



😊 Welcome to A- level Music 😊

Outcomes: to understand the
expectations of our music students

To understand the course

Believe – Achieve – Succeed – Exceed

Let's introduce ourselves...

- Who are we?
- What do we play?
- Why have we chosen A Level Music (other than the fact it's THE best subject...EVER!)

Expectations of you

- What do you think will be expected of you next year as
 - A 6th form student
 - As a music student

6th Form student

- Develop independence
- Resilience
- Effective use of prep time
- Effective use of free period
- Attendance is essential (including P6 lessons)

Music student

- * Committed to performance- practicing for recitals in school.
- * Commitment to Chamber choir – extremely helpful for listening exam.
- * Commitment to at least one other extra curricular.
- * To be involved in leading and organising concerts in department.
 - To perform in at least one lunchtime concert a term.

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Overall Breakdown

- Unit 1: Performance 30%
- Unit 2: Composition 30%
- Unit 3: Exam 40%
- 9 hours a cycle
 - Set works-Hood (and maybe a bit of Tabert)
 - Composition Tabert
 - Recital Tabert
 - Listening and 4 part harmony Hood
 - Arrangement Tabert

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Unit 1 (Performance) CET

- One recital 8+ minutes- can be more than 1 piece.
- Grade 6 minimum standard.
- Extra marks for Grade 7+
- One hour a cycle in class.
- Specific 'assessment days' for this on the school calendar.

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Unit 2 (composition) (CET)

- Two compositions
- Composition 1- Set brief by Edexcel (Tabert)
- Composition 2- Technical Study-4 part harmony (Hood)
- Composition 1- Minimum of 4 minutes
- Composition 2- Minimum of 1 minute (unless brief states longer minimum)
- Total time across both: 6 minutes (minimum)
- 2 hours a cycle

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Unit 3 (Listening Exam) CLH & CET

Section A

- Three questions related to the set works (audio and skeleton score provided).
- One short melody/rhythm completion exercise.

Section B

- Two essay questions – essay one (20 marks) and essay two (30 marks)
- Essay one- 20 marks. Analyse unfamiliar extract, making comparisons with set works and wider listening.
- Essay two- 30 marks. Choice of three questions; evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

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Set Works

Vocal Music	<ul style="list-style-type: none">• J. S. Bach, Cantata, Ein feste Burg• Mozart, The Magic Flute• Vaughan Williams, On Wenlock Edge
Instrumental Music	<ul style="list-style-type: none">• Vivaldi, Concerto in D minor, Op. 3 No. 11• Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1• Berlioz, Symphonie Fantastique
Music for Film	<ul style="list-style-type: none">• Danny Elfman, Batman Returns• Rachel Portman, The Duchess• Bernard Herrmann, Psycho
Popular Music and Jazz	<ul style="list-style-type: none">• Courtney Pine, Back in the Day• Kate Bush, Hounds of Love• Beatles, Revolver
Fusions	<ul style="list-style-type: none">• Debussy, Estampes• Familia Valera Miranda, Caña Quema• Anoushka Shankar, Breathing Under Water
New Directions	<ul style="list-style-type: none">• Cage, Three Dances for Two Prepared Pianos• Kaija Saariaho, Petals for Violoncello and Live Electronics• Stravinsky, The Rite of Spring

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Summer work

- Spend the next 5 minutes looking through your summer work pack.
- Write down your school email on paper (I will email this powerpoint to you).

Let's do some listening!

You will hear a song and in pairs should try and write as much as you can connected with DR T SMITH.