

THE PRIORY ACADEMY

LSST

Sixth Form Induction Day

Music Taster Session



Ice Breaker – Two Truths One Lie

- Think of two truths and one lie about yourself, related to music.
- Tell your neighbour. See if they can work out the lie.
- Here are mine.
- I passed (with distinction) Grade 8 piano when I was 12 years old.
- I played the piano on a recording of Bach that went into space.
- In my 6th Form, I was on TV as a semifinalist in the BBC Young Musician of the Year competition.



Starter Questions

- Do you know what exam board we use?
- What chords are in an Imperfect Cadence?
- What exam board did you use for GCSE?
- What note would be a perfect 5th above a D?
- What instruments do you play?
- What is in the key signature for D major?
- What grade or level are you, if you have taken grades?
- What is the lowest pitched woodwind instrument in an orchestra?
- What grade are you hoping to get in your GCSE Music exam?





A level Music – what is it all about?

- **Anyone with a passion for music and a practical ability on an instrument or voice.**
- **Ongoing development in Performance skills.**



What will you study at A level?



60% Coursework – 40% Examination



Three components – all assessed in Year 13



Component 1: PERFORMING (25% - 35%)



Component 2: COMPOSING (25% - 35%)



Component 3: APPRAISING (40%)



The course is largely practical but the Appraising examination is challenging.



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Component 1: Performing

Option A: Total duration of performances: 10-12 minutes

Option A: 35% of qualification

Option B: Total duration of performances: 6-8 minutes

Option B: 25% of qualification

Non-exam assessment: externally assessed by a visiting examiner

Component 2: Composing

Option A: Total duration of compositions: 4-6 minutes

Option A: 25% of qualification

Option B: Total duration of compositions: 8-10 minutes

Option B: 35% of qualification

Non-exam assessment: externally assessed by WJEC



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Option A: Performing (35%)

A performance consisting of a **minimum of three** pieces. At least **one** of these pieces must be as a **soloist**. The other pieces may be **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. **At least one** other piece must reflect the musical characteristics of **one other, different** area of study.

Option B: Performing (25%)

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.

Option A: Composing (25%)

Two compositions, **one** of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of **four** set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition is a free composition.

Option B: Composing (35%)

Three compositions, **one** of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of **four** set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition must reflect the musical characteristics of **one different** area of study (i.e. not the Western Classical Tradition) while the **third** composition is a free composition.



A level Music – what is it all about?

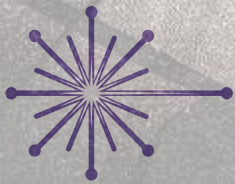
- **Lots of composition tasks in Year 12, to prepare for Year 13.**
- **In-depth study and analysis of 3 set works from one compulsory Area of Study and 2 others from a choice.**

The Western Classical Tradition / Rock and Pop / Musical Theatre / Jazz / Into the 20th Century / Into the 21st Century



What do I need to do to prepare?

- **Complete the Music A Level Transition Tasks.**
- **Continue to practice your instrument and listen to a wide variety of music.**



Isle of Dogs

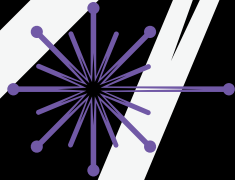
- Watch and listen to the end titles from the film Isle of Dogs.
 - This film is about Trash Island, where all dogs have been banished to live amongst the trash, and a boy who sets out on a journey to find and rescue his lost pet.
 - [Isle of Dogs – End Titles](#)
 - Write down everything that you can hear in the music. Think about instruments, pitch, tempo, texture, rhythm, dynamics, tonality, structure and anything else.
 - We will discuss your responses.
-





MUSIC – Key Terms

FUN GAME



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RULES

- One person is in the hot seat.
- Describe the word without saying the word or part of it.
- You have 20 words to describe.
- The team who describes them in the fastest time wins.
- You can pass but will have a 15 seconds penalty.



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BEETHOVEN



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A large, light gray graphic of a trumpet, oriented horizontally. The bell is on the left, and the mouthpiece is on the right. The graphic is composed of several thick, light gray lines radiating from a central point on the left, representing the body of the instrument. The word "TRUMPET" is written in a dark blue, sans-serif font, centered horizontally over the body of the trumpet.

TRUMPET



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MINOR



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ACOUSTIC BASS



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RAP



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SAMPLE



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PITCH



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SCALE



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SEMIBREVE



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ELTON JOHN



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GLISSANDO



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WICKED (the musical)



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TEMPO



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JAZZ



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LEITMOTIF



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JOHN WILLIAMS



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TONALITY



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SEMITONE



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OCTAVE



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ARPEGGIO



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MOZART



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CLARINET



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MAJOR



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ELECTRIC GUITAR



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HIP-HOP



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SPEAKER



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RHYTHM



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CHORD



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MINIM



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LADY GAGA



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PIZZICATO



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THE LION KING (the musical)



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TIMBRE



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BLUES



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STRING QUARTET



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ANDREW LLOYD WEBBER



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TEXTURE



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TIMPANI



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ALLEGRO



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HUMMING



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More Isle of Dogs

- Without looking, do you remember any of the musical features from this piece?
- If you were asked to compose a piece of music for the end titles to this film, what choices would you make?

Discuss....



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