

Music A Level Summer Preparation Booklet



Name: _

Welcome to Music A Level at Faringdon Community College. Music A Level is an exciting but challenging qualification, and you will be studying the Eduqas specification. To help you prepare for the course you will need to complete this home learning over the summer holidays, ready to begin the course in September.

There are five main areas of preparation:

- 1. Listening and Appraising
- 2. Performance preparation
- 3. Key terminology revision
- 4. Watch a concert
- 5. Music theory

Good luck with these tasks and I look forward to teaching you in September.

Music A Level Overview:

Just like GCSE Music, there are three main components of the course: performance, composition and listening and appraising.

Performance: you will be completing **option A**, meaning that performance is **worth 35%** of your overall grade.

Component 1: Performing

Option A: Total duration of performances: 10-12 minutes Option A: 35% of qualification

Option B: Total duration of performances: 6-8 minutes Option B: 25% of qualification

Non-exam assessment: externally assessed by a visiting examiner

Option A: Performing (35%)

A performance consisting of **a minimum of three** pieces. At least **one** of these pieces must be as a **soloist**. The other pieces may be **either** as a soloist **or** as part of an ensemble **or** a combination of both. **One** piece must reflect the musical characteristics of **one** area of study. **At least one** other piece must reflect the musical characteristics of **one other**, **different** area of study. <u>Composition</u>: you will be completing **Option A**, meaning that composition is **worth 25%** of your overall grade.

Component 2: Composing

Option A: Total duration of compositions: 4-6 minutes Option A: 25% of qualification

Option B: Total duration of compositions: 8-10 minutes Option B: 35% of qualification

Non-exam assessment: externally assessed by WJEC

Option A: Composing (25%)

Two compositions, **one** of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of **four** set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition is a free composition.

<u>Listening and Appraising</u>: You will study three areas of study over two years in preparation for an exam in year 13 which is **2 hours and 15 minutes** in length. This is **worth 40%** of your grade.

The areas of study include:

- 1. The Western Classical Tradition (the development of the symphony (1750-1900))
- 2. Musical Theatre
- 3. Into The 20th Century (1895-1935)

A successful Sixth Form student studying Music should:

- Be involved in the different activities during lessons: questioning, discussions, active listening, videos, note-taking.
- Have a willingness to participate in discussions and listen to others
- Be punctual to lessons
- If you miss a lesson, find out what work you have missed and complete it so you are not behind.
- Meet homework and coursework deadlines
- Bring your text book and scores with you to lessons (spares will be in MU3).
- Be inquisitive about music read around the subject, watch documentaries, listen to a wide range of music.
- Show effort and initiative ask for additional resources.
- Continue having instrumental lessons and work closely with your teacher to prepare pieces for your performance recital you should practise for at least 30 minutes per day.
- Match each 1 hour lesson with 1 hour independent study, this could include: homework, reading ahead, consolidating your learning, making revision resources, instrumental practice, working on your compositions.
- Be involved in extracurricular music activities at school.
- Be a visible leader in the music department.

TASK 1: PERFORMANCE (MUST)

Prepare a minimum of 5 minutes of music (at least two pieces) to perform as a recital in September

Choose pieces that are challenging. A level has high expectations for performance and you need to demonstrate that you can perform at a high level (minimum grade 5). For accompaniment, you may use a backing track (you will need to supply this on CD or memory stick), or provide a piano accompaniment for the performance (you will need to print sheet music for this). If the intention of the piece is for it to be unaccompanied, this is acceptable. You will need to print off sheet music for yourself and the teacher. If you need support in choosing/finding pieces, speak to your instrumental teacher.

Name of Piece	Composer	Approximate level of difficulty	Why have you chosen this piece?

STRETCH: Write a short programme note about the pieces you are performing.

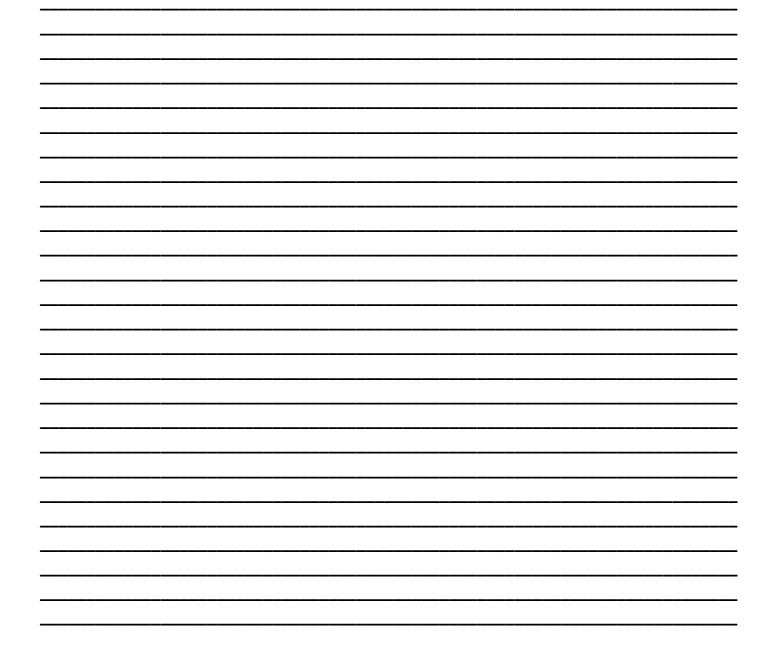
Task 2: Watch a concert

Watch a live musical performance over the summer. This could be a pop concert, music festival, orchestral concert, solo recital, a musical theatre show, an opera (I highly recommend watching the coverage of the BBC Proms).

Task 3: Listening and analysing

The following pieces will be set works which we will begin to study in September. Listen and familiarise yourself with them and write a paragraph analysing what you hear. You should try to use musical vocabulary that you learnt from GCSE, focusing on the musical elements (Instrumentation, pitch, tempo, texture, dynamics, melody, tonality, harmony, rhythm).

• Symphony No.104 in D major 'London' by Haydn https://www.youtube.com/watch?v=FTT8siNGDX4



•	Symphony No.4 in A major 'Italian' by Mendelssohn
	https://www.youtube.com/watch?v=Mya0bUfjG5E

STRETCH: Wider Reading/Listening

- Listen to any symphony by the following composers: Mozart, Haydn, Beethoven, Mendelssohn, Schubert, Berlioz, Brahms, Mahler, Dvorak, Tchaikovsky.
- Listen to BBC 3 Composer of the Week Podcasts about some of the composers above.

Task 4: Music Theory

There is quite a lot of music theory to cover in preparation for both Component 2 (Composing) and Component 3 (Written exam - Appraising). I need to be certain that you all are familiar with the following by September:

- Reading treble and bass clef fluently and alto clef
- Recognising major and minor key signatures up to four sharps and flats
- Recognising intervals up to an octave and describe them in terms of major 3rd , perfect 5th etc.
 - Identifying cadences in notation.

The following resources will support you with music theory:

- Website: <u>https://www.musictheory.net/lessons</u>
- Book: The AB Guide to Music Theory
- Workbooks: ABRSM Discovering Music Theory

Task 5: Key Terminology Revision

Word	Definition
Musical ele	ments
Organisatio	n of pitch (melody and harmony)
Arpeggio	
Cadence	
Bass line	
Chord	
Conjunct	
Disjunct	
Dissonance	
Chord sequence	
Drone	
Fanfare	
Ground bass	
Harmony	
Interval	
Leap	
Melody	
Melodic device	

Word	Definition
Monotone	
Ornamentation	
Ostinato	
Pedal (or pedal point)	
Riff	
Roman numerals	
Scale	
Sequence	
Stepwise	
Theme	

Tonality	
Atonal	
Chromatic	
Dominant (key)	
Key	
Major	
Minor	
Modal	
Modulation	

Pentatonic	
Relative minor/major	

Form, structure	
Binary	
Introduction	
Phrase	
Rondo	
Sonata form	
Ternary	
Strophic	

Sonority	
Articulation	
Timbre	

<u>Texture</u>	
Accompaniment	
Continuo (or basso con- tinuo)	
Heterophony	
Homophony/ homophonic	
Monophony/ monophonic	
Polyphony/polyphonic	

Two-part	
Imitation	

Tempo, rhythn	and duration
Beat	
Dotted rhythm	
Duration	
Shuffle	
Swing	
Swung rhythm	
Syncopation	
Triplets	

Performance matters		

Word	Definition
Glissando	
Hammer on	
Harmonics	
Improvisation	
Melisma / melismatic	
Pull off	
Range	
Tessitura	
Wah Wah	
Phrasing	
Pizzicato	
Professional reference recording	
Realisation	
Sequenced compositions	
Skeleton score	
Tablature	
Tremolo	
Lyrics	
'Words' 'text' or 'poem'	
Word painting	

Word	Definition	
Historical periods, styles and genres		
Baroque		
Cantata		
Classical (with lower-case c)		
(solo) concerto		
Concerto grosso		
Fusion		
Genre		
Gigue		
Jazz		
March		
Musical theatre		
Oral tradition		
Prelude		
Rock		
Samba		
Sonata		
Suite		

Terms for music technology		
Chorus effect		
Flanger		
Multi-track recording		
Over-dubbing		
Pitch shift		
Re-take		
(studio) effects		
Track		