

Course Overview	Subject:	MUSIC A LEVEL	Exam Board:	EDUQAS	Qualification:	GCE Advanced Level [A660PA] or [A660PB]
	Introduction Why is this subject amazing?					
	- If you have a long-established love of music & have gained at least a level 6 in GCSE Music, then you would enjoy studying Music at A level. - A level Music would let you access a variety of higher-education options: the practical performance & composition elements of the course open up opportunities for studying at music college or university (such as Jazz, Classical, Performing Arts: Musical Theatre / Opera, Composition: Film, TV & Contemporary Music). The study & analysis of the stylistic conventions & historical contexts of a wide variety of engaging A level Set Works & their related Areas of Study opens up opportunities for studying musicology at university. - A music degree would enable you to choose from a wide variety of music-related careers (see below):					
	What will I study? - THREE components in all:					
	Component 1 = Performing: You will develop your skills as either a <i>soloist</i>, within an <i>ensemble</i> or both in relation to at <i>least one</i> Area from: Western Classical Tradition, Rock & Pop, Musical Theatre, Jazz, Into the 20th Century, Into the 21st Century					
	Component 2 = Composing: - You will use music technology to develop your skills to compose at <i>least two</i> pieces that reflect the stylistic conventions of at least <i>two</i> different Areas chosen from: Western Classical Tradition AND one of: Rock & Pop, Musical Theatre, Jazz, Into 20th Century, Into 21st Century - You will develop your understanding of: harmony, texture, rhythm, instrumentation, melodic development & structure.					
	Component 3 = Listening & Understanding - You will develop your ability to identify, analyse, evaluate & compare stylistic musical features & conventions & place these within their historical context through an understanding of the dimensions of music, musical devices & score/notation-reading/dictation skills - You will study the stylistic conventions of THREE contrasting Areas of Study through the in-depth analysis of <i>three</i> specific stylistically and contextually representative 'Set Works', and a broad study of a selection of stylistically and contextually representative pieces of music for the Development of the Symphony and the Development of Jazz: Area of Study A = Western Classical Tradition 1750-1900 Set Work: Haydn's 'London' Symphony, no. 104 (Classical) (= Main AS Set Work) - The 'Development of the Symphony' - Mendelssohn's 'Italian' Symphony - Beethoven's Symphonies 3, 5, 6, 9 - Symphonies by: CPE Bach /Stamitz /Haydn /Schubert /Brahms /Tchaikovsky /Mahler /R.Strauss Area of Study D = The Development of JAZZ - 1920-1960 - Ragtime / Dixieland Trad Jazz / Chicago Jazz / Big Bands / Swing Bands / Bebop / Cool Jazz Area of Study E = Into the 20th Century (= A2 Set Works) Set Work: Debussy's 'Nuages', movement no.1 from Three Nocturnes for Orchestra (Impressionism) Set Work: Poulenc's movement no.2 from 'Trio' for Oboe, Bassoon & Piano (Neo-Classicism)					
	ASSESSMENT METHOD					
	Two choices of assessment weighting / combination on offer for the practical coursework components: ○ Option A: 10-12 mins Recital 35% AND two Compositions 25% (108 & 72 marks) OR ○ Option B: 6-8 mins Performance 25% AND three Compositions 35% (72 & 108 marks) • Performances will be assessed internally by a <i>visiting</i> Eduqas examiner, Compositions will be assessed <i>externally</i> • Your understanding of the Areas of Study Set Works & of related stylistic conventions & historical context will be assessed <i>externally</i> via CD-led <i>listening exam</i> & <i>written paper</i> in June at the end of year 13.					
	FUTURE OPPORTUNITIES AND CAREERS					
	<i>professional musician / performer / artist (classical/jazz/pop/rock), professional composer (film/television/ gaming), MD / Conductor, music therapist, sound engineer, music publisher, musicologist, arts / artist / orchestra / studio / record label / concerts & events manager, sound recording engineer, luthier (music instrument repairer), peripatetic instrumental teacher, record company talent scout, music agent, college / university lecturer, specialist secondary school music teacher, music retailer, record producer, armed forces musician, club DJ, music licensing royalty officer, song writer</i>					
	ENTRY REQUIREMENTS					
	- It is <i>essential</i> to have previously completed GCSE music & to have gained at least a level 6 - It is <i>preferable</i> to have achieved Grade 5 in <i>singing</i> or on an <i>instrument</i> (either in a performance exam or be able to perform at the equivalent standard). Certainly a <i>minimum</i> of Grade 4 standard is absolutely essential to consider it. - It is preferable to already have Grade 5 Music Theory. If not students are expected to attend weekly music theory lessons (which are provided <i>free of charge</i>)					
	COURSE EXPENSES					
	- On-going instrumental lessons (internally or externally) are not only highly recommended, but <i>essential</i> at this level, since the performance aspects tend to have a crucial bearing on course results, with c.32 lessons given over the course of the year. - Our peripatetic teachers are self-employed, but the Dept's <i>guide price</i> for such instrumental / vocal lessons is £32.00 per hour ie: c. £10.60 per 20 minute lesson or c. £16.00 per 30 minute lesson - The Music Department provides all course-related booklets, notes & scores <i>except</i> for exam-board <i>student revision guides</i> & Performance-related <i>sheet music</i>.					