

A Level Music

Taster session

Learning objectives

- To introduce and learn the basic concept of harmony.
- To develop strategies to improve harmony (planning for the Summer).
- To learn how to develop an idea through composition.

Prepare ONE piece to present in a Performance lesson next year (Performing)

- Use the following checklist to help you prepare for that first performance. The piece should last between 2 and 3 minutes.

Assessment criteria for A level Music

Criteria 1: Technical control (Breath control, diction, technical control).	Tone quality – Vibrant, rich, sensitive + colourful across pitch + range.	Tone quality – Very good quality: Vibrant, rich, sensitive + colourful across pitch + range	Tone quality – Good quality: Vibrant, rich, sensitive + colourful across pitch + range
	Intonation – totally secure.	Intonation – generally convincing.	Intonation – Few notes out of tune/a bit pitchy.
Marked out of 16	15-16	12-14	9-11
Criteria 2: Accuracy and fluency	Total accuracy and fluency. No hesitation	Generally convincing accuracy and fluency. Slight hesitation	Mostly accurate and fluent. Occasional hesitation
	Insignificant errors (1 to 2)	A Few minor errors	Noticeable errors (1 to 2)
Marked out of 16	15-16	12-14	9-11

<p>Criteria 3: Expressive control, style – Interpretation.</p>	<p>Outstanding interpretation</p> <p>A mature, individual and imaginative interpretation.</p> <p>Effective communication, musically shaped and consistent use of dynamics, phrasing and articulation to shape the performance.</p>	<p>Assured interpretation</p> <p>Exciting and communicative interpretation.</p> <p>Tempo consistent, 1 or 2 inconsistencies. Characterful communication and musically shaped. Frequent use of dynamics, phrasing and articulation to shape the performance.</p>	<p>Convincing Interpretation</p> <p>Confident and engaging interpretation.</p> <p>A few minor inconsistencies of tempo. Some use of dynamics, phrasing and articulation to shape the performance. Fairly successful communication.</p>
<p>Marked out of 16</p>	<p>15-16</p>	<p>12-14</p>	<p>9-11</p>

The performance is marked out of 48 and then scaled.

Less Difficult (Grade 6) 48 gives you 48/60

Standard (Grade 7) 48 gives you 60/60

More Difficult (Grade 8 or above) 48 gives you 60/60. 40/48 stills gives 60/60

Music Theory conquers all

Q. Do you know the notes of the treble and bass clef?

Q. What strategies are there to help you?

Use www.musictechteacher.com to help you

Two more useful sites include:

1) Dictation exercises from TES (Times Educational Supplement)

2) Tonedear.com for improving melodic dictation, intervals and chords.

The above are great to develop your aural (listening) skills when answering Q4 on aural dictation (recognizing melody and rhythm).

Use this time now to train yourself. This is a very independent task

What are the following key signatures?

Piano

a) b) c)

Three measures of piano music. Measure a) shows a treble clef with a sharp on the F line and a bass clef with a sharp on the C line. Measure b) shows a treble clef with sharps on the F and C lines and a bass clef with a sharp on the C line. Measure c) shows a treble clef with sharps on the F and C lines and a bass clef with sharps on the C and F lines.

Pno.

4 d) e) f)

Four measures of piano music. Measure 4 shows a treble clef with sharps on the F and C lines and a bass clef with sharps on the F and C lines. Measure d) shows a treble clef with sharps on the F, C, and G lines and a bass clef with sharps on the F and C lines. Measure e) shows a treble clef with sharps on the F, C, and G lines and a bass clef with sharps on the F, C, and G lines. Measure f) shows a treble clef with a flat on the B line and a bass clef with a flat on the B line.

Pno.

7 g) h) i)

Four measures of piano music. Measure 7 shows a treble clef with flats on the B and E lines and a bass clef with a flat on the B line. Measure g) shows a treble clef with flats on the B and E lines and a bass clef with flats on the B and E lines. Measure h) shows a treble clef with flats on the B and E lines and a bass clef with flats on the B and E lines. Measure i) shows a treble clef with flats on the B and E lines and a bass clef with flats on the B and E lines. A green vertical line is present at the end of the staff.

How to remember the key

- Cycle of 5ths for key signatures with #s.

C → G → D → A → E

- Cycle of 4ths for key signatures with *bs*.

C → F → B \flat → E \flat → A \flat

Order of the #s

- Remember the following phrase.
- **F**ather **C**hristmas **G**ets **D**ad **A**n **E**lectric **B**lanket.
- To remember the order of the bs go backwards.

Composition Task

Developing a musical idea

1. Look for key intervals (distance between notes).
2. Look for a key rhythm.
3. Look for phrases in the idea. Can you break it down into smaller segments.
4. Varied repetition. Think simple *e.g. octave higher*.
5. Inverting your ideas (flipping it upside down).
6. Creating an accompaniment from your ideas.
7. Exhaust your ideas first before bringing in a new motif/idea.
8. Remember to use your voice and not always rely on an instrument.

The Duchess (Rachel Portman)

(Music for Film)

Unit 3: Appraising (listening)

- Focus on the following:
- **Musical elements** (melody, tempo, metre and rhythm, tonality, structure, performing forces and techniques, texture, dynamics).
- Use the above to analyse the following pieces:
 - a) The Opening Titles
 - b) Mistake of your life
 - c) Never see your children again
- All of the above deal with loss and isolation. How is this brought out in the music? E.g. The solo violin in the 'Opening titles. Is it symbolic? The use of falling phrases
- **Musical contexts** (Why was it written and what is the composer's intention?)

The Opening Titles from The Duchess



Image 1



Image 2

Mistake of your life from The Duchess



Image 1



Image 2



Image 3

Never see your children again from *The Duchess*

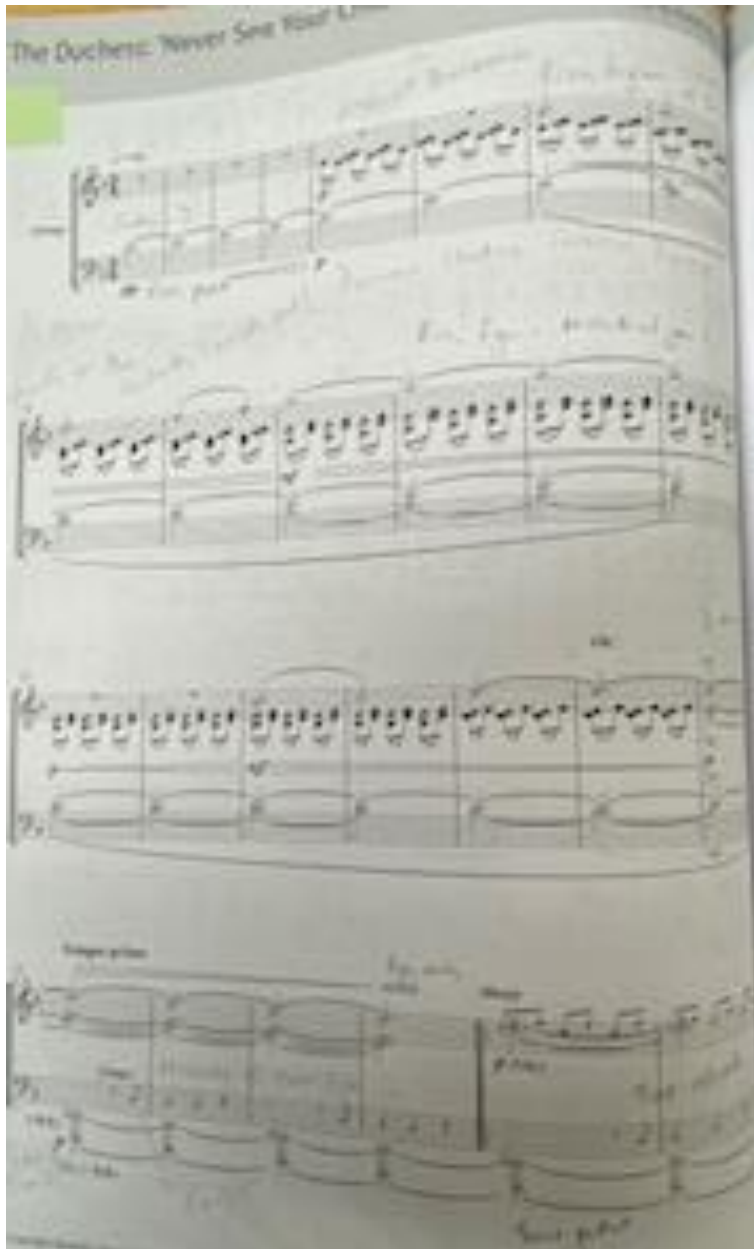


Image 1



Image 2

Home learning

- Compose **5 short ideas** and **develop** through *varied repetition, inversion, sequence* etc (Composing).
- Prepare ONE piece to present in a Performance lesson next year (Performing).
- Learn the notes of the **treble** and **bass clefs** (Theory).
- Learn the **key signatures** of up to 3 # and b.
- Use www.musictechteacher.com to help you.
- **Research** the music/score of **Rachel Portman's 'The Duchess'** (musical elements and main musical ideas) **Listen** to the *The Duchess opening credits, Mistake of your life* and **Never see your children again**. Make notes on musical elements (Listening and Analysis – key musical elements).
- How does the music reflect the main female character?
- A score will be provided.

Wider listening around *The Duchess*

- To achieve the highest marks for your essays you have to demonstrate a knowledge of other music to support your answers. The following music will provide this. Please make sure you listen, make notes (similar elements) and connections with *The Duchess*.
- 2 music cues in the film from Classical period (*18th Century music*)
 - 1) Beethoven: *German Dance No.10*
 - 2) Haydn: *Adagio* from String Quartet in D Opus 1, No.3

Influences on Portman's style

- 1) Ravel: *Pavane for a dead infant* (20th Century)
- 2) Erik Satie: *Gymnopedie No.1* (20th Century)
- 3) J.S. Bach: *Violin Concerto in A minor* (Baroque)

Other Period Dramas

- 1) Dario Marianelli: *Pride and Prejudice* (Meryton Townhall – Gigue, similar to opening of 'Six years later' and 'Your hands are cold' dramatic and sad.
- 2) *Chocolat* (Portman)
- 3) *Emma* (Portman). All the 3 above are about strong women who isolate themselves. Here is the link with '*The Duchess*'.

The Importance of individual research and study

- If you undertake the all the above, you will put yourself in a very strong position in September as we hit the ground running. Please take all tasks seriously and fully prepare for what will be a challenging (and I hope enjoyable) year.
- Good luck.
- If you want any support please email aw@waleshigh.com
- Remember, there is enough work here for several weeks. Do not be overwhelmed by it. Take your time and enjoy the tasks. Anything you do will be of benefit.