



Transition Pack For A-Level Music

Mandatory Tasks

Task	Activity	Completed (tick)
<i>Introduction to A Level Music</i>	Read through the information to familiarise yourself with the layout of the course.	
<i>Research Task 1</i>	Watch all six episodes of the Howard Goodall's Story of Music series	
<i>Baseline Assessment</i>	Complete the questions based around the Howard Goodall's Story of Music series	
<i>Performance Task</i>	Make a video recording of your 4 minute solo recital	
<i>Investigation Task A</i>	Watch the Music Matters Bach Chorale tutorial	
<i>Investigation Task B</i>	Complete the harmonisation activity using the techniques from the tutorial.	

Optional Tasks

Task	What did you read, see or do?
Book recommendations	Discovering Music Theory Grade 5 – ABRSM Mozart: The Man Revealed – John Suchet Everything You Ever Wanted to Know About Classical Music - Darren Henley The Unanswered Question: Six Talks at Harvard by Leonard Bernstein [OUP 1976]
Online video recommendations	<ul style="list-style-type: none"> Leonard Bernstein at Harvard - https://www.youtube.com/watch?v=8fHi36dvTdE&list=PLKiz0UZowP2V0mwtNv1lc1_zUSB2O65d7&ab_channel=cagin Bach's Four Part Writing - https://www.youtube.com/watch?v=zyLPD32f14c&ab_channel=MusicMatters Music Theory - Treble Clef - https://www.youtube.com/watch?v=le10tF_3YWg&t=1s&ab_channel=musictheoryguy Music Theory – Bass Clef - https://www.youtube.com/watch?v=PMk-q5LCiAs&ab_channel=musictheoryguy LSO A Level Revision Shorts - https://www.youtube.com/watch?v=1O8kBuZoJYg&list=PLTjZ3o6K-BOnKsd0GLdhTLy2Rt5WxBK67&ab_channel=LondonSymphonyOrchestra

Introduction

Why this course?

A Level Music is a course suited for those with a passion for music. It looks at the three main elements of music; performing, composing and listening, and the way in which these can be brought together. A Level provides a deeper level of historical and theoretical study. Students will plan, manage and deliver their own performances and concerts throughout the course to execute the professional skills which A Level Music encourages.

This course aims to develop your individual playing skills and creativity as well as your performance style and composition skills. This course extends the GCSE skills of performing, composing and appraising a variety of styles of music.

Course Outline

Year 12

Free Composition – Students will research potential style and learn extensive composition techniques. Students will learn the practical skills of harmonization and arranging for vocal &/or instrumental ensembles. **Recital** – This will be a part of their PPE examination in the summer of Year 12.

Content – Students will explore 2 core units, *Western Classical Tradition and Music into the 20th century*. They will then choose an optional unit for their Independent Study, *Jazz or Musical Theatre*.

Year 13

Set Brief Composition – Students will choose one brief set by the examination board and create a piece of music as their interpretation of that brief. This will be completed by the February of Year 13. **Recital** – Final performance will take place in March of Year 13.

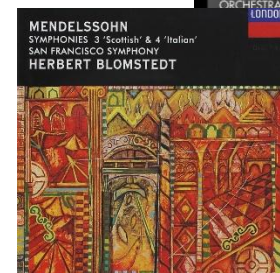
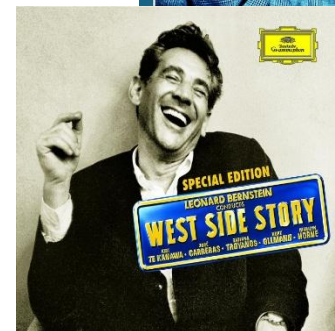
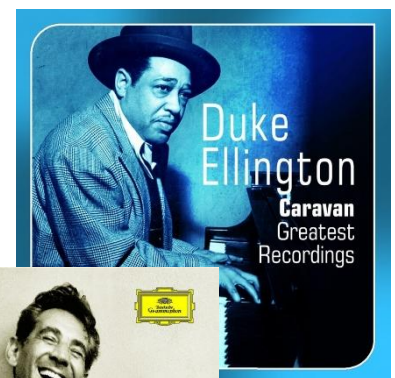
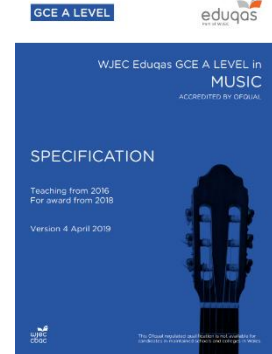
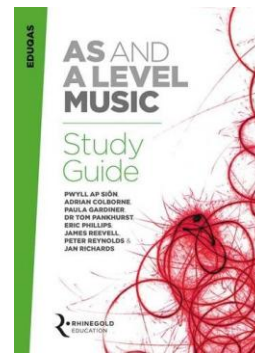
Content – Students will then explore examination technique ready for the examination in the Summer.

Assessment Outline

Performance (35%) – Students will be asked to prepare a 10-12 minute recital. This may include a combination of solo and ensemble pieces however, the recital should show a contrast in style and technical demands.

Composition (25%) – Students are to create two pieces of music. Total duration of both compositions should be 4-6 minutes.

External Examination (40%) – Written examination, 2 hours and 15 minutes as is out of 100 marks. This examination will assess knowledge and understanding of music through three areas of study. Area of studies A & E are compulsory, and learners then choose two further contrasting areas of study: one from either area of study B or area of study C or area of study D.



Research Task

The Historical study of Music is integral. Students are required to explore the historical contexts of musical genres to grasp the concepts of why the music sounds the way it does.



For your research you will be required to watch Howard Goodall's Story of Music series.

This task gives students the opportunity to reflect on, analyse and evaluate music in aural and/or written form. The series is comprised of six episodes:

Episode One: The Age of Discovery – Tracing the growth of music from an ancient religious practice to a secular folk tradition

Episode Two: The Age of Invention – Howard Goodall looks at the musical innovations of the period between 1650 and 1750

Episode Three: The Age of Elegance and Sensibility – Howard Goodall looks at the age of Haydn, Mozart, Beethoven, Schubert and Chopin.

Episode Four: The Age of Tragedy – Goodall examines the 19th century's craze for music that dealt with death and destiny.

Episode Five: The Age of Rebellion – Goodall looks at the period when modernism in music arrived

Episode Six: The Popular Age – Howard Goodall looks at the last hundred years in music.

Here is the link for the entire series -

https://www.youtube.com/watch?v=IOY6NPahlDE&list=PLX_3mlborR3gZlwKFbuY1hIGJuzlzwijJ&ab_channel=Double.Vanille

Baseline Assessment

1) Which famous brand of butter was mentioned in Episode One and why?

.....
.....

2) Identify the composer and violin virtuoso who took the innovations of Vivaldi, Bach and Handel in the 17th century.

.....

3) With multiple lines being added to the staff, what were composers allowed to create?

.....

4) What are the dates for the Classical Era?

5) Which genres of music are mentioned in Episode Five ?

6) How did music develop from the Classical Era into the Romantic Era?

.....
.....

7) Identify the genres that are mentioned in Episode Six.

Performance Task

The purpose of this component is to assess students' performing skills in a solo and/or ensemble context. They should be given the opportunity to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills.

This component will encourage students to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills, including the ability to make music individually and/or in groups, and perform with control, using phrasing and dynamics appropriate to their chosen styles and moods of music.

You are prepare a solo recital between 4-6 minutes in lengths. The performance must include pieces that are contrasting in both musical styles, preferably in the styles you researched in the investigation task.

The pieces should also contrast in performance techniques and demands. You may use different instruments for different pieces if you wish. Here is an example of a recital programme below

Piece One: Gymnopédie No.1, Erik Satie (French Impressionist Music, 3'34), piano

Piece Two: Take the A Train, Billy Strayhorn (Swing Jazz, 2'27), piano

Piece Three: Memory, Andrew Lloyd Webber (Musical Theatre, 4'30), violin

To submit you must make a video recording on a device. Your face, musical instrument, hands and feet need to be seen in the videos. Reason being to determine what performance techniques you are employing in each piece.



Investigation Task – Bach Chorales

For the A Level Course, you are required to harmonise a melody using the methods of JS Bach. This will be your set brief composition you will do in Year 13.

Students will learn how to harmonise two chorales in the manner of J.S. Bach by adding alto, tenor and bass parts to a given soprano. Using appropriate harmonic vocabulary students will become familiar with triads in root position and first inversion, the tonic triad in second inversion in contexts where Bach would have used it, seventh chords and their inversions typical of Bach's style.

They must also learn about voice-leading and other procedures typical of Bach's style including modulation to closely-related keys, passing notes and suspensions. The given chorales will be between 12 and 18 bars in length each. Modal chorales, and chorales in $\frac{3}{4}$ time will not be set.

Task A

Watch the tutorial "Harmonising a Bach Chorale - Writing Four-Part Harmony" by Music Matters.



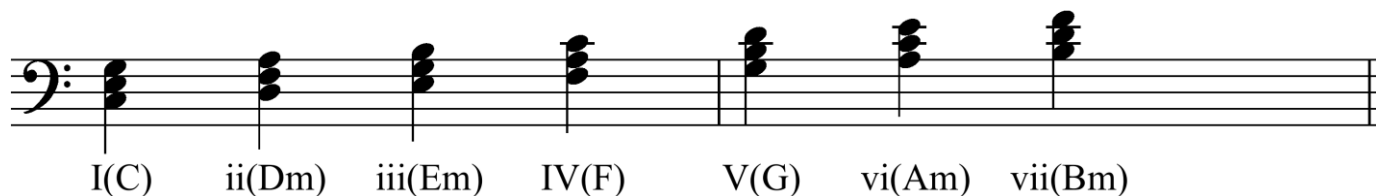
https://www.youtube.com/watch?v=iCDE0hBZLv4&ab_channel=MusicMatters

This will enable you to understand how the Bach Chorale method works and how to apply it.

Task B – Harmonise this melody using the Bach Chorale techniques in the video tutorial.



5



I(C) ii(Dm) iii(Em) IV(F) V(G) vi(Am) vii(Bm)