

Subject: Music**Qualification: Level 3 Subsidiary Diploma for Music Practitioners****Course overview**

The Level 3 Subsidiary Diploma for Music Practitioners provides a music industry qualification that will equip learners with the skills, knowledge, and understanding for entry to employment in the music industry, or progression to further study at a higher level. The qualification aims to offer practical structured learning directly relevant to employment within the music industry. Learners will take the performance pathway, meaning learners are expected to perform effectively on an instrument and/or voice.

How is the course assessed?

Learners will undertake one externally assessed core unit (Performance, Composition or Technology). In addition, all learners take two internally assessed core units (Planning for a Career in Music and Understanding Music Styles), together with several optional units that students can choose to customise the qualification to suit their strengths as musicians.

All the units covered can develop skills and understanding of musicianship, repertoire, rehearsal, promotion, live/recorded performance, aspects of music technology, as well as an understanding of contextual issues relating to music style, audience, and the music industry.

Where can a Diploma in Music Practitioners take you?

Completion of this qualification will give between 24 and 84 UCAS points, to gain entry onto a degree course or entry into the industry. Music can lead to further study and careers including composing, teaching, production, performance and publishing and broadcasting.

Case Study**Let's Eat Grandma**

Studied the RSL Level 3 course between 2016 and 2018.

Their second album I'm All Ears was released in June 2018 on Transgressive Records and was described by The Guardian as 'a remarkable leap forward'. Q magazine gave it a rare five-star review, hailing them as musical geniuses! They have played on many festival stages, including Glastonbury and Bestival, and this year saw them add Reading and Leeds Festival, plus Europe, America and Canada, to their already impressive CV.

Year Group and Term	Subject Knowledge	Assessment	Curriculum/CIAG Links
Year 12 Term 1	<p>Unit 316: Understanding Musical Styles</p> <ul style="list-style-type: none"> • Where and when the styles began • Etymology of styles names • Seminal recordings/performances/events • Popularity in relation to geographical and socio-economic location • Influence of the styles on artists working in other styles <p>Assessment of the musical and stylistic differences between the two subgenres chosen:</p> <ul style="list-style-type: none"> • Melody • Structure • Harmony • Rhythm/Tempo • Texture • Performance • Lyrical content • Instrumentation • Special features (including technology) 	<p>Students will select and research the chronological development of two contrasting subgenres of their choice. Using audio examples, students will present their findings to their peers ensuring that they have discussed with clarity, insight, and comprehensive detail</p> <p>Students will produce a report applying and discussing two of the following, referencing songs, interviews, and reports where appropriate</p>	<ul style="list-style-type: none"> • Historical and contemporary influences • Subliminal influences (cultural etc) • The influences stated by the artist • Mimetic influences, cultural, social etc • Non-musical artistic influences, political, film etc. • Indirect musical influences • Genre and form analysis • Audience analysis • Discussing music • Contextualising music • Giving and receiving feedback • Applying constructive criticism

<p>Year 12 Term 2</p>	<p>Unit 316: Understanding Musical Styles Analyse both subgenres covered in the previous terms within a wider context, to include discussion on at least two of the following:</p> <ul style="list-style-type: none"> • Politics • Economics • Social issues • Morality/beliefs/values • Culture • Religion • Technological development • Geography/topography • Fashion/lifestyle 	<p>Using the information that the students have collated and gathered in the previous terms, the focus is now on using this to analyse the genre in context in the form of an essay, referencing articles that support their opinions</p> <p>Carry out a personal knowledge and skills analysis focusing on current, specialist knowledge and skills, employability, and study skills</p>	<ul style="list-style-type: none"> • Regional and cultural trends • Economics, equality • Assessment of the impact of the Internet on musical influence • Assessment of globalisation of music styles and genres • Assessment of societal attitudes towards music • Definition of cultural and sociology including explanation of how music has developed • The ability to analyse and assess own skills and personal aims • The ability to assess and evaluate own work and develop strategies for improvement
<p>Year 12 Term 3</p>	<p>Unit 349: Planning for a Career in Music</p> <ul style="list-style-type: none"> • An assessment of current knowledge and skills • An overview of current aspirations and goals 	<p>Create a learning and skills development plan based on professional (tutor, mentor, industry specialist etc) feedback and guidance in relation to the analysis</p>	<ul style="list-style-type: none"> • The capacity to respond positively to tutor comments and evaluations

	<ul style="list-style-type: none"> • An assessment of knowledge and skills required to attain the goals • An assessment of how current music and education activity will contribute to the attainment of the identified goals • A schedule for ongoing review of progress towards goals • Current skills and required skills for the role • Accepted routes into the role • Availability of the role • Competition for the role 	Using the information gathered earlier to inform the process, assess the potential for progress into two music industry roles, evaluating their own suitability for each role through analysis	<ul style="list-style-type: none"> • The ability to assess and utilise peer/professional evaluation • Range of jobs and careers • Sectors and sub-sectors • Creative and non-creative roles • Personal skills and traits analysis • Personal skills and traits development • Action planning for career development
Year 12 Term 4	<p>Unit 349: Planning for a Career in Music Analysis of the student's skill and employability based on the findings from the previous terms</p> <p>Student selection of optional modules to complete the course</p>	Create a career action plan that details the next steps needed to achieve the goal	<ul style="list-style-type: none"> • SWOT analysis • Reflective practice • Action planning • Personal skills and traits analysis
Year 12 Term 5	Student-selected modules that refine and improve their strengths as musicians. This will be different for every student.		
Year 12 Term 6			
Year 13 Term 1			
Year 13 Term 2			
Year 13 Term 3			
Year 13 Term 4	External Assessment (30 credits)	Students will respond in a medium appropriate to their	<ul style="list-style-type: none"> • Creative decision • Resilience • Planning
Year 13 Term 5	Based on a brief set by the exam board		
Year 13 Term 6			

		chosen pathway [technology, performance or composition]	<ul style="list-style-type: none">• Health and Safety• Teamwork• Working to deadlines• Working to a brief
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For further information on this course please contact:	lesleyconnor@universityofkentacademiestrust.org.uk ware@universityofkentacademiestrust.org.uk
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