

The Friary Sixth Form



A Level Music Bridging Pack 2024

Course Expectations



During the A Level Music course, you will be expected to demonstrate skills in the following core areas:

1. Listening and Appraisal of Music
2. Performing Music
3. Composing Music

To achieve success in all of the areas, it is expected that you fully grasp the opportunities that are available to you as an A Level Music student. Below are the expectations that we set out to maximise your growth as a musician:

We expect you to:

- **Practice regularly and productively.** You will complete a rehearsal diary alongside your instrumental teacher to track your progress. You will be responsible for your development as a performer.
- **Perform as a musician.** You will be expected to take part in various ensembles, choirs and bands within the department and in some instances, you will be asked to lead rehearsals.
- **Be involved in school shows and events.** We have many concerts and shows taking place throughout the year and you will be a part of them. This can include performing in a show band, singing on stage, tech management including sound and lighting and other roles.
- **Observe live music.** There is no better way to experience music than in a live setting. You will be expected to go to concerts and performances including school trips!
- **Support the music department.** We do expect all students to help in managing equipment and keeping everything tidy!

Course Overview



Just like your GCSE, the course has three main components: **Appraising (listening), Performance and Composition.**

This 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: Appraising music	Component 2: Performance	Component 3: Composition
<p>What's assessed</p> <ul style="list-style-type: none"> • Listening • Analysis • Contextual understanding 	<p>What's assessed</p> <p>Music performance</p>	<p>What's assessed</p> <p>Composition</p>
<p>How it's assessed</p> <p>Exam paper with listening and written questions using excerpts of music.</p>	<p>How it's assessed</p> <p>Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology).</p>	<p>How it's assessed</p> <ul style="list-style-type: none"> • Composition 1: Composition to a brief (25 marks) • Composition 2: Free composition (25 marks)
<p>Questions</p> <ul style="list-style-type: none"> • Section A: Listening (56 marks) • Section B: Analysis (34 marks) • Section C: Essay (30 marks) <p>This component is 40% of A-level marks (120 marks).</p>	<p>Requirement</p> <p>A minimum of ten minutes of performance in total is required.</p> <p>This component is 35% of A-level marks (50 marks).</p> <p>Non-exam assessment (NEA) will be externally marked by AQA examiners. Work must be completed between 1 March and the specified date given at aqa.org.uk/keydates</p> <p>Work must be sent by post/uploaded to AQA by the specified date given at aqa.org.uk/keydates</p>	<p>Requirement</p> <p>A minimum of four and a half minutes of music in total is required.</p> <p>This component is worth 25% of A-level marks (50 marks).</p> <p>NEA will be externally marked by AQA examiners. Work must be completed and sent by post/uploaded to AQA by the specified date given at aqa.org.uk/keydates</p>

Tasks



Task 1: Performance

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

- Choose pieces that are challenging. This can include pieces you have already studied (e.g. ABRSM Grade pieces). A Level Music has high expectations for performance and you need to be able to demonstrate that you can perform at a high level in Year 13 (minimum Grade 6).
- For accompaniment, you may use a backing track 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 one of the music department or your instrumental teacher.

Name of Piece	Composer	Approx Level of Difficulty	Why I have chosen this piece



Task 2: Concert Report

Attend, or watch online, a live musical performance over the summer, and write a short report about it.

There are so many great events to choose from, e.g. a pop/rock concert, a music festival, an orchestral classical concert, a solo recital, an opera, a Prom (e.g. BBC Proms in the Park)...

Your report should contain the following details:

- Why you chose 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 performance (when and how this style of music developed, key features of the music, significant artists in the genre etc.)
- A description of the music itself that was performed (including reflection on melody/harmony/tonality/structure/timbre/texture/tempo/metre/rhythm/dynamics/articulation)
- Optional: Images of the event/artist.

Type your report here: Or if you prefer you may print and write on the lines provided...

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Task 3: Western Classical Music 1650-1910

There are two strands to cover during Year 12, they are the solo baroque concerto and the Classical Operas of Mozart.

There are four pieces of music to study from the Baroque Music strand:

Purcell Sonata for Trumpet and Strings
Bach Violin Concerto in A Minor
Vivaldi Flute Concerto in D Major 'Il Gardellino'

From the Classical opera strand, we study a selection of movements from The Marriage of Figaro by Mozart.

In order to be able to access these pieces it is essential that you are able to read treble clef fluently. You should also be able to read basic notation in bass clef and identify key signatures.

The link below will take you to an online copy of the score for Bach's Violin Concerto in A Minor:

[http://ks.imslp.net/files/imglnks/usimg/b/b3/IMSLP02298-Bach - BGA - BWV_1041.pdf](http://ks.imslp.net/files/imglnks/usimg/b/b3/IMSLP02298-Bach_-_BGA_-_BWV_1041.pdf)

Listen to a recording on YouTube and try to follow the score. Have a go at the following (answer on next page):

1. How do the parts work together throughout the piece.
2. How do the bass parts move during the piece?
3. Can you spot any key changes (look for accidental notes in the music)? If so, what key signatures can you find?

You should familiarise yourself with all of the pieces outlined above by listening to the before starting the course.

You should also research about the key musical features of baroque music and classical music so that you can apply this knowledge to analysis work at the beginning of the course.

Use some of these links to get you started:

http://www.bbc.co.uk/schools/gcsebitesize/music/western_tradition/mozart_symphony1.shtml

<http://www.classicfm.com/discover-music/periods-genres/classical/classical-musicbeginners-guide/>

http://www.bbc.co.uk/schools/gcsebitesize/music/western_tradition/baroque_orchestral1.shtml



Glossary



Essential Glossary:

Word	Definition
Alto	
Anacrusis	
Bass	
Basso Continuo	
Cadence	
Chord Progression	
Chromatic	
Circle of 5ths	
Concertino	
Concerto Grosso	
Conjunct	
Cross Rhythm	
Diatonic	
Disjunct	
Dissonant	

Word	Definition
Double Stopping	
Leitmotif	
Melismatic	
Mezzo Soprano	
Pedal Note	
Recitative	
Sample	
Sus Chord	
Suspension	
Syllabic	
Syncopation	
Tenor	

Stretch Glossary:

Word	Definition
ORGANISATION 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	
Monotone	
Ornamentation	

Word	Definition
Ostinato	
Pedal	
Riff	
Roman numerals	
Scale	
Sequence	
Stepwise	
Theme	
TONALITY	
Atonal	
Chromatic	
Dominant (key)	
Key	
Major	
Minor	
Modal	
Modulation	
Pentatonic	
Relative Minor/Major	
FORM AND STRUCTURE	

Word	Definition
Binary	
Introduction	
Phrase	
Rondo	
Sonata Form	
Ternary	
Strophic	
SONORITY	
Articulation	
Timbre	
TEXTURE	
Accompaniment	
Continuo	
Heterophony	
Homophonic	
Monophonic	
Polyphonic	
Two-part	
Imitation	
TEMPO, METRE AND RHYTHM	

Word	Definition
Beat	
Dotted Rhythm	
Duration	
Shuffle	
Swing	
Swung Rhythm	
Syncopation	
Triplets	
DYNAMICS	
Crescendo	
Diminuendo	
Forte	
Piano	
Accent	
Terraced Dynamics	
PERFORMING MATTERS	
Solo	
Tone	
Forces	
Ensemble	

Word	Definition
Glissando	
Hammer on	
Harmonics	
Improvisation	
Tessitura	
Wah-Wah	
Phrasing	
Pizzicato	
Sequencing	
Word Painting	

Additional Reading



You will be requested to take one of our A Level Music study guides for additional reading during the summer holidays. Additional reading is a key part of A Level Music and will support you in developing your musicality and aural recognition.

Look at the following chapters:

1. Introduction to the Course (p5-15)
2. How to listen to Music (p16-21)
3. How to Write About Music (p32-40)

Take notes as you read the chapters, and bring along any questions to our first session in September.

Supporting Resources



There are a wide range of online resources that will support your studies. Below is a selection:

www.musictheory.net : This is a great training tool for notation and aural skill.

www.focusonsound.com : You will have access to this site which includes composing tips, appraisal activities and past papers.

<https://alevelmusic.com/alevelcompositionhelp/> : A series of tasks designed to develop your composition skills

<https://www.ted.com/search?q=music> : TED talks are a great insight into composers and artists.

Contact Details and Equipment



Please do not hesitate to contact your teachers in advance of the course if you require support.

Course Leader: Mr Hood (jhood@friary.greywoodmst.co.uk)

Music Teacher: Mrs Boden (cboden@friary.greywoodmst.co.uk)

You should also be in regular contact with your instrumental teacher to support you in preparing your performance recital.

Equipment

We will provide for you a folder and all of the necessary resources. For theory lessons, you will need to have a selection of highlighters and pencils for annotating scores.

We do expect you to bring your instrument to all lessons, as there will be many opportunities for performing (particularly in composition lessons).