

Erratum Notification

Edexcel BTEC Level 3 Nationals in Music and Music Technology

Unit 4: Aural Perception Skills

The unit published on the Edexcel website and CDROM has an incorrect assessment and grading criteria grid.

P3 currently reads:

Identify, in a variety of types of music, simple rhythms

This now reads:

Identify, in a variety of types of music, simple and complex rhythms

M3 currently reads:

Describe, in a variety of types of music, simple rhythms

This now reads:

Describe, in a variety of types of music, simple and complex rhythms

D3 currently reads:

Explain, in a variety of types of music, simple rhythms

This now reads:

Explain, in a variety of types of music, simple and complex rhythms

P4 currently reads:

Identify, in a variety of types of music, simple harmony and tonality

This now reads:

Identify the harmony and tonality used in a variety of types of music

M4 currently reads:

Describe, in a variety of types of music, simple harmony and tonality

This now reads:

Describe the harmony and tonality used in a variety of types of music

D4 currently reads:

Explain, in a variety of types of music, simple harmony and tonality

This now reads:

explain the harmony and tonality used in a variety of types of music

On page 4 the third paragraph of the delivery guidance has incorrect information.

It currently reads:

Learners will enjoy this unit most if they are actively involved. One method could be giving them the opportunity to play some of the examples. This will also prepare learners for the 'reproducing' element for learning outcomes 1, 2 and 3. Composers should be allowed an opportunity to include special features of parts, chords and rhythms studied in their own compositions.

This now reads:

Learners will enjoy this unit most if they are actively involved. One method could be giving them the opportunity to play some of the examples. Composers should be allowed an opportunity to include special features of parts, chords and rhythms studied in their own compositions.

On page 6 the Outline Learning Plan has incorrect information.

It currently reads:

Learners to identify the instruments used in each piece of music (P4).

Describe the textures created by each (M4).

Compare textures and comment critically on the similarities and differences (D4).

This now reads:

Learners to identify the tonalities in each piece of music (P4).

Describe the composer's intentions (M4).

Compare the harmonic and tonal solutions and responses, and comment critically on the similarities and differences (D4).

On page 7 the assessment guidance has incorrect information.

It currently reads:

To achieve P3, learners should identify simple rhythms and time signatures within a piece of music, eg dotted, syncopation, duple and triple time.

...

To achieve P4, learners need to identify the type, simple harmony and instrumentation in a given piece of music. This should be detailed, and not rely on simplistic statements like 'strings'. Specific instruments and groups need to be described with accuracy to achieve a pass (eg solo violin, or violin, viola, cello). Harmony should be described in terms of key, modulation and progression and go beyond basic 'major' and 'minor' labels.

To achieve M4, learners need to describe the textures created by those instruments and name the particular techniques players are using. For instance, the word 'light texture' would not be enough on its own to describe the use of pizzicato. The learner will here explain more about the composer's intentions and how they have been realized and secured in the harmony.

To achieve D4, learners would need to get inside the music and give a detailed explanation of textures created by different groups of instruments in a variety of pieces of music. For this reason, the tutor would need to offer a number of pieces of music to learners to enable them to make comparisons.

This now reads:

To achieve P3, learners should identify simple and compound rhythms and time signatures within a piece of music, eg dotted, syncopation, duple and triple time.

...

To achieve P4, learners need to identify the harmonic and tonal make-up of given pieces of music. This should be detailed, and not rely on simplistic statements like "in C". Harmony should be described in terms of key, modulation and progression and where possible go beyond basic 'major' and 'minor' labels.

To achieve M4, learners need to describe the effect of harmonic and tonal interest in the piece. For example, learners may highlight the way tonal shifts add colour or indicate cultural references as used in Klezmer or Asian music. The learner will here explain more about the composers intentions and how they have been realized and secured in the harmony.

To achieve D4, learners would need to get inside the music and give a detailed explanation of tonality created by composers in a variety of pieces of music. For this reason, the tutor would need to offer a number of pieces of music to learners to enable them to make comparisons.

A revised version of the unit has replaced the current version on the website.