



Music (AQA)

Do you enjoy performing? Have you had a go at composing your own music? Do you enjoy listening to a wide variety of music, and thinking about how it works? If you play an instrument and enjoy discussing and composing music, then an A level in Music could be the course for you! This is an exciting new syllabus that encourages and rewards a wide variety of practical music making.

Content and Assessment

Module 1 (40%) – Appraising Music: - Listening (56 marks), Analysis (34 marks) and Essay (30 marks)

The areas of study, provide an appropriate focus for students to appraise music and develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and music al language.

The areas of study can also provide a rich source of material for students to work with when developing performance and composition skills.

There are seven areas of study, as follows:

1. Western classical tradition 1650–1910 (compulsory)
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910.

Students **must** study Area of study 1: **The Baroque Solo Concerto** and **Piano Works of Chopin, Brahmes and Grieg** as well as choosing **one** from Areas of study 2–7.

Module 2 (25%) – Composing (Continued assessment)

Students learn how to develop musical ideas and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2). The combined duration of the compositions must be a minimum of four and half minutes, and a maximum of six minutes. (50 marks in total).

Module 3 (35%) – Performing (Continued assessment)

A minimum of ten minutes of performance on your chosen instrument in total is required, in a recital style. (50 marks in total).

Teaching

The three units of study are very different, so activities are varied. Practical lessons will be timetabled so you can develop performance recital repertoire. You will use Sibelius 7 music software in composing lessons, and listening and musical analysis will initially be teacher led, but will also involve research, group work and discussion.

The Future

Music is for life, not just a career! This new music course will give you the knowledge and experience required for all forms of further and higher education. Careers in Music are many and varied, for example: performing, composing, teaching, the music industry, music technology. You will be free to choose a path best suited to your musical interests and skills. Even if you choose to study another subject at university, your musical skills are always in high demand. Universities and colleges often have excellent bands, orchestras and choirs that are open to everyone – the social side of music should never be underestimated!



Independent Learning

Independent learning tasks in Music

<p>Ask yourself the following questions at all times – and make notes of your responses. Track your progress by seeing how your responses are changing as your work develops:</p> <ol style="list-style-type: none">1. Is the piece of music that you are performing, suitable to gain you the highest marks possible relating to your performing ability?	
<ol style="list-style-type: none">2. Is your performance convincing, well-projected, assured and committed? Have you performed this to your friends/teacher/parents/fellow performers? What did they say?	
<ol style="list-style-type: none">3. How could the music that you have studied in lessons assist you in your compositional process? What did Purcell, Bach, Mozart or Grieg do, for example? What were their melodic or rhythmical ‘thumbprints’? Could this help you?	
<ol style="list-style-type: none">4. Can you relate to and identify all of the key musical terminology that we have learned to the music that you listen to in your own time?	
<ol style="list-style-type: none">5. How could music of other genres assist you in your composing? How or by who have these composers been influenced? Can you spot any trends you can use?	
<ol style="list-style-type: none">6. Do you understand how to recognize the different harmonic traits and compositional techniques within a piece? (e.g – cadences, chordal inversions, suspensions, appoggiatura, passing notes, etc)	
<ol style="list-style-type: none">7. Are you confident in being able to construct a ‘good’ melody? If not, what constitutes a ‘good’ melody? Listen to music of any genre that you think have particular good melodies. What is good about them?	