

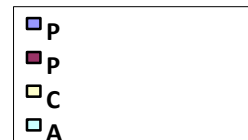
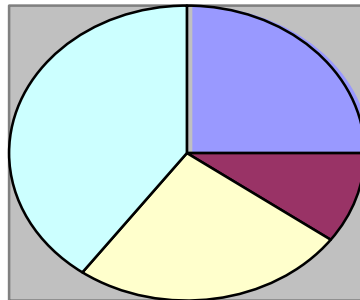
# A level Music/ BTEC Performance

## Transition from GCSE

Performing and composing are key components to any Music course at college.

Make sure you are familiar with the following:

<b>Basic Theory</b>	
<input type="checkbox"/> Rhythm and metre - Simple and compound time signatures	
<input type="checkbox"/> Scales and key signatures Major/ Minor/ Pentatonic etc.	
<input type="checkbox"/> Intervals & cadences	
<b>Listening and Describing Work</b>	
<input type="checkbox"/> Musical Devices - make sure you know these and can relate to them in any musical context ( Tempo, texture, dynamics, instrumentation, sonority, structure, duration of notes, articulation)	
<input type="checkbox"/> Musical form and structure	
<input type="checkbox"/> Use of texture – polyphonic, homophonic etc	
<input type="checkbox"/> Listen to a wide variety of Music – look at some of the pod casts on Radio 3	
<b>Music History and Composers</b>	
<input type="checkbox"/> Make sure you know all Musical Periods and the famous composers of the time. Listen to examples of typical Music from each period.	
<input type="checkbox"/> Instruments of the time/ group settings/ typical ensembles	
<input type="checkbox"/> Use of technology and its development through time	
<b>Performance</b>	
<input type="checkbox"/> Keep practicing solo and ensemble performances. Use Youtube for different supporting accompaniments or parts.	
<input type="checkbox"/> Record yourself performing	
<input type="checkbox"/> Keep a performance practice log, reflect on your development.	
<input type="checkbox"/> Before September (but hopefully now!) make sure your instrument is in good working order	
<b>Composition</b>	
<input type="checkbox"/> Keep composing and creating ideas. Use Musescore, sibelius first to write ideas down – both available for free downloads. Or record and layer tracks into garageband.	
<input type="checkbox"/> Compose for a purpose – to a title/theme/storyline/film idea etc. keep trying out ideas	



## Component 1: Performing

### Option A (35%)

- Externally assessed performance of 10-12 minutes
- Minimum of three pieces □ At least one solo piece
- Must cover TWO areas of study (from Classical/Rock & Pop/Jazz/Musicals/C20/C21)

### Option B (25%)

- Externally assessed performance of 6-8 minutes
- Minimum of two pieces
- Must cover ONE areas of study (from Classical/Rock & Pop/Jazz/Musicals/C20/C21)

## Component 2: Composing

### Option A (25%)

- Externally assessed portfolio of 4-6 minutes
- Minimum of two pieces
- One based on the Western Classical Tradition to a brief set by Eduqas -One free composition

### Option B (35%)

- Externally assessed portfolio of 8-10 minutes
- Minimum of three pieces
- One based on the Western Classical Tradition to a brief set by Eduqas
- One composition based on one of Rock & Pop, Jazz, Musicals, C20 or C21
- One free composition

## Component 3: Appraising

Externally assessed Exam (2h15m)

There are various options including:

- Western Classical Tradition: The Development of the Symphony – one set work (40%)
- Musical Theatre (30%)
- Into the Twentieth century – two set works (30%)
- Analysis of set works with a blank score
- Essay questions on wider context of set works
- Questions on unprepared extracts with and without a score

### **Overview of Component 3**

Component 3 is assessed by means of a 2 ¼ hour examination at the end of year 13. There are three areas of study that will be covered in preparation for the exam one of which is compulsory for all centres and two of which are selected from a range of options. For the optional areas of study, all centres must choose ONE from *Rock and Pop*, *Musical Theatre* and *Jazz* PLUS EITHER *Into the Twentieth Century* OR *Into the Twenty-first Century*.

#### **□ Area of Study A: *Western Classical Tradition* (40% of the exam)**

Composers such as Haydn, Mozart, Beethoven, Schubert and Mendelssohn helped to establish the musical language that has provided the basis for most popular classics ever since. Their music is sophisticated yet accessible, which makes it great fun to listen to, play and study. We will concentrate on the development of the symphony from the early Classical period through to the late Romantic.

#### **□ Area of Study C: *Musical Theatre* (30% of the exam)**

Twentieth century musicals are enduringly popular and form a standard repertoire of songs that continues to be influential to the present day. We will study how different musical elements are used in a range of shows by composers such as Richard Rodgers, Stephen Sondheim, Andrew Lloyd-Webber and Stephen Schwartz.

#### **□ Area of Study E: *Into the Twentieth Century* (30% of the exam)**

The music written around the turn of twentieth century (1895-1935) is varied and bold, with lots of styles and techniques from which you might take inspiration for your own compositions (like many of the twentieth century's most famous film composers). We will study a range of music including Debussy, Poulenc, Stravinsky and Schoenberg.

#### **In the exam you will have to:**

- answer a range of questions on set works for Areas of Study A (one of two symphonies studied during the course) and E (two short pieces), for which we will have prepared in advance. For these questions you will have blank scores available in the exam.
- answer listening questions on works that we will not have prepared in advance (we will need to develop general listening skills in order to excel on these questions)
- comment on the general context of unprepared extracts and relate or compare them to pieces that we have studied during the course
- Write an essay for Area of Study A which demonstrates knowledge of the symphony in relation both to the two works studied and their wider social, cultural and historical context.

#### **Keep practicing your analysing skills.**

#### **Listen to lots of Music.**

Use:

Focus on Sound

Bitesize

Youtube

Radio 3 pod casts