

A-LEVEL MUSIC PREPARATION BOOKLET

Name _____



Music A level is an exciting but challenging course, and in order to be ready to start the course, you will need to complete this home learning over the summer holiday.

There are four compulsory tasks:

- 1. Performance preparation**
- 2. Concert report**
- 3. Key word revision**
- 4. Theory worksheets**

These must be completed by September.

There are also stretch tasks, and it is highly recommended that you try and complete as many of these as possible.

Good luck with the tasks, and we look forward to welcoming you to the course in September.

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The Music A level: Overview

Board: Eduqas

Just like your GCSE, the course has three main components: Appraising (listening), Performance and Composition. **This y12 course overview** will help you to see what is coming up, and it will be explained in more detail when you start the course in September. If you have any questions, write them at the bottom of the page to ask in September.

Component 1: Performing

Total duration of performances: 6-8 minutes

30% of the course

Non-exam assessment

A performance consisting of **a minimum of two** pieces **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.

Component 2: Composing

Total duration of compositions: 4½-7 minutes

30% of the course

Non-exam assessment

Two compositions **one** of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a set brief. Learners will have a choice of four briefs released during the first week of September.

The **second** composition is a **free** composition.

Component 3: Appraising

Written examination: 1 hour 30 minutes (approximately)

40% of qualification

Two areas of study:

Area of study A: **The Western Classical Tradition** (The Development of the Symphony 1750-1830) including a choice of **one** set work from:

Either: *Symphony No. 104 in D major, 'London', movements 1 and 2*: Haydn

Or: *Symphony No. 4 in A major, 'Italian', movements 1 and 2*: Mendelssohn

A choice of **one** area of study from:

Area of study B: **Rock and Pop** Area of study C: **Musical Theatre** Area of study D: **Jazz**

Questions:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

This component includes a listening examination.

The Music A level: Appraising Overview

AREAS OF STUDY

Just like GCSE, you will be studying set works in y12 and it is strongly recommended that you listen to these pieces, as well as other works by these composers over the summer. You then choose an area of study (Rock/pop OR Music Theatre OR Jazz and you should listen representative pieces of music as specified below.

This is excellent preparation for the course, and a wide listening base will also support you in your composition work. You will be able to find most (if not all) of these pieces on Spotify or YouTube

Keep a record of what you have listened to on page 6.



Area of study A:

EVERYONE MUST STUDY BOTH OF THESE:

The Western Classical Tradition (The Development of the Symphony 1750-1830)

Symphony No. 104 in D major, 'London', movements 1 and 2: Haydn
Symphony No. 4 in A major, 'Italian', movements 1 and 2: Mendelssohn

YOU CHOOSE TO STUDY AREA OF STUDY B // OR C // OR D

EITHER

Area of study B:

Rock and Pop - No set works,

BUT you will study the following four rock and pop genres from 1960-1990:

POP/ROCK/SOUL/FUNK

Listen to – anything from these genres. Make notes of anything interesting that you notice.

See if you can find some videos of live performances on YouTube.



The Music A level: Appraising Overview

OR

Area of study C:

Musical Theatre – No set works, BUT you will study works by the following composers:
Richard Rodgers/Leonard Bernstein/Stephen Sondheim, Claude-Michel Schonberg,
Andrew Lloyd Webber

Listen to – anything by these composers.

This topic is all about Music Theatre. Try and watch a film of a musical (or two) with music written by these composers and make notes of anything interesting that you notice.



OR

Area of study D:

Jazz – No set works, BUT you will study the period from 1920-1950, with particular reference to: RAGTIME/DIXIELAND/EARLY JAZZ/BIG BAND (including swing)/BEBOP

Listen to – anything by these composers.

You could try and find some lead sheets online and play some ideas.
See if you can find some videos of live performances online



Listening Record (Optional)

	Piece and Area of Study	Analysis
1		
2		
3		
4		
5		
6		
7		
8		

Listening Record (Optional)

	Piece and Area of Study	Analysis
1		
2		
3		
4		
5		
6		
7		
8		

(Optional) Programme notes

[illegible]

Your report should contain the following details:

- Why you watched this performance
- What made the performance compelling to watch (or maybe not so compelling – give your honest opinion!)
- How the performance has inspired your own performance preparation (in repertoire choice or performance techniques, for example)
- Some deeper background into the genre of music that was performed (when and how this style of music developed, key features of the music, significant artists in the genre)
- A description of the music itself that was performed (including reflections on melody/harmony/tonality/structure/timbre/texture/tempo/metre/rhythm/dynamics/articulation)
- Link to the event and the artist

Write your report here: *or if you prefer you can type it out and print it separately.*

[illegible]

[illegible]

TASK 3: KEY WORDS**MUST**

Complete **and mark** these glossary worksheets. The answers will be given to you in a separate booklet.

Look carefully at the top right hand corner.

M = MUST = You must complete and mark these pages.

S = SHOULD = It is strongly recommended that you complete and mark these pages.

Write down here the pages you have completed:

Write here any questions you have / any words you do not understand:

Essential Glossary:

- Alto: _____
- Anacrusis: _____
- Bass: _____
- Basso continuo: _____
- Cadence: _____
- Chord progression: _____
- Chromatic: _____
- Circle of 5ths: _____
- Concertino: _____
- Concerto Grosso: _____
- Conjunct: _____
- Cross rhythm: _____
- Diatonic: _____
- Disjunct: _____
- Dissonant: _____
- Double stopping: _____
- Leitmotif: _____
- Melismatic: _____
- Mezzo-soprano: _____
- Ostinato: _____
- Pedal note: _____
- Push rhythm: _____
- Recitative: _____
- Ripieno: _____
- Sample: _____
- Soprano: _____
- Sus chords: _____
- Suspension: _____
- Syllabic: _____
- Syncopation: _____
- Tenor: _____

Stretch Glossary:

Word	Definition
<u>Musical elements</u>	
<u>Organisation of pitch (melody and harmony)</u>	
Arpeggio	
Cadence	
Bass line	
Chord	
Conjunct	
Disjunct	
Dissonance	
Chord sequence	
Drone	
Fanfare	
Ground bass	
Harmony	
Interval	
Leap	
Melody	
Melodic device	

Stretch Glossary:

Word	Definition
Monotone	
Ornamentation	
Ostinato	
Pedal (or pedal point)	
Riff	
Roman numerals	
Scale	
Sequence	
Stepwise	
Theme	
<u>Tonality</u>	
Atonal	
Chromatic	
Dominant (key)	
Key	
Major	
Minor	
Modal	
Modulation	

Stretch Glossary:

Word	Definition
Pentatonic	
Relative minor/major	
<u>Form, structure</u>	
Binary	
Introduction	
Phrase	
Rondo	
Sonata form	
Ternary	
Strophic	
<u>Sonority</u>	
Articulation	
Timbre	
<u>Texture</u>	
Accompaniment	
Continuo (or basso continuo)	
Heterophony	
Homophony/ homophonic	
Monophony/ monophonic	
Polyphony/polyphonic	

Stretch Glossary:

Word	Definition
Two-part	
Imitation	
<u>Tempo, rhythm and duration</u>	
Beat	
Dotted rhythm	
Duration	
Shuffle	
Swing	
Swung rhythm	
Syncopation	
Triplets	
<u>Dynamics</u>	
Accent	
<u>Performance matters</u>	
Solo	
Tone (quality)	
Forces	
Ensemble	
Double / doubling	
Double stopping	

Stretch Glossary:

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	

Stretch Glossary:

Word	Definition
<u>Historical periods, styles and genres</u>	
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	

Stretch Glossary:

Word	Definition
<u>Terms for music technology</u>	
Chorus effect	
Flanger	
Multi-track recording	
Over-dubbing	
Pitch shift	
Re-take	
(studio) effects	
Track	