PEARSON
BTEC

Teaching and learning support during Coronavirus (COVID-19)

Illustration by Lucy Vigrass

Music and Music Technology

Guidance for BTEC Nationals, Tech Awards Industry Skills and Firsts

Support

Formal assessment requirements

We have confirmed for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards, where we expect to be able to provide calculated results, we do not require or expect any formal assessment for BTEC to take place while learners are studying at home. We expect to collect centre assessment grades from teachers and tutors for any incomplete work for all learners and these judgements will be used in the calculation of a final result where relevant.

Supporting teaching and learning

Whilst not a requirement we are encouraging and supporting continued learning at home during this time, so when learners return to school or college, progress to HE, an apprenticeship, or work, they have the knowledge and skills they need to continue with confidence. We also recognise the benefits that learning and a structured day have on general health and wellbeing and we want to make sure that we are doing everything we can to best support you and your learners at this time.

Contents:

- **Qualifications** that fall into the Calculated Result category

- **Support for blended learning**

- **Subject Advisor** support and guidance

- **Support for transition** to second year of a two-year programme

- **Approaches** for remote learning

Qualifications in Music and Music Technology that fall into the Calculated Result Category

- BTEC Nationals in Music and Music Technology (QCF/ RQF)

- BTEC Firsts in Music

- BTEC Music Industry Skills

- BTEC Tech Award in Music Practice

- BTEC in Music for Practical Performance

Support for Blending Learning

1. Digital Live Event and Recordings
Access recordings from our **Digital Live event: Enabling Education**

> Find out more

2. Get expert guidance from our community of online teaching and learning specialists

A range of free resources including blog articles and webinars to provide support, inspire ideas and enable you to channel your passions and expertise without feeling too overwhelmed. Browse articles and blog content and access via this link.

3. Paid-for Teaching Resources

Pearson Learning Hub

This platform has a range of courses available with content broken down into bitesize learning chunks. It supports blended and online learning via the use of videos, online quizzes and resources that your learner can access.

For some courses, flashcards and infographics break down information further into accessible amounts of information.   Learning programmes currently include:

- **Workplace Behaviours** – soft skills training and development covering areas such as Resilience, Professionalism, Decision-making, Adaptability, Self-Management and Work Ethics.
- **Digital Technologies for non-experts** including Artificial Intelligence for Leaders, Artificial Intelligence De-Mystified and Digital Technology De-Mystified.

>Find out more about Pearson Learning Hub

ActiveLearn teaching packs

These packs cover the full breadth of the unit content. Lesson plans, presentations, activity sheets, videos and quizzes are included in the pack.

We've designed your BTEC Tech Awards resources to work with the free Schemes of Work, once you have access to these, you can share them with your learners.

Teaching Packs are available for the Tech Award in Music Practice:

4. Resources

Sites offering free resources or free trials

Music composition/ production or instrument software
- https://new.steinberg.net/stayhome/
- https://www.ableton.com/en/
- https://www.soundtrap.com/,
- https://soundation.com/
- https://www.reasonstudios.com/en/reason

Score/Music Theory
- https://musescore.org/en
- https://www.noteflight.com/
- https://www.musictheory.net/

Sites for learners to share work (marketing, gathering feedback etc)
- https://soundcloud.com/
- https://vimeo.com
- https://sway.office.com
- https://www.scrible.com/
- https://www.wix.com/blog/
- https://docs.google.com

https://www.coronamusicians.info/ UK based but very helpful resource with links to many other sites covering creative development, finance, mental health and working.

https://www.whathifi.com/features/best-live-music-streams-and-virtual-concerts-to-watch-online Virtual concerts

Subject Advisor support and guidance

If you need help or advice about delivering BTEC Music and Music Technology qualifications your Subject Advisor, Jeffery Hole will be happy to help.

Phone:
 0344 463 2935

Useful link:
 Please have a look at your new community

Twitter: @PearsonMusic1

Join me on Facebook

Contact us

Teaching and Learning to support transition to second year of a two-year programme

We are continuing to support schools and colleges to enable learners to continue with their studies from home. We are encouraging continued learning so when learners return to school or college they have the knowledge and skills they need to continue with their course.

The information below are examples of the type of content that would have been covered in a typical in year 1 that is needed to support units/ components typically covered in the second year of a study programme

A list of key skills that are covered in year 1 that are important to support continued learning, and progression to work or further education.

Hints and Tips for continued learning

- Underpinning theory / research into musical forms, styles and the wider Industry
- Musical theory knowledge can be developed using online resources and video tutorials
- Primary/secondary research through online questionnaires, social media, apps and comms software
- Watching musical performances to inform performance analysis
- Research into production techniques to inform production analysis
- Individual Instrumental Practice:
- Composition and Music Production
- Solo performances where appropriate
- Business planning and proposals (can be done online)

Approaches for remote learning

Our expectation is that centres will continue to provide teaching and learning of as much of the BTEC specification unit content as is possible and carry out teacher based assessments (e.g. worksheets, questions, activities etc) to help prepare learners for the next stage of their journey.

We do not expect learners to complete any formal BTEC Assignment Briefs for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards between mid-March and July.

The table provides some examples of adapted approaches to providing learners with activities that allow for feedback and support continued teaching and learning.

Alternative Remote Learning Approaches	
Assessment Technique	**Indicative Alternative Assessment**
Case study (physical submission)	Case study (online submission or electronic submission by email)
Discussion forum (in class, verbal)	Virtual meetings (Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
Discussion forum (written)	Online chat (Google class, Microsoft Teams, Zoom, FaceTime, Skype, VLEs, blogs or equivalent platforms)

Independent research report (physical copy)	Independent research report (online submission or electronic submission by email)
Question and Answer Session	(Google class, Microsoft Teams, Zoom, Skype or equivalent platforms)
Peer review (written, in class)	Peer review report (online submission or electronic submission by email)
Presentation (face-to-face, in class)	Presentation (live via Google class, Microsoft Teams, Zoom, Skype or equivalent platforms Presentation (recorded online submission or electronic submission by email)
Performance	Performance portfolio (online or electronic submission by email)
Role playing (in class)	Role playing (live via Google classroom, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms
Self-reflection	Self-reflection (online submission or electronic submission by email)
Written task/report (physical submission)	Written task/report (online submission or electronic submission by email)

How to approach research

Students working on research activities requiring primary research may find it challenging in the current climate. However, when used correctly the internet can be a good source for scholarly journals, current news, books, credible magazines, general information and other relevant content to help with research-based activities.

Primary Data Collection

Typically, activities such as interviews, focus groups, observations, etc. would be conducted in a face-to-face environment. Alternative methods to conduct primary research could include:

- Utilising video conferencing software to host focus groups, observations and interviews
- Arranging a phone conversation for direct interviews
- Utilising Live Messaging systems or software such as MS Teams to conduct research amongst peers
- Engaging in email correspondence
- Using social media networks to gauge feedback or interest i.e. consumer voice.

Using online surveys is another approach which is relatively simple to set up. Several free online survey tools are readily available to design and send out to wide range of participants. Common survey platforms include:

- **Google Forms** – http://forms.google.com
- **SurveyMonkey** - http://surveymonkey.com
- **SmartSurvey** - https://www.smartsurvey.co.uk

Secondary Data Collection

Where primary data collection may not be possible, or necessary, students may be directed to use secondary research; which can support the original hypothesis being examined. Many online journals offer free access to scholarly articles and peer reviewed journals. To ensure reliability look for reputable sources online. Many reliable statistics, articles and other information can be found on government and educational websites.

In addition, an Internet search for only scholarly information will reveal further sources. Some open access journals which feature topics across several areas are:

- **DOAJ** - https://doaj.org/
  DOAJ features more than 8,500 open access journals, many of which are sourced from government, commercial, non-profit, and for-profit sources.

- **Oxford Open** - https://academic.oup.com/journals/pages/open_access
  Oxford Open's database is comprised of archived content from more than 300 publications. The majority of these journals are fully open access, and the site also provides an array of optional open access entries (articles with publication costs paid by the author) that users may also access free-of-charge.

- **Omics Group -** https://www.omicsonline.org/open-access-journals-list.php
  More than 300 open-access scientific journals on life sciences, pharmacology, environmental science, management, computer science and engineering.

For a full list of open access journals by subject go to-
https://www.onlineschools.org/open-access-journals/

Many professional bodies and professional membership organisations also publish research studies, case studies and information that students may use to support their research. Typically, these sources will be reliable and relevant. Centres are encouraged to ensure that students are aware of the professional bodies and membership organisations that are relevant to their field of study.

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How to approach practical work for Formative assessment

Performances

If students have not yet completed any/some of the performance-based assessments for units, and if students are performing solo pieces, please consider where possible live streaming events on platforms such as Facebook, and filmed performances. Social media platforms including the centre's Facebook private group page, centre based intranet forums, etc. can be used to gather evidence of audience reaction and feedback and this evidence can be used for students to critique their performances. Centres are reminded that events can be set to private on Facebook and do not have to be visible to the general public. Where performances are recorded, although the quality of the video is not being assessed, centres must be able to view the performance/demonstration clearly and the audio must be clear. Most phones and laptops have the capability to record appropriate footage. If students do not have these facilities, centres should consider supporting students' access them. If students are working in a group situation and have not yet completed their performance tasks and are unable to do so during this time, you may need to delay assessment until those tasks can be completed. Centres are reminded that many of the performance-based units can be assessed in a classroom/studio environment and do not specify assessment through an actual production. Performances that have been assessed in a rehearsal space are valid for assessment.

Specialist software Any score writing tasks e.g. transcriptions and compositions, can still be completed in the more traditional way (handwritten scores) where specialist software is not available.