

# KS5 Curriculum Pages

## Curriculum Intent

Music has the ability to shape and enrich our lives. It resonates with all; dividing opinion, bringing people together, healing and thrilling in equal measures. The study of this wonderful art form is a chance for students to explore the history and cultural significance of musical time periods as well as focus on particular musicians and significant works. A Level Music students are required to expand their knowledge of a wide variety of music; shaping and changing their view of the Musical landscape of the world.

### The A Level Music course structure and overview

The A Level Music course allows students to further develop their love of the subject, allowing them to build on skills of performing, composing and appraising to become well-rounded musicians with a deep appreciation of the subject and its content.

### **Appraising (40%)**

The examination takes the form of two sections: A & B. Section A focusses more on listening and students being able to use their skills of analysis of the set works to identify certain features of the music. These shorter answer questions will be based on some of the set works studied.

This will then be followed by a short dictation exercise where students are given part of a melody and have to listen to it played and then have to notate the rest of it – students get marked on accuracy of pitch and rhythm.

Section B takes the form of two essay questions. The first is on a piece of unfamiliar listening. Students must listen to the piece and comment on the key features of it in relation to the question set. The second gives students a choice of four of the studied set works. This is where students need to recall their knowledge of the key elements of the set work to comment on in response to the question set. Students must use knowledge of the set work as well as wider music.

### **Performing (30%)**

In this unit, students are working to develop themselves as performers. For the A level course, students will curate a recital, lasting at least 8 minutes to an audience. Here the students will need to consider choice of pieces as well as how to formulate an engaging programme which will show off their abilities as well as interest an audience. The recital can feature a mixture of solo and ensemble works and will take place in front of a live audience.

The assessment of this unit will take the form of a recording of the recital which is marked and then moderated externally.

### **Composing (30%)**

For the composition unit, students are asked to compose two different pieces. The first can be a free composition, allowing the students' creativity to flourish to produce a piece of at least 4 minutes in duration.

The second composition is a 'composition technical exercise' in which students have to respond to a compositional brief set by the exam board. Students will have a choice of 4 different briefs and they will choose the one which suits their compositional style the best.

# KS5 Curriculum Pages

The assessment of this unit will take the form of two completed compositions, which will be marked and moderated externally.

Students who have studied A Level music at The Ecclesbourne School have gone on to study music at both university and music conservatoires. There have been both a level music and non-music students go to study music in one way or another over the last few years and have been placed in a wide range of careers including: Music therapy, music teacher, lecturers, session musicians, performers, film music composers, technical managers, sound producers to name but a few.

## Assessment

Appraising – External examination, 2 hours and 10 minutes – 40%

Performance – at least an 8 minute recital – 30%

Composition – one free composition and one compositional technical exercise – 30%

## Curriculum Implementation

Year	Term		Content
12	Autumn	1	<p><b>Baseline Performance</b></p> <p>When entering the A Level course it is important that a Baseline performance is taken. This helps to ensure students are at a suitable level to access the A Level course, it also helps staff to identify areas for improvement or support at this very early stage in the course. Also, due to the nature of the A Level qualification and the makeup of The Ecclesbourne School, candidates from other schools are able to attend, therefore gaining an initial assessment of these students is key to helping them succeed. – <a href="#">Link to various assessment points in KS3 where pupils must perform solo in front of the class (Keyboard Skills, Guitar Riffs, My Own Instrument to name a few)</a></p> <p><b>Set Work Study</b></p> <p>The beginnings of study regarding the Set Works for the examination element of the course also begins in this first autumn term. As part of the A Level course, students study 13 Set Works across 6 areas of study, some set works including multiple movements to allow for a full overview of that particular work:</p> <p><i>Vocal Music</i></p> <p>J.S. Bach, Cantata, Ein Feste Burg, BMV 80: Movements 1, 2, 8 Vaughan Williams, On Wenlock Edge: No. 1, 3 and 5 (On Wenlock Edge, Is My Team Ploughing? and Bredon Hill)</p> <p><i>Instrumental Music</i></p> <p>Clara Wieck-Schumann, Piano Trio in G Minor, Op. 17: movement 1 Berlioz, Symphonie Fantastique: Movement 1 – <a href="#">Link to Year 7: Programme Music where students understand music which is created to tell a story and how melodies and harmonies work to create these different narratives.</a></p>

## KS5 Curriculum Pages

		<p><i>Music for Film</i>            Danny Elfman, Batman Returns: Birth of A Penguin Part 1 &amp; 2, Batman vs the Circus, The Rise and Fall From Grace. – <a href="#">Link to Year 8: Film Music where students create music in response to visual stimuli and learn about important film music features such as Leitmotif, Ambience and harmonic language.</a>            Bernard Herrmann, Psycho: Prelude, The City, Marion, The Murder (Shower Scene), The Toys, The Cellar, Discovery, Finale. – <a href="#">Link to Year 8: Film Music where students create music in response to visual stimuli and learn about important film music features such as Leitmotif, Ambience and harmonic language.</a></p> <p><i>Popular Music and Jazz</i>            Kate Bush, Hounds of Love: Cloudbusting, And Dream of Sheep and Under Ice            Beatles, Revolver: Eleanor Rigby, Here, There and Everywhere, I Want To Tell You and Tomorrow Never Knows.            Courtney Pine, Back in the Day, Lady Day and (John Coltrane, Inner State of Mind and Love and Affection – <a href="#">Link to Year 8: Blues where students learn about the origins of Blues and Jazz and work together on a 12-bar blues inspired improvised performance.</a></p> <p><i>Fusions</i>            Debussy, Estampes: No. 1 &amp; 2 (Pagodes and La Soiree dans Grenade) – <a href="#">Link to Year 9: Fusions where students understand the concept behind fusion pieces and create their own fusion piece.</a>            Anoushka Shankar, Breathing Under Water: Burn, Breathing Under Water and Easy – <a href="#">Link to Year 9: Fusions where students understand the concept behind fusion pieces and create their own fusion piece.</a></p> <p><i>New Directions</i>            Kaija Saariaho, Petals for Violoncello and Live Electronics – <a href="#">Link to Year 9: Experimental Music where students understand about the Experimental music movement from the 1950s onwards and by exploring the different sub-genres within the movement students gain a greater understanding of this genre.</a>            Stravinsky, The Rite of Spring: Introduction, The Augurs of Spring and Ritual of Abduction – <a href="#">Link to Year 9: Experimental Music where students understand about the Experimental music movement from the 1950s onwards and by exploring the different sub-genres within the movement students gain a greater understanding of this genre.</a></p>
	2	<p><b>Continued Set Work study</b> – continued work through the Set Works. Format of set works lessons is as follows:</p> <p>First lesson of Set Work study – Introduction to the work, listening and reading through with the score. Beginning exploration of key elements: Context, Sonority, Structure, Texture, Harmony &amp; Tonality, Rhythm, Metre and Tempo, Melody</p>

## KS5 Curriculum Pages

		<p>Second (and possibly third or fourth depending on length of work) lesson of Set Work study – Continue work through elements, students making notes/recording information.</p> <p>Final lesson of Set Work study – essay question set on set work to help consolidate knowledge.</p> <p><b>Mock Free Composition</b></p> <p>As part of the A Level course, students must complete two compositions, one completely free and one technical exercise set by the exam board.</p> <p>The free composition, as the name suggests, allows students to compose in any genre/style of music and for any type of ensemble they wish. Composition work is to be wholly the students own work with little intervention from teachers.</p> <p>Before the composition lessons begin in earnest, some preparatory sessions are undertaken which include some smaller composition tasks and a discussion surrounding expectation of composition level as well as examples of previous student/sample student work.</p> <p>Following these preparatory lessons, students are given independent time in lessons to work and develop their own compositional style. By completing the Mock compositions in Year 12, it gives the students a sense of what grade they are working at and allows the teacher to monitor the progress throughout the year and help students shape ideas that they can then use in their actual compositions in Year 13.</p> <p>Link to various assessments throughout KS3 which assess students' compositional ability, beginning with writing simple melodies in Year 7: Composition 1, to being able to compose under a set of chords in Year 8: Composition 2, to experimental compositions in Year 9: Experimental Music and composing more conventional pop songs in Year 9: Song writing. Alongside the technical aspects of learning to compose, students are given experience on using Music composition software such as GarageBand all through KS3 to help build their confidence with using the software to prepare them for KS4 and KS5. These sessions can be seen in Year 7: Sequencing, Year 8: Film Music and Year 9: Song writing.</p>
	Spring	<p>1</p> <p><b>Continued Set Work study</b> – continuing as before learning and refining knowledge of Set works including broadening horizons of wider listening both in class but also in extra-curricular and through the weekly 'Album of the Week' segments.</p> <p><b>Continued work on Mock Free compositions</b> – students still have lessons dedicated each week to working on their mock free compositions for the end of the year.</p>

## KS5 Curriculum Pages

			<p><b>Mock Performance</b></p> <p>Building on the strengths and weaknesses of the Baseline performance at the start of the year, students will begin practicing for their performance recital. The performance recital consists of 8 minutes worth of music which can be either solo or ensemble but should be considered as a 'recital' and therefore well thought out and in front of a live audience. Similar to composition, students are given some initial guidance on level requirements and quality and shown examples of previous student/sample work but this coursework should have little intervention from staff and is independent work. – <a href="#">Link see 'Baseline performance' regarding KS3 performing.</a></p>
		2	<p><b>Continued Set Work study</b> – continuing as before learning the key elements of the set works.</p> <p><b>Continued practice for Mock Performance</b> – time is allocated each week to performance practice allowing students time in lessons to practice and refine their musical choices for their mock performances (which in turn, will form their A Level performance recital in Year 13).</p> <p><b>Continued work on Mock Free Composition</b> – student are continuing working on free compositions.</p> <p><b>Mock Composition Technical Exercise</b> Work also starts in this term on the Mock composition technical exercise. This is an exercise which is set by the exam board and asks students to respond to one of 4 stimuli, they are:</p> <p><i>Bach Chorale</i> – students are given one part of a SATB Bach chorale and are asked to voice the other 3 parts using the given rules set out by J. S. Bach.</p> <p><i>Two par counterpoint</i> – students are given one part from a two- part counterpoint and they are required to write a second part which works with it. <a href="#">Link to Year 8: Composition 2 where students learn how to compose a melody over a set of chords, therefore understanding how what they write can impact other parts.</a></p> <p><i>Arrangement</i> – students are given a stimulus, which could be a set of words, a melody line or a set of chords and are asked to create an arrangement of this for a named ensemble (such as a String Quartet).</p> <p><i>Remix</i> – students are given a set of audio samples which they must remix using a DAW (GarageBand or Logic in our case) for a particular occasion or in a particular genre. – <a href="#">Link to Year 7 Sequencing where students must use pre-created loops to arrange into a piece with a clear structure, texture and genre.</a></p>
	Summer	1	<p><b>Continued Set Work study</b> – continuing learning and beginning revision of some set works in preparation for Year 12 Mock Exam.</p> <p><b>Continued Mock Performance practice</b> – some lessons each week dedicated to performance practice in preparation for mock performance.</p>

## KS5 Curriculum Pages

			<b>Continued Mock free composition work</b> – students have still been continuing on free composition, in preparation for handing in their work at the end of the year.
	Summer	2	<p><b>Mock performance</b></p> <p>Students will take part in a mock performance, this will be staged similarly to the actual A level performance students will be marked in the same format with the same scrutiny as Year 13.</p> <p><b>Year 12 Mock Exam</b></p> <p>Students will use this exam to put into practice all the set work study they have been doing this year. The exam will take exactly the same format as the actual A level Exam next academic year and students will use their knowledge that they have built up from this year.</p> <p><b>Mock Free Composition</b></p> <p>Students will hand in their mock free compositions towards the end of this term for teachers to assess and feedback.</p>

13	Autumn	1	<p><b>Set Work Study</b></p> <p>Students will use the information gleaned from the Year 12 Mock Exam to help inform revision/revisits to set works that have already been covered. Teachers to identify key areas that need refining. Also, if there are still set works that have not been covered, these will be looked at in this first half term. Also, starting work on exam technique, looking at areas for improvement and ways to answer questions will be built in more strongly during set work study sessions.</p> <p><b>Free composition</b></p> <p>Students will start their A Level free compositions in this term – using skills and ideas obtained from the Mock work. Students will complete this before the end of the autumn term and will also need to include a write up explaining their reasons for the choices they made in the composition of their pieces.</p>
		2	<p><b>Continuing Set Work study</b> – continuation of what has been previously mentioned.</p> <p><b>Completion of Free composition</b> – Free compositions handed in and marked by Teachers</p>
	Spring	1	<p><b>Year 13 Mock Exam</b></p> <p>Another mock exam is undertaken – in the same format as the Year 12 mock. Marked by teachers</p> <p><b>Practice for Composition Technical Exercise</b></p> <p>The composition technical exercises for the academic year are released in April so students will practice their technique in their chosen exercise from now to ensure they are prepared for the briefs when they are released.</p>
		2	<p><b>Set Work Study</b></p> <p>Students to look through the Mock exam, once again identifying areas of weakness. Revision of set works as well as any exam technique which needs addressing.</p>

## KS5 Curriculum Pages

			<p><b>Performance Recital</b></p> <p>The performance recital must take place from March onwards and so the live evening performance recital takes place in this time. It is usual conducted in the New Theatre and parents and family are encouraged to come and watch and support. This is recorded and marked by teachers.</p> <p>Students are given the opportunity to re-record their recital to just the Music department if it is agreed that a better performance could be achieved this way.</p> <p><b>Continued practice of the Composition technical exercise – as above</b></p>
	Summer	1	<p><b>Composition Technical Exercise</b></p> <p>The briefs are released for the exercise and students are given a small amount of guided learning hours to complete this task. Students must complete the task independently and should be treated under exam conditions.</p> <p><b>A Level Music Exam</b></p> <p>Students complete the A Level Music Exam in accordance with usual exam protocols.</p>

### Content and assessment overview

The Pearson Edexcel Level 3 Advanced GCE in Music is 100% externally assessed, and consists of one written paper and two non-examined assessment components.

Students must submit their non-examined assessment (NEA) and complete the exam in May/June in the year of certification.

Component 1: Performing (\*Component code: 9MU0/01) Non-examined assessment: externally assessed 30% of the qualification 60 marks

#### Content overview

Approaches to performing Assessment overview

- A public performance of one or more pieces, performed as a recital.
- Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.
- The total performance time across all pieces must be a minimum of eight minutes.
- Performances must be recorded after 1 March in the year of certification and all materials for assessment submitted to arrive by 15 May in the year of certification.

Component 2: Composing (\*Component code: 9MU0/02) Non-examined assessment: externally assessed 30% of the qualification 60 marks

#### Content overview

Approaches to composing Assessment overview

# KS5 Curriculum Pages

- Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.
- One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least four minutes in duration.
- One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least one minute in duration, unless the brief specifies a longer minimum duration.
- Total time across both submissions must be a minimum of six minutes.

Written examination: 2 hours 10 minutes 40% of the qualification 100 marks

## **Content overview**

- Knowledge and understanding of musical elements, contexts and language.
- Application of knowledge through the context of six areas of study, each with two set works, with the exception of Popular Music and Jazz, which has three set works.
  - o Vocal Music,
  - o Instrumental Music,
  - o Music for Film,
  - o Popular Music and Jazz,
  - o Fusions,
  - o New Directions,
  - o Application of knowledge to unfamiliar works. The areas of study are: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions.

## **Assessment overview**

- One written paper of 2 hours 10 minutes, with a total of 100 marks.
- One audio CD with the extracts to accompany questions on the paper will be provided per student.
- This paper comprises two sections: A and B. Section A: Areas of study and dictation (50 marks)
- Three questions related to the set works (audio and skeleton score provided).
- One short melody/rhythm completion exercise. Section B: Extended written response
- Two essay questions – essay one (20 marks) and essay two (30 marks)
- Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.
- Essay two gives a choice of four questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study



# KS5 Curriculum Pages

## Assessment Objectives

AO1 Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context

AO2 Create and develop musical ideas with technical and expressive control and coherence

AO3 Demonstrate and apply musical knowledge

AO4 Use analytical and appraising skills to make evaluative and critical judgements about music

## Enrichment opportunities

As part of the A Level Music course, students are expected to engage in a range of extra-curricular enrichment activities in order to help support their studies. These include, but are not limited to:

### Extra-curricular ensembles

A Level students are required to take part in at least one extra-curricular music ensemble which might include:

- Swing Band
- Orchestra
- Chamber or Main Choir
- Brass Group
- Clarinet Ensemble
- Keyboard Collective
- Ukulele Orchestra
- String Group

In addition, we encourage A Level students to lead or set up new extra-curricular ensembles.

## Trips

In the music department we are huge advocates of live music and every opportunity that is available we are putting on trips to visit orchestras, bands or other live music events which are taking place around the local area. A Level students get first refusal on such trips and are encouraged to attend as many as they can to help further broaden their horizons and help develop their wider listening.

## Impact

The impact of the A Level Music course aims to produce well-rounded musicians who have an appreciation of all musical genres, gain the ability to compose and perform at a high standard as well

# KS5 Curriculum Pages

as understand music theory and analysis at a much higher level. Future pathways for A Level music students include:

- BA in Music at University – focussing more on music history, theory and composition
- BMus in Music at University or Music Conservatoire – much more focus on performance
- BA in Music production or music technology – focussing on music technology and the use of music production software in modern music making
- Session/Freelance Musician
- Sound & Mastering Engineer
- Composer
- Professional performer
- Musicologist
- Music Therapist
- Music Teaching/Lecturing
- Music Producer
- Music Licensing
- Publisher
- Music Journalist
- DJ or Broadcaster
- Concert Director/Event Manager
- Instrument Maker
- Conductor

Not to mention the transferrable skills that Music can bring:

- Teamwork and collaboration
- Communication
- The art of performance, standing in front of crowds and presenting
- Time management
- Ear training
- Skills of analysis and critical thinking

# KS5 Curriculum Pages