

## Mapping to BTEC First Music Based on Edexcel specifications for 2010

Unit title:	Learning outcomes:		Boardworks presentations:
Unit 4 Solo Musical Performance	4.1 Know how to choose appropriate pieces of music for performance	Choose appropriate pieces: defining difficulty levels; amount of preparation time before concert or gig; availability of scores/recordings; availability of accompaniment; concert or gig venue; audience type e.g. primary school children, peers, parents, youth club members.	<b>Revision Unit:</b> Performing <i>This presentation includes information to help learners choose pieces for performance.</i>
	4.2 Know how to prepare for a solo performance	Technical preparations: 'warm-up' techniques; scales; arpeggios; other technical exercises to improve tone and technique relevant to the instrument or voice; formulate effective practice routines; pieces for performance thoroughly rehearsed and learned. Physical preparation: relaxation and/or breathing exercises as appropriate; concentration techniques; exercises to control nerves; 'dry-run' performances to practice performing at the venue and to an audience. Other preparations: instrument and equipment is in working order e.g. new strings, amplifiers, correct reeds/mouthpieces, correct beaters, vocal warm-up; accompanist or band is organized and prepared; rehearsal with accompanist or band.	<b>Revision Unit:</b> Performing <i>This presentation includes information on practice and preparation techniques.</i>  <b>Orchestral Landmarks:</b> 4B Baroque Style; 4F The Orchestra in the 20 <sup>th</sup> Century <b>Electronic and Experimental Music:</b> 6A Expressionism; 6D Experimental Music <i>These presentations also include solo performance activities.</i>
Unit 5 Exploring Music Composition	5.1 Be able to generate original musical ideas from starting points	Generating material: pitches; rhythms; chords; harmonic systems; textures; non-musical starting points such as themes, texts and images.  Musical starting points: riffs and hooks; melodic ideas; rhythmic pattern; chord progressions; sound palettes  Working to a brief: interpreting a brief; devising appropriate musical ideas.	<b>Revision Unit:</b> Composition <i>This presentation includes guidance about generating musical ideas.</i>  <b>Dance Music:</b> 1B Baroque Dance; 1C Classical Dance; 1D Tango and Samba; 1E Salsa and Recent Performers; 1G Club Dance <b>Popular Song:</b> 2G Britpop and 1990s <b>Orchestral Landmarks:</b> 4B Baroque Style; 4E Romantic Style <b>Electronic and Experimental Music:</b> 6A Expressionism; 6B Serialism; 6C Minimalism <i>These presentations include composition exercises using a range of musical starting points.</i>

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Unit title:	Learning outcomes:		Boardworks presentations:
<p align="center"><b>Unit 5 Exploring Music Composition</b></p>	<p>5.2 Know how to extend, develop and manipulate musical material</p>	<p>Extending and developing an idea: repetition; decoration; variation; sequence; contrast.</p> <p>Manipulating techniques: transposition; transformations (inversion, retrograde, retrograde inversion); cut and paste techniques; processes (canon, phasing, addition, subtraction, augmentation, diminution, displacement).</p> <p>Working with layers: instrumentation; textures; contrasts.</p>	<p><b>Revision Unit:</b> Composition <i>This presentation includes guidance about extending and manipulating musical ideas.</i></p> <p><b>Electronic and Experimental Music:</b> 6B Serialism <i>This presentation includes information on transformations.</i></p>
	<p>5.3 Be able to form musical material into completed compositions</p>	<p>Form and structure: block structures (binary, ternary, rondo, arch and ground bass); introductions; codas; song structures (12-bar blues and other templates, verse-chorus constructions); effective use of repetition and contrast.</p> <p>Pace: maintaining momentum; contrasts; balancing repetition and change.</p>	<p><b>Revision Unit:</b> Composition <i>This presentation includes guidance about forming musical material into completed compositions.</i></p> <p><b>Dance Music:</b> 1B Baroque Dance; 1C Classical Dance <b>Popular Song:</b> 2B The 1960s <i>These presentations include information about form and structure that will be useful to learners in relation to their own compositions.</i></p>
	<p>5.4 Be able to present compositions appropriately.</p>	<p>Appropriate presentation methods: conventions of particular styles, genres (recordings, MIDI and audio files); scores.</p> <p>Types of score: full score; lead sheet; chord chart; graphic scores; relevant computer software.</p>	<p><b>Revision Unit:</b> Composition <i>This presentation includes guidance about forms of notation and recording compositions.</i></p> <p><b>Popular Song:</b> 2C The 1960s continued <b>Electronic and Experimental Music:</b> 6D Experimental Music <i>These presentations include guidance of different presentation methods.</i></p>

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Unit title:	Learning outcomes:		Boardworks presentations:
<p align="center"><b>Unit 6 Working as a Musical Ensemble</b></p>	6.1 Know the roles and responsibilities of members of musical ensembles		
	6.2 Be able to prepare for performances as part of an ensemble	<p>Initial considerations when devising a performance: venue; type of audience; timescales and deadlines; personnel e.g. number of performers, instruments available, level of performers' abilities; repertoire suitable for ensemble.</p> <p>Planning, preparing and rehearsing: scheduling, rehearsal programmes; practical considerations; room bookings; technical requirements e.g. ordering music/scores for performers; delegating responsibilities; employing rehearsal techniques appropriate for the type of ensemble.</p>	<p><b>Revision Unit:</b> Performing <i>This presentation includes some guidance on the considerations to be taken into account when preparing material for performance. Also includes information on practice and preparation techniques for performance.</i></p> <p><b>Revision Unit:</b> Performing <i>This presentation includes information on effective performance techniques.</i></p>
	6.3 Be able to present effective ensemble performances	<p>Musical skills: accuracy of pitch, rhythm, intonation, timing; balance and blend of instruments; musicality; expression.</p> <p>Presenting a performance: visuals (stage clothes, stage positions); stage presence e.g. entry and exit from stage; projection; communicating with an audience.</p> <p>Musical communication within an ensemble: working with a conductor and/or leader, working as an ensemble; musical interaction; up-beats/lead-ins and endings; maintaining a pulse; physical communication, body language; musical response.</p>	<p><b>Revision Unit:</b> Performing <i>This presentation includes information on effective performance techniques.</i></p>
	6.4 Be able to demonstrate employability skills through participation in musical ensemble activities.		

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Unit title:	Learning outcomes:		Boardworks presentations:
Unit 8 DJ Technology and Performance	8.1 Know the equipment necessary to operate as a DJ	Equipment: turntables (decks, vinyl); CD decks; MP3 players; laptops/PCs with DJ software; channel faders; cross faders; EQ controls; transform switches; kill switches; headphones; amplifiers; speakers; microphones; leads and connectors.	<b>Dance Music:</b> 1G Club Dance <i>This presentation provides some information on the equipment used by club DJs.</i>
	8.2 Be able to set up and perform using DJ equipment and techniques safely	DJ techniques: beats per minute; pitch control; phrasing; spin backs; button stopping; cross fading; drop-ins; cutting.  Equipment: decks; amplifiers; speaker system; headphones; laptop/PC; CD deck.  Health and safety: Electrical risks; physical risks; safe handling and storage; noise levels.	<b>Dance Music:</b> 1G Club Dance <i>This presentation provides some information on the equipment used by club DJs, and how the equipment is set up.</i>
	8.3 Know the roles and environments in which DJs function	Types of DJ: club DJ; 'personality' DJ; radio DJ; DJ producer. Environments: Recording studio; club; broadcast studio.	<b>Dance Music:</b> 1G Club Dance
	8.4 Be able to select and program appropriate material for performance	Select appropriate material: e.g. house, techno, hip-hop, garage, trance, euro etc.  Programming: event type; audience type and reactions; trends.  Performance: choosing tracks for a set; structuring the set; communicating with the audience; material suitable for genre.	<b>Dance Music:</b> 1G Club Dance <i>This presentation includes a composition/performance exercise in trance style.</i>

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Unit title:	Learning outcomes:	Boardworks presentations:
<p><b>Unit 12 The Development of Music</b></p>	<p>12.1 Know some of the factors that have influenced developments in music</p> <p>Political factors: patronage; censorship; propaganda; war/conflict.</p> <p>Cultural factors: geographical factors; artistic movements; fashion.</p> <p>Social factors: religion; social class; age group; ethnic group.</p> <p>Technological factors: instruments e.g. electric guitars, Hammond organ, synthesizers, samplers, drum machines; electronics e.g. jukeboxes, decks, computer applications in music; recording/performance equipment e.g. analogue recording, digital recording, PA and amplification systems, microphones, reverb etc, effects pedals, hi-fi equipment, portable listening devices (e.g. Sony Walkman, MP3 players), vinyl, tape cassette, CD, downloads, file sharing.</p>	<p><b>Dance Music:</b> 1A Elizabethan Dance; 1B Baroque Dance; 1C Classical Dance; 1D Tango and Samba; 1E Salsa and Recent Performers; 1F Funk and Disco; 1G Club Dance <i>These presentations include discussion of factors that have influenced the development of music.</i></p> <p><b>Popular Song:</b> 2A Blues and Jazz; 2B &amp; 2C The 1960s; 2D &amp; 2E The 1970s; 2F The 1980s; 2G Britpop and the 1990s <i>These presentations include discussion of factors that have influenced the development of music.</i></p> <p><b>Musical Theatre:</b> 3A Elements of the Musical; 3B British and American Musicals; 3C Recent Developments <i>These presentations include discussion of factors that have influenced the development of music.</i></p> <p><b>Orchestral Landmarks:</b> 4B Baroque Style; 4C Classical Style; 4D &amp; 4E Romantic Style; 4F The Orchestra in the 20<sup>th</sup> Century <i>These presentations include discussion of factors that have influenced the development of music.</i></p> <p><b>Music for Special Events:</b> 7A Celebration and Commemoration; 7B Patronage; 7C Public Events; 7D Music and Sporting Events <i>These presentations include discussion of factors that have influenced the development of music.</i></p>

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Unit title:	Learning outcomes:	Boardworks presentations:
<p><b>Unit 12 The Development of Music</b></p>	<p>12.2 Know some of the characteristics of different musical styles</p> <p>Features: e.g. instrumentation, number/types of performers, form/structure, type/size of venues.</p> <p>Types of instruments: e.g. voice, strings, woodwind, brass, percussion, electric, electronic.</p> <p>Musical styles: e.g. Renaissance, Baroque, classical (plus Romantic and the 'isms'), folk/ethnic, blues, jazz, pop, rock, country, reggae, dance.</p>	<p><b>Popular Song:</b> 2A Blues and Jazz; 2B &amp; 2C The 1960s; 2D &amp; 2E The 1970s; 2F The 1980s; 2G Britpop and the 1990s <i>These presentations include discussion of the features, instrumentation, and other characteristics of musical styles.</i></p> <p><b>Dance Music:</b> 1A Elizabethan Dance; 1B Baroque Dance; 1C Classical Dance; 1D Tango, and Samba; 1E Salsa and Recent Performers; 1F Funk and Disco; 1G Club Dance <i>These presentations include discussion of the features, instrumentation, and other characteristics of musical styles.</i></p> <p><b>Musical Theatre:</b> 3A Elements of the Musical; 3B British and American Musicals; 3C Recent Developments <i>These presentations include discussion of the features, instrumentation, and other characteristics of musical styles.</i></p> <p><b>Orchestral Landmarks:</b> 4A Introducing the Orchestra <i>This presentation provides a detailed introduction to types of orchestral instruments.</i></p> <p><b>Orchestral Landmarks:</b> 4B Baroque Style; 4C Classical Style; 4D &amp; 4E Romantic Style; 4F The Orchestra in the 20<sup>th</sup> Century <i>These presentations include discussion of the features, instrumentation, and other characteristics of musical styles.</i></p>

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Unit title:	Learning outcomes:		Boardworks presentations:
<p align="center"><b>Unit 12 The Development of Music</b></p>	<p>12.2 Know some of the characteristics of different musical styles (<i>continued</i>)</p>	<p>Features: e.g. instrumentation, number/types of performers, form/structure, type/size of venues.</p> <p>Types of instruments: e.g. voice, strings, woodwind, brass, percussion, electric, electronic.</p> <p>Musical styles: e.g. Renaissance, Baroque, classical (plus Romantic and the 'isms'), folk/ethnic, blues, jazz, pop, rock, country, reggae, dance.</p>	<p><b>Electronic and Experimental Music:</b> 6A Expressionism; 6B Serialism; 6C Minimalism; 6D Experimental Music <i>These presentations include discussion of the features, instrumentation, and other characteristics of musical styles.</i></p>
	<p>12.3 Be able to illustrate characteristics of a chosen musical style.</p>	<p>Context: Selection of appropriate musical material within context; availability of suitable instruments; consideration of standard of instrumental performance required. Illustrate: Demonstrate stylistic conventions; explain or illuminate for others.</p> <p>Realization: e.g. application of stylistically accurate rhythm, harmonic conventions, structure, vocal and instrumental techniques; working with performance.</p>	<p><b>Revision Unit:</b> Performing <i>This presentation includes information to help learners choose and realize pieces for performance.</i></p> <p><b>Dance Music:</b> 1D Tango and Samba; 1F Funk and Disco <b>Popular Song:</b> 2G Brit Pop and the 1990s <i>These presentations include performance exercises that require learners to realise a piece in a specific style/genre.</i></p>

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Unit title:	Learning outcomes:		Boardworks presentations:
<p><b>Unit 14</b> <b>The Musical World</b></p>	<p>14.1 Know the role of music in different cultures</p>	<p>Cultural roles of music: functional music e.g. ceremonial, religious, ritual, recreational dance; commercial uses e.g. advertisements, jingles, celebratory; social uses e.g. Mardi Gras, carnival.</p>	<p><b>Dance Music:</b> 1D Tango and Samba; 1E Salsa and Recent Performers <i>These presentations include discussion of the cultural role of dance music in the Americas.</i></p> <p><b>World Music:</b> 5F &amp; 5G African Music; 5H Fusions <i>These presentations include discussion of the cultural role of world music styles.</i></p> <p><b>Music for Special Events:</b> 7A Celebration and Commemoration; 7B Patronage; 7C Public Events; 7D Music and Sporting Events; 7E Music and Charity <i>These presentations include discussion of the role of music in ceremonial, celebratory, social and recreational events.</i></p>
	<p>14.2 Know the musical features of a variety of world music traditions</p>	<p>The structural and theoretical organization of musical traditions: e.g. polyrhythm, polyphony, melodic cycles, rhythmic cycles, improvisation, scales, melodies, call and response.</p> <p>Instruments: e.g. ideophones, membranophones, chordophones, aerophones, electrophones.</p> <p>Vocal styles and techniques: e.g. ensembles, a cappella, chants, yodeling, overtone singing, improvisation, hocketing.</p>	<p><b>Dance Music:</b> 1D Tango and Samba; 1E Salsa and Recent Performers <i>These presentations include information on the musical features of the dance music of the Americas.</i></p> <p><b>World Music:</b> 5A Indian Music; 5B Raga Bhimpalasi – Alap; 5C Raga Bhimpalasi – Jor and Jhala; 5D Raga Bhimpalasi – Gat; 5F &amp; G African Music; 5H Fusions <i>These presentations include detailed information on the features of various world music traditions.</i></p> <p><b>Dance Music:</b> 1D Tango and Samba; 1E Salsa and Recent Performers <i>These presentations include discussion on the instruments associated with the dance music of the Americas.</i></p>

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<p><b>Unit 14</b> <b>The Musical World</b></p>	<p>14.2 Know the musical features of a variety of world music traditions (<i>continued</i>)</p>	<p>The structural and theoretical organization of musical traditions: e.g. polyrhythm, polyphony, melodic cycles, rhythmic cycles, improvisation, scales, melodies, call and response.</p> <p>Instruments: e.g. ideophones, membranophones, chordophones, aerophones, electrophones.</p> <p>Vocal styles and techniques: e.g. ensembles, a cappella, chants, yodeling, overtone singing, improvisation, hocketing.</p>	<p><b>World Music:</b> 5E Indian Instruments; 5F African Music; 5G African Music; 5H Fusions <i>These presentations include discussion of instruments associated with various world music traditions.</i></p> <p><b>World Music:</b> 5F African Music; 5G African Music <i>These presentations include discussion of vocal styles and techniques.</i></p>
	<p>14.3 Be able to perform music from the world music genre</p>	<p>Practical experience of world music traditions: instruments; techniques; style of performance; awareness of the challenges of performing world music.</p>	<p><b>Dance Music:</b> 1D Tango and Salsa <i>This presentation includes a performance activity.</i></p> <p><b>Revision Unit:</b> Performing <i>This presentation includes information to help learners choose and realize pieces for performance.</i></p>
	<p>14.4 Know some of the influences of world music on western music throughout history</p>	<p>Influences: styles; characteristics; forms; historical developments; geographical location; improvisation; specialized ethnic instrumentation; scales; rhythms and harmony; polyrhythm; ragas; ostinato; polyphony; melodic cycles; rhythmic cycles; call and response; technological advances e.g. internet, file sharing.</p>	<p><b>Dance Music:</b> 1E Salsa and Recent Performers <i>This presentation includes discussion of the influence of the dance music of the Americas on popular western music traditions.</i></p> <p><b>World Music:</b> 5H Fusions <i>This presentation includes discussion of world music influences on western music.</i></p>