



Pearson

Pearson BTEC Level 1/Level 2 Tech Award

Window for supervised period: Monday 13 January 2025 – Tuesday 6 May 2025

Supervised hours 23 hours

Paper
reference

BMP03

Music Practice

COMPONENT 3: Responding to a Music Brief Part S

You must have:

Digital template for Activity 1

Instructions

- This booklet contains material for the completion of the Set Task under supervised conditions.
- This booklet is specific to each series and the material must be issued only to learners who have been entered to undertake the task in the relevant series.
- This booklet should be kept securely until the start of the supervised assessment period timetabled by Pearson, when it will be given to learners to start their research.
- This booklet should not be returned to Pearson.

Information

- The total mark for this paper is 60.

Instructions to Teachers/Tutors and/or Invigilators

This booklet is specific to each series and must be issued only to learners who have been entered to take the task in the specified series. This booklet should be kept securely until the start of the supervised assessment period timetabled by Pearson, when it will be given to learners to start their research for the preparatory work for Activity 1.

The Set Task should be completed during the assessment period timetabled by Pearson. All activities must be completed in the order in which they appear in the booklet.

The Set Task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the BTEC *Instructions for Conducting External Assessments* (ICEA) document. This is to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Each learner must submit their own independent response to this externally assessed task. It is not possible that one performance can be used to assess more than one individual. Group responses with shared musical outcomes are not permitted.

Where a piece with lyrics is selected, there is no expectation for the learner's response to include a solo vocal line. The melody could be performed on an instrument instead.

Learners on the Creating and Performing pathway can play a lead and/or accompanying role in their response and other peers/teachers can participate. The assessed learner must make a singular, unique and continuous contribution to the performance. The learner is wholly responsible for the musical content when creating their new interpretation and should specifically instruct other performers in what to play. Learners are responsible for the creation of each part, and performers should only perform that part as indicated by the assessed learner. Where this is the case, it is important that each learner plans ample time to rehearse and refine their performance as well as accompaniments for other performers and/or recorded elements.

Learners can also create their own backing track to accompany their live performance.

Preparatory work for Activity 1 (4 hours of informal supervision)

Learners must be informally supervised (learners are monitored by the teacher/tutor) in **four hours** scheduled by the centre to read the brief and prepare their initial response for Activity 1.

Centres must issue this Set Task at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetabled slots will be used for some, or all, of the preparation.

Learners must work independently and must not be given guidance or feedback on the completion of the preparatory work. Centres should schedule all learners at the same time or informally supervise cohorts to ensure there is no opportunity for collusion.

Learners may prepare notes and resources, such as vocal stems, to support their response to the music brief.

Learner notes:

- should be written in bullet point form
- should not contain full sentences or continuous prose
- may contain mind maps of ideas or information
- can be up to one side of A4, which can be handwritten or word processed (if word processed, the font size must be 10 point minimum).

During the monitored preparation sessions, all learner work must be saved and stored securely at the end of each session and should be made available to learners at the beginning of the next session. Learner notes and resources should be retained by the centre in preparation for the final submission.

Activity 1: Initial response to the music brief (2 hours of formal supervision)

Learners must be formally supervised in the **two hours** scheduled by the centre. Learners are to complete Activity 1 on a computer using the digital template.

Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Teachers/tutors should note that:

- learner notes completed in the preparatory work for Activity 1 must be issued to learners at the beginning of the session
- learners should be able to access a copy of the digital template for Activity 1. This will be available for secure download with the Set Task Brief
- learners should not be given any direct guidance
- learners are not permitted to have access to the internet during Activity 1
- learners should not be given any support in writing or editing notes
- all work must be completed independently by the learner
- at the end of the two hours, the individual learner's response on the template must be saved as a PDF and stored securely by the teacher/tutor in a clearly labelled digital folder in preparation for the final submission
- learner notes should be retained securely by the centre after the completion of the supervised assessment and may be requested by Pearson.

Activity 2: Create a music product (16 hours of informal supervision)

Learners must be informally supervised (learners are monitored by the teacher/tutor) in the **16 hours** scheduled by the centre for learners to experiment, develop and record musical material for the final submission. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Teachers/tutors should note that:

- learners should have access to the prepared notes, resources such as vocal stems and the digital template that they completed in Activity 1
- learners should not be given any direct guidance
- learners should not be given any support in writing or editing notes
- learners should generate individual evidence
- final performances must be video recorded. At the beginning of video recordings, learners must identify themselves with their name and registration number. The video recording must be a single take without edits, in which the learner and any other participants are visible and audible. The video recording must be saved to a clearly labelled digital folder under direct supervision
- finished Digital Audio Workstation (DAW) projects must be exported as a stereo audio file to a clearly labelled digital folder under direct supervision and stored securely by the centre
- during Activity 2, learners may prepare up to one side of A4 notes and up to six supporting images and/or screenshots to support their response to Activity 3.

Learner notes:

- should be written in bullet point form
- should not contain full sentences or continuous prose
- may contain mind maps of ideas or information
- can be up to one side of A4, which can be handwritten or word processed (if word processed, the font size must be 10 point minimum).

All learner work must be saved and stored securely at the end of each session and made available to learners at the beginning of the next session.

Learner work should be retained by the centre between Activity 2 and Activity 3.

Activity 3: Individual commentary on the creative process (1 hour of formal supervision)

Learners must be formally supervised in the **one hour** scheduled by the centre to prepare, on a computer, a digital commentary on their creative process. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Teachers/tutors should note that:

- learner notes from Activities 1 and 2 and the PDF copy of their initial response (Activity 1) must be issued to learners at the beginning of the session for reference
- final bounced/exported stereo tracks or video recorded performances must be provided to learners for reference. Software used to edit audio or video files should not be accessible during Activity 3
- learners should not be given any direct guidance
- learners are not permitted to have access to the internet during Activity 3
- learners should not be given any support in writing or editing notes
- all work must be completed independently by the learner
- learners must save their work for Activity 3 as a PDF in a clearly labelled digital folder under direct supervision.

Outcomes for submission

Each learner must submit **three** pieces of work, exported to a digital folder, clearly labelled with their name, registration number and centre number:

- Activity 1: a completed response template to the music brief, saved as a PDF.
- Activity 2: a video/audio recording of musical material.
- Activity 3: a commentary on the creative process, saved as a PDF.

Each learner must complete a Learner Authentication and Record Form, which should be retained in the centre. Learner notes do not need to be submitted with the final outcomes to Pearson, but they should be retained securely by the centre after the completion of the supervised assessment and may be requested by Pearson.

The work should be submitted to Pearson by Thursday 15 May 2025.

Instructions for Learners

Read the set activities carefully.

You should approach the activities through **one** of the following pathways:

- Creating and Performing
- Creating and Producing.

You must plan your time and submit all the required evidence at the end of each supervised assessment period.

You will be given more than one timetabled session to complete these tasks.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

You must work independently throughout the supervised assessment period. Your work will be kept securely between sessions.

Outcomes for submission

You must submit **three** pieces of work in a digital folder provided by your teacher/tutor clearly labelled with your name, registration number and centre number:

- Activity 1: your initial response to the music brief, saved as a PDF.
- Activity 2: a video/audio recording of your musical material.
- Activity 3: your commentary on your creative process, saved as a PDF.

You must also complete a Learner Authentication and Record Form. Your notes do not need to be submitted with the final outcomes to Pearson, but they will be kept by your centre.

The work should be submitted to Pearson by Thursday 15 May 2025.

Commercial Music Brief

'Time to Create' is a music magazine designed for teenagers aged 13–17. It is being developed as part of a national music summer school project.

'Time to Create' aims to show how pre-existing music can be used as a starting point to inspire musicians to explore and develop their own unique sound. As well as sharing details about how pieces can be created and developed from the original, readers will also be able to access the audio/video material via a QR code.

As part of the project, the music magazine editors are looking for contributions from young performers and producers. The magazine will be shared with all secondary school music departments at the start of the new term.

Performers and producers are being asked to select a piece of music from a given list and create a new version in a different genre. The music magazine editors have provided a list of 10 pieces to choose from. Pieces should be a significant reinterpretation of the original and should demonstrate knowledge of the idiomatic characteristics of the chosen genre.

Along with the music product, a written commentary must be submitted so that the music magazine readers can learn and understand how a new version of a piece of music is created and developed.

You have decided to create and submit material for the 'Time to Create' music magazine. You should choose **one** of the following four musical genres:

1. House
2. Indie
3. Soul
4. Horror film music

And choose **one** of the following pieces:

- *Clocks* – Coldplay
- *Last Time* – Becky Hill
- *Million Years Ago* – Adele
- *One Last Time* – Ariana Grande
- *One Last Time* – from the musical 'Hamilton' by Lin-Manuel Miranda
- *Summertime* – Ella Fitzgerald
- *Tick Tock* – Lemar
- *Time Is Running Out* – Muse
- *Time of the Season* – The Zombies
- *Winter* – 'The Four Seasons' by Vivaldi

The genre that you choose **must** be different from the genre of the original piece.

For this Set Task you cannot use the following combination:

House and *Last Time* – Becky Hill

Set Task

You must complete **one** of the following tasks.

EITHER

Creating and Performing

Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece using the features and characteristics of your chosen genre.

Your performance video will be uploaded and shared via a QR code where music magazine readers will be able to view it. You should therefore consider your stagecraft and presentation.

You could consider changing the following to create your own interpretation:

- structure
- tempo
- harmony/tonality
- time signature
- instrumentation
- performance/vocal techniques
- effects.

You may introduce entirely new elements into your interpretation. However, the original piece you have chosen must be recognisable within the final outcome.

You will need to submit a video recording of your interpretation of your chosen piece. The video recording will showcase your individual creative and technical musical skills. The video recording must be a single take without edits, in which you and any other participants are visible and audible.

You can play a lead or accompanying role in your response and other peers/teachers can participate. You must make a singular, unique and continuous contribution to your performance. You are wholly responsible for the musical content when creating your new interpretation and you should specifically instruct other performers in what to play. You are responsible for the creation of each part and other performers should only perform that part as indicated by you.

You can also create your own backing track to accompany your live performance.

Your piece of music should last between one minute 30 seconds and four minutes.

OR

Creating and Producing

Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece using the features and characteristics of your chosen genre.

Your audio recording will be uploaded and shared via a QR code where music magazine readers will be able to listen to it. You should therefore consider the recording and production quality of your final mix.

You could consider the following to create your own interpretation:

- changes in instrumental sounds
- changes in structure
- changes in harmony/tonality
- changes in tempo and/or time signature
- various editing techniques
- effects and processing
- mixing techniques
- audio recording techniques.

You may introduce entirely new features into your interpretation. However, the original piece you have chosen must be recognisable within the final outcome.

Your finished DAW project must be exported as a stereo audio file. The audio recording will showcase your individual creative and technical musical skills.

You may use other musicians to play parts of your response, but all ideas for the new piece must be your own. You are wholly responsible for the musical content when creating your new interpretation and you should specifically direct other musicians in their roles. Musicians should only perform their parts as indicated by you.

Your piece of music should last between one minute 30 seconds and four minutes.

You must complete ALL activities in the Set Task.

Preparatory work for Activity 1

This part of the Set Task must be completed in four hours under informal supervision.

You should prepare notes and resources, such as vocal stems, to support your response to the music brief. Your notes can be a maximum of one side of A4 paper, must be hard copy and can be handwritten or word processed. If they are word processed, the font size must be 10 point minimum.

Activity 1: Initial response to the music brief

This part of the Set Task must be completed in two hours under formal supervision.

Using the page of A4 bullet-pointed notes you created in your preparatory work for Activity 1, you need to write your response to the music brief on the digital template provided.

You will be assessed on:

- your proposal in response to the music brief
- how your proposed response meets the aims of the brief
- how you think the musical elements, genres, styles and playing/producing techniques will be used
- the resources and skills development you think are needed to produce a final piece of music.

In preparation for the final submission, save your work as a PDF in a clearly labelled digital folder along with the resources sourced in preparation for the task.

You must submit:

- your initial response to the music brief, saved as a PDF.

(Total for Activity 1 = 8 marks)

Activity 2: Create a music product

This part of the Set Task must be completed in 16 hours under informal supervision.

To help you complete this activity, you will be given access to your digital folder from Activity 1.

You must experiment, develop and perform or produce a music product that clearly communicates your response to the music brief.

During this activity, you may prepare up to one side of A4 notes and up to six supporting images and/or screenshots. These notes, images and/or screenshots should summarise your creative process, the development of the response, and strengths and areas for improvement. These notes will be used to support your response to Activity 3.

You will be assessed on the following:

(a) Your creative interpretation of the music in response to the brief

- How well your music product meets the creative aims of the music brief.
- The musical skills shown in your interpretation (musical elements such as pitch, rhythm, dynamics and tempo as well as an awareness of stylistic characteristics).

(16)

(b) The musical skills in the final music product

- Your use of musical skills and techniques.
- The accuracy and technique shown in the performance (Creating and Performing).
- Your technical recording and production ability, including use of software, editing, effects and processing (Creating and Producing).
- Your use of musical expression.
- The consistency of the final performance/music product.

(20)

(c) How you have met the requirements of the music brief

- The quality of the presentation of your music product.
- How well your music product meets the technical requirements of the music brief.

(8)

You must submit:

For Creating and Performing:

- A video recording of your performance. The recording must be a single take without edits and the performer/s must be seen and heard. At the beginning of the video recording, you must identify yourself with your name and learner registration number.

For Creating and Producing:

- A stereo digital audio recording exported from a DAW project. The file name must include your name and learner registration number.

(Total for Activity 2 = 44 marks)

Activity 3: Individual commentary on the creative process

This part of the Set Task must be completed in one hour under formal supervision.

You must write a commentary highlighting the strengths and areas of improvement for your final music product.

To help you complete this activity, you will be given access to a copy of your digital folder from Activities 1 and 2 for reference, including:

- your notes from Activities 1 and 2
- your initial response to the music brief (Activity 1)
- media materials including video/audio recordings and up to six screenshots and/or images.

You will be assessed on your explanation of:

- how and why you developed your response through the creative process
- how and why you used musical elements, genres, styles and performing or producing techniques to reinterpret your chosen piece
- strengths and areas for improvement of the final product.

You must submit a commentary, saved as a PDF, which must include:

- a minimum of 300 words of text
- relevant screenshots and/or images of work in progress that you captured during Activity 2.

(Total for Activity 3 = 8 marks)

TOTAL FOR PAPER = 60 MARKS