B: Music Production Skills Development. In this assessment, learners apply their learning synoptically in relation to an industry-style brief. The synoptic assessment is through a set of interconnected tasks related to a defined vocational theme, where learners use a broad range of planning, collaborative skills, practical exploration, creative thinking, industry knowledge and technical musical skills to develop performance, production and creation material to achieve the requirements of the brief.

The assessment will benefit learners who want to progress to higher education because it requires the transferable skills valued by higher education, such as organisational skills, creative thinking, problem solving and working in groups. This assessment will benefit learners who want to progress to job roles in music performance, production and creation because it requires application and understanding of how to contribute to creative developments, the rehearsal process, creative and technical skills and shaping and refining pieces of work to an industry brief, which employers in this sector value.

In completing the synoptic assessment units, learners will select and apply learning from the other learning and teaching Module C: The Music Industry. This requires learners to develop their knowledge and understanding of the music industry, including roles, organisations, future developments and capitalising on job opportunities.

In the Extended Diploma, learners build on the three linked synoptic assessments in A1, A2 and A3 or B4, B5, and B6 with the assessment in E13, where learners are required to collaborate on a music project using the skills they have gained in creating, producing and performing in Module A.

Learners are required to use aspects of their technical, creative and collaborative music skills to produce a technically adept collaborative music project. To do this, learners will draw on their creative, production and performance skills, and select and apply learning from other learning and teaching modules to realise the outcome, including knowledge of the music industry, organisational and collaborative skills, creative thinking, technical music skills and professional behaviours. These skills are highly regarded by higher education and employers, and will greatly benefit learners who want to progress to higher education and to employment.

### **Structure**

#### **Pearson BTEC Level 3 National Foundation Diploma in Music – 540 GLH**

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

#### **Pearson BTEC Level 3 National Extended Diploma in Music – 1080 GLH**

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in at least five assessment units, including A1, A2, A3 and E13.

**Overlap with other subjects:** Drama, Physics, ICT, Business and Economics.