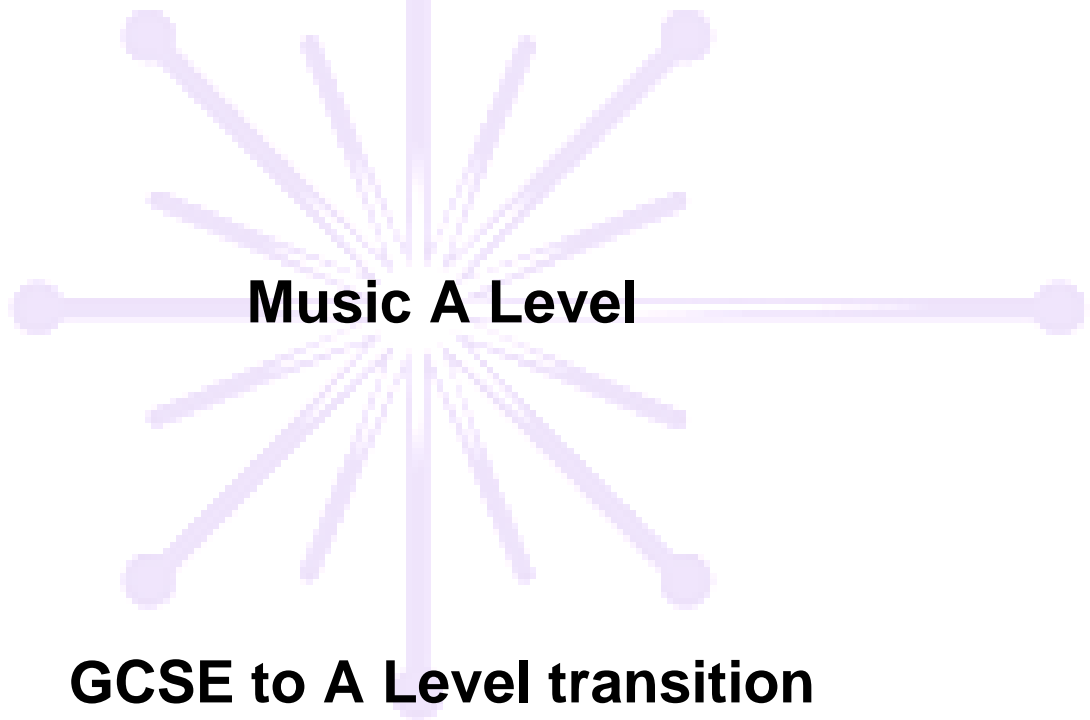


The Priory Academy LSST



Welcome to the A Level Music course at The Priory Academy LSST

We follow the **Eduqas** specification and examination at The Priory Academy LSST.

The course is split into three distinct areas.

- Performing
- Composing
- Appraising

Here is a link to the specification:

[A level specification template \(eduqas.co.uk\)](https://www.eduqas.co.uk/qualifications/AS-and-A-level/Music/Specification)

This pack will support you to effectively transition from Music GCSE to A Level.

Please note: You do not need to have taken the GCSE Music course to pursue the A Level, though you should discuss your musical skills and experience with the teaching staff to ensure that you fulfil the requirements.

For further advice and support, please contact sbillinger@prioryacademies.co.uk

Performance

You should continue to pursue your own solo performance work throughout the summer period. Many of you will be continuing practical lessons with your instrumental or vocal teacher. If this is not the case we can still look at providing you with ideas for performance, such as pieces to work on.

- Please choose a solo piece of music you would like to learn or develop and begin working on this.
- You should aim for a minimum performance standard of Grade 6 level.
- The following link gives examples of difficulty levels for a variety of pieces.
<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/GCSE-AS-and-A-level-Music-Difficulty-Levels-Booklet.pdf>
- We are not encouraging ensemble work right now, unless those you are performing with are also due to take the course at The Priory Academy LSST. That said, playing with a backing track or with an accompanist for rehearsal purposes is encouraged.
- It is important that you do not let your practical skills lapse during the long period between your GCSEs and commencing the A Level course. You should continue to practise regularly and make consistent progress in performance work.
- You may be able to find technical studies, or you could work on scales and arpeggios, to improve and develop your technique.

Composition Tasks

- Watch and listen to the following YouTube clip of the end titles from the film Isle of Dogs. This film is about Trash Island, where all dogs have been banished to live amongst the trash, and a boy who sets out on a journey to find and rescue his lost pet.

Isle of Dogs – End Titles

- Write down every musical feature that you hear in this piece. It would be helpful to use the following elements of music as headings; sonority (all instruments and instrumental techniques), tempo, rhythm and metre, pitch, melody, harmony and tonality, structure, dynamics and anything else that you think is important. Give as much detail as you can in your description. Listen to the piece a few times and pick out the instruments, the repetition of ideas and how they develop, and describe these with clarity and detail.
- Using only your analysis and without listening again to the piece, create your own version of Isle of Dogs. You should try to use the ideas within the piece that you heard, but your own version of these. For example, you might have discussed a falling repetitive bass line, so you could create your own falling repetitive bass line – but it would not be an exact copy of the one from Isle of Dogs End Titles.
- You need to download a copy of Sibelius First or Musecore. Both of these are linked below and both are free. Sibelius has limited staves (only four at once) so you may prefer to use Musecore. There is an initial step-by-step instruction guide when you first use it.
- <https://my.avid.com/get/sibelius-first>
- <https://musescore.org/en>
- You can email this work to sbillinger@poryacademies.co.uk

Alternative Composition Task

- Create a free composition working in any style that best demonstrates your own musical interests, skills and abilities.

Appraising

- Open the link below to the GCSE Music Revision Quiz. This should take you immediately to a page with 16 questions starting on Question 1.
http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_22/website/eng/index.html#
- Answer each question then click NEXT. There may be some questions or topics that you have not covered. Make a note of these. You can research those later.
- At the end of answering all 16 questions you will see an ANSWER SHEET which gives you your score and compares your results with the correct answers.
- Do not click back or off this sheet. **Take a screenshot** of your results page. This should be the whole page (including the questions, marks and your answers.) Then paste the screen shot into a Word file so that it is clearly visible to read. Label the screenshot “16 Questions 1”

- Click on **RETRY QUIZ** at the bottom left of the quiz page. (Do this after taking your first screenshot.)
- You should complete this quiz **FOUR TIMES**, with a screenshot for each attempt, then email your file with the results.

Theory

- You should use the following link to help you improve your knowledge of musical theory. The ideal level would be working on or beyond Grade 5 Theory level. This website will take you through each Grade, so that you can check your areas of weakness and focus work on those. Click on each Grade and follow the links to information and exercises.
- <https://www.mymusictheory.com/>
- For those of you that have not taken the Music GCSE course, this book is a 14-day crash course to some of the basic theory required for GCSE Music.
- <http://www.rhinegoldeducation.co.uk/product/step-up-to-gcse-music/>

Further Preparatory Work

Here is a choice of further tasks to do in preparation for studying Music A Level: Please choose three of these to complete and submit. Feel free to complete others if you wish.

Research and create a one-page fact file on each of the following composers: Claude Debussy, Francis Poulenc, Joseph Haydn, Felix Mendelssohn	Create a definition sheet of 50 different musical terms and techniques.	Write a short response to the following question: Which composer, living or dead, would you want to meet and why?
Create a time-line of all the different musical eras including Medieval, Renaissance, Baroque, Classical, Romantic and 20 th Century. You should then include bullet points suggesting the main features of each.	Read at least one book about a composer or a genre of music. Write a review of about 500 words, focusing on what you found most interesting about this book and the main musical features of the genre or composer's style.	Choose a piece of contemporary music in any style/genre and write a short argument for the piece to be recognised as a classic.
Write a report explaining which three pieces of music you would hope to have saved in your playlist, if you were stranded on a deserted island.	Research what Sonata Form is and why it became a standard form for many pieces of music, including symphonies and sonatas.	Write an analysis of a piece of classical music of your choice, using appropriate musical terminology.