

The Gryphon School

MUSIC Dept



Year 11 into Year 12

Music Progression Tasks Summer 2026

Name:

Booklet Contents:

Music course outline with key assessment dates.....	p.2 & p.3
How the course is assessed.....	p4
Departmental expectations & commitments, course entry requirements & expenses.....	p5
How the course will be delivered by music staff.....	p5
Self-Learn Progression Tasks.....	p.6 & p.7
Overview of Extra-Curricular Ensembles & Lessons opportunities.....	p.8
Task 1 Western Classical Composers Research worksheet.....	p.9
Task 2 Western Classical Tradition Set Works <i>Listening</i> & initial analysis worksheet.....	p.10
Task 3 Development of Jazz Exemplar Works <i>Listening</i> & initial analysis worksheet.....	p.11
Task 4 Western Classical Tradition –BBC/Howard Goodall context videos worksheet...p.12	
Task 5 Coursework Recital Programme & Performance <i>Preparation</i> worksheet.....	p.13
Task 6 Preparatory mini-lesson videos - Knowledge & Understanding development....	p.14

A Level - Course outline with Key Assessment Dates:

WEIGHTING CHOICES:	- For the two practical coursework components, you must choose your preferred weighting between Performance & Composition. - There are 2 possible options, from which you must choose one by the end of Year 12 Option A: Performance 35% AND Composition 25% (108 to 72 marks) [A660PA] Option B: Performance 25% AND Composition 35% (72 to 108 marks) [A660PB]			
Component 1	PERFORMING	Performance tutorials = September - February	Mock Recitals = February	Performance EXAMS = March-April of Year 13
EITHER:	■ Option A = 10-12 minute recital (35%) ■ MUST perform a minimum of x3 pieces - x1 piece must reflect the musical characteristics of ONE Area of Study - at least x1 piece must reflect the musical characteristics of one OTHER Area of Study ■ MUST perform a minimum of x1 piece as a SOLOIST ■ the other pieces may be performed as either a SOLOIST /as part of an ENSEMBLE /or combination of BOTH. ■ Option B = 6-8 minute performance (25%) ■ MUST perform a minimum of x2 pieces as a SOLOIST /or as part of an ENSEMBLE / or a combination of BOTH ■ x1 piece must reflect the musical characteristics of ONE of the Areas of Study ■ Maximum number of performers in an ensemble is 8 ■ Any Ensembles must last a minimum of 2 minutes with a maximum of 8 players ■ Within an Ensemble, the candidate MUST perform a significant part and must NOT be doubled ■ All performances are recorded and must be in one continuous 'take' ■ Exam performances are to a visiting external examiner from Eduqas – therefore there are NO re-takes ■ Expected standard for performances = Grade 6 (extra bonus marks will be available for higher grade 7 / 8 standard pieces using the marks scaling table) ■ You will be allowed ONE re-start per piece if you stumble within the first 30 seconds ■ You may also use a piano accompaniment or a backing track if you wish to for any performance ■ IF Improvising - you MUST perform an improvisation to a chosen musical stimulus ■ You are not restricted to performing on just one instrument / voice, BUT there is NO advantage in performing on more than one ■ NB: whilst more success can be gained performing a simpler piece well rather than a more difficult piece badly, select your pieces carefully to ensure that you demonstrate your <i>highest performing skills</i> ■ The SIX Areas of Study that you can relate your performance pieces to are: The Western Classical Tradition / Rock & Pop, Musical Theatre, Jazz, Into the 20th Century, Into the 21st Century			
OR:				
Component 2	COMPOSING	Complete Compositions = MARCH	RECORD & PRINT +LOGS= APRIL Year 13	
EITHER:	Option A = x2 Compositions 4-6 minutes combined (25%) - x1 FREE Compositions for which students set their own briefs (choose style/opportunity) - x1 chosen BRIEF Composition related to Western Classical Tradition (4 choices)			
OR:	Option B = x3 Compositions 8-10 minutes combined (35%) - x2 'FREE' Compositions for which students set their own briefs (choose style/opportunity) - x1 chosen set 'BRIEF' Composition which must reflect the musical language, techniques & conventions of the Western Classical Tradition in response to ONE brief chosen from a choice of four possible briefs set by the exam board in early September. - x1 of the FREE Compositions MUST reflect the musical language, techniques & conventions of ONE other Area of Study - The FIVE Areas of Study that you can relate your performance pieces to are: Rock & Pop, Musical Theatre, Jazz, Into the 20th Century, Into the 21st Century ■ Research listening, preparation / experimentation CAN be done outside of controlled lesson time ■ Must produce a score (or lead sheet / chord chart), an Mp3 Recording & a Composition Log ■ The Score and Recording need to be accurate, clear and balanced. ■ The composition log for each composition will outline the process of development and refinement. ■ Off-timetable day (5 hours of controlled time) in late February of Year 13			

Component 3	APPRAISING (LISTENING & UNDERSTANDING)	PPE Component 3 (Written Paper) = JUNE of Year 12 = DECEMBER & MARCH of Year 13	Component 3 EXAM = JUNE of Year 13
Written & Listening components related to: THREE Areas of Study (40%)			
Area of Study A	WESTERN CLASSICAL TRADITION In Year 12 you will study the Development of the Symphony from the Classical period to the Early Romantic period - You will study TWO set works: Haydn Symphony 100 ‘The Military’ (ALL FOUR movements in detailed depth) Schubert Symphony No.5 (ALL FOUR movements analysed in sufficient depth to enable comparison with the Haydn Symphony). - You will also listen to and study a selection of other exemplar landmark Symphonic works & related composers & contexts which demonstrate the key characteristic stylistic features, conventions & developments of the Symphony over time - Within this Area of Study, you will study the use of: Structure & Form / Tonality & Harmony & related Devices / Texture / Melody, Thematic Development & related Devices / Rhythm, Metre & Tempo / Sonority, Instrumentation & Dynamic Expression - You will learn new subject-specific Key Terminology - Study will involve the annotation and analysis of SCORES		
Area of Study D	JAZZ 1920 to 1960 – ‘How Jazz changed over time’ - In Year 12 you will study the characteristic musical features & conventions of SEVEN styles of JAZZ music from the turn of the 20th century: 1890-1920 Ragtime 1920s Dixieland / New Orleans ‘Trad Jazz’ style (collective polyphonic improvisation) 1920s ‘Early Jazz’ / Chicago style Jazz (more soloistic / homophonic improvisation) 1920s Big Bands 1930s-1940s Swing Bands 1940s-1950s Bebop Jazz 1950s-60s Cool Jazz - You will listen to a selection of exemplar and landmark Jazz works which demonstrate the key characteristic stylistic features, conventions & developments of Jazz - Within this general study, you will focus on a small number of specific works in greater detail - Study will involve the use both full scores and skeleton scores to help make sense of some of the works studied - Within this Area of Study, you will study the use of: Structure & Form / Tonality & Harmony & related Devices / Texture / Melody, Thematic Development & related Devices / Rhythm, Metre & Tempo / Sonority, Instrumentation & Dynamic Expression - You will learn new subject-specific Key Terminology - Study will involve the annotation and analysis of SCORES		
Area of Study E	INTO THE 20th CENTURY - In Year 13, you will study the characteristic musical features & convention of THREE styles of music from the turn of the 20th Century: IMPRESSIONISM NEO-CLASSICISM EXPRESSIONISM - In particular, you will study TWO set works in great detail: Poulenc – ‘Trio’ for Oboe, Bassoon & Piano 1st movement only (NEO-CLASSICISM) Debussy – ‘Fetes’, No.2 from ‘Trois Nocturnes’ (IMPRESSIONISM) - You will also listen to and study a selection of exemplar landmark works & related composers & contexts which demonstrate the key characteristic stylistic features, conventions of each of Impressionism / Neo-Classicism / Expressionism - Within this Area of Study, you will study the use of: Structure & Form / Tonality & Harmony & related Devices / Texture / Melody, Thematic Development & related Devices / Rhythm, Metre & Tempo / Sonority, Instrumentation & Dynamic Expression - You will learn new subject-specific Key Terminology - Study will involve the annotation and analysis of SCORES		

How the A Level Music Course is Assessed:

Component 1	PERFORMING	35% OR 25% A level	Externally Assessed March / April of Year 13
	■ a LIVE performance assessed by a visiting Eduqas examiner in March / April of Year 13 ■ each piece performed will be marked out of 36 marks ■ Option A = 35%, total of 108 marks OR Option B = 25%, total of 72 marks ■ Option A = MUST last minimum of 10 minutes – anything less will receive ZERO marks. ■ Option B = MUST last a minimum of 6 minutes – anything less will receive ZERO marks ■ You will be assessed on the quality of your: ■ Technical control (Intonation, Tone & Projection) / Accuracy of Rhythm & Pitch / Fluency & appropriate Tempo / Interpretation & Communication (Expressive Dynamics, Articulation, Phrasing) / Empathy (with accompanist / ensemble members), Understanding of Style & Context ■ <i>If you make a mistake during the start of a piece, you may make ONE restart (that will not affect the overall mark for the piece)</i>		
Component 2	COMPOSING	25% OR 35% A level	Externally Assessed May of Year 13
	■ Option A = 25%, total of 72 marks ■ Option B = 35%, total of 108 marks ■ Each composition marked out of 36 ■ Option A = MUST last a combined minimum of 4 minutes – anything less will lose marks ■ Option B = MUST last a combined minimum of 8 minutes – anything less will lose marks ■ For each composition, you MUST produce a score (or lead sheet / chord chart), an Mp3 recording & a Composition Log / Write-up drafted over the course and written up formally in April of Year 13. ■ the Score, Recording & Composition Log are NOT assessed separately but as part of the overall mark scheme ■ Marks Penalties for combined composition times under the minimum 4 ½ minutes ■ You will be assessed on the quality of your: • <i>response to given / chosen briefs</i> • <i>use of characteristic musical conventions & techniques of the related musical style</i> • <i>ability to construct & develop original musical ideas using compositional techniques</i> • <i>technical control of chosen instrumental resources (Sonorities) & related music technology</i> • <i>ability to organise, structure & present your ideas</i>		
Component 3	LISTENING & UNDERSTANDING	40% A level	Externally Assessed June of Year 13
	■ Assessment is through a 2 hour and 15 minute WRITTEN EXAM ■ EXAM will be marked out of 100 ■ You will answer questions in relation to the chosen Areas of Study A, D & E (NOT B or C). ■ You MUST provide as much relevant detail & as many specific references (bar & part) to scores as you can ■ ALL answers should be in continuous prose ■ You must avoid making grammatical and spelling errors ■ You will be assessed on whether the organisation and planning of your answers is evident ■ Demonstrate your understanding of the resulting SOUND / EFFECT of the music		
Area of Study A	■ marked out of 40 ■ For the Western Classical Tradition you will have to answer THREE questions: • ONE aural perception question on an unprepared extract with reference to a <i>skeleton</i> score • ONE detailed analysis question on the HAYDN Symphony 100 with reference to the unannotated score • extended written essay assessing your knowledge of BOTH set symphonic works in relation to the development of the Symphony, requiring an understanding of the wider social, cultural & historical contexts of the period ■ You will have access to un-annotated scores of the Set Works		
Area of Study D	■ marked out of 30 ■ For JAZZ 1920-1960 you will have to answer TWO questions: • ONE aural perception question on an unprepared extract • ONE comparison essay based on TWO unprepared extracts requiring an understanding of the wider stylistic contexts and conventions of JAZZ		
Area of Study E	■ marked out of 30 ■ For INTO THE 20th CENTURY you will have to answer TWO questions: • ONE written analysis question on ONE of the two set works • ONE aural perception question on an unprepared 20th Century-related extract		

Departmental Expectations of Students:

The Music Department has the following expectations of all A level music students throughout the two-year course:

- to have excellent behaviour and attitude, to be involved and willing to contribute within lessons
- to be self-motivated to complete all homework fully to the best of your ability & **meet all deadlines**
- ***to attend Music Theory classes (held every Tuesday lunchtime (IF you have not yet gained your Grade 5 Theory Qualification)***
- to be prepared for every lesson with the correct files and resources (notes, scores, pens, diaries)
- to have full attendance at lessons - and notify your teacher beforehand if you unavoidably miss a lesson
- to take responsibility to find out from Assignment Manager what work / homework was missed & to complete the work missed.
- to act on all advice given whether verbal, written, in class, one-to-one or at parents' evenings, to ensure progress
- to record target grades/homework/mock exam assessments grades in your AS course handbook
- to devote **FIVE hours per week** to independent music study /research /practice /homework (listening / written) ***outside of lessons***
- to spend a minimum of **ONE** free 'study period' PER week **IN** the music department ***preparing*** ideas for your Component 2 composition or ***practising*** for Component 1 performances.
- to get involved in any way in the extra-curricular life of the Music Department to develop your performance skills - there is a wide variety of FREE musical opportunities / ensembles on offer to join and with no auditions.
- ***Failure to meet a deadline will result in students having to miss the lesson to complete outstanding work***
- ***Persistent failure to complete work will result in phone calls / letters home with the Head of Year being informed and students placed on Department Contract. Parents may be invited in for a meeting and ultimately students may be asked to leave the course.***
- ***Failure to complete self-learn tasks deadline will result in students being placed on an immediate one month period of review / probation as to whether they are suitable to remain on the course.***
- ***Failure to complete work to an acceptable standard will result in students being asked to re-do the work***

Departmental Commitments to Students:

In turn, the Music Department gives the following commitments:

- Deliver organised & well-focused lessons & materials appropriate for supporting students' learning, achievement & success
- Set relevant homework regularly & mark / return it as promptly as possible, providing detailed feedback to help improve / develop / progress further
- Provide help & support to each student fully, fairly & equally.
- Provide one-to-one feedback (verbal/written) on progress & individual achievements (in relation to benchmark targets)

Entry Requirements:

- It is ***essential*** to have previously completed GCSE music and to have gained at least a **level 6**. It is preferable to have already achieved a minimum of a **Grade 4** in a performance exam (or to be able to perform at the equivalent standard since the actual passing of a Grade exam is not essential) in singing or on an instrument.
- It is ***preferable*** to already have **Grade 5 Music Theory**. If not, A level students are ***expected*** to attend music theory lessons, provided ***free of charge***.
- N.B: Any students who have not taken GCSE music must be of at least **Grade 6** standard (instrument or voice) and have taken Grade 5 Music Theory to be even considered for the course. Such students will be required to perform a short audition to gauge their suitability and the Department reserves the right to refuse entry to the course.

Course-related Expenses:

- On-going instrumental lessons (internally or externally) are not only highly recommended, but **essential** at this level, since the performance aspects tend to have a crucial bearing on course results.
- The Department's guide price for such instrumental / vocal lessons is c. £12.00 per 20-minute lesson & c.£18.00 for a 30-minute lesson with c.32 lessons given over the year. Peripatetic teachers are all self-employed, so lesson costs can vary - but only ***slightly***.
- The Music Department provides all course-related booklets, notes & scores ***except*** for Performance-related ***sheet music*** & the "Eduqas AS & A Level Music Study Guide" which may be purchased on Amazon for c.£35.00.

How the A level Music course will be Delivered by Staff:

(9 lessons per fortnight):

Taught by:

Component	Percentage	Area of Study	Staff	Lessons	Frequency	Taught by
Component 1	30%	Performing*	Both VJM & AMM alternating with Composition* / Aural Analysis Dictation Skills*	x1 x1	Lessons <i>once</i> per month	VJM AMM
Component 2	30%	Composing & Techniques	VJM Composing & Compositional Techniques AMM Composing* (alternating with Performing)	x2 x1	lessons per fortnight	VJM AMM
Component 3	40%	Areas of Study / Set Works	VJM = Area of Study A Western Classical Music VJM = Area of Study E Impressionism & Expressionism VJM = Aural Analysis / Dictation skills* (alternating with Performing) VJM = Development of the Symphony WCT Context AMM = Area of Study D Jazz AMM= Area of Study E / 20 th Century Neo-Classicism	x2 x1 x1 x2	lessons per fortnight	VJM VJM VJM AMM

Year 11 into 12 Summer Progression Tasks 2026

- Each of these self-learn progression tasks have been chosen to help you develop your existing musical knowledge, understanding and skills from GCSE, in preparation for the start of your A-level Music course studies.
- We do expect you to have a go at each task and to try your very best - do NOT worry about getting anything wrong!
- We expect you to complete these self-learn progression tasks gradually throughout **June / July / August** rather than in one sudden last-minute burst in the last few days of August!
- **N.B: The DEADLINE for handing in your completed summer tasks *worksheets* (1, 2, 3, 4, 5 & 6) is your FIRST music lesson in September with Mr Mizen (Head of Music)**
- **N.B: It is essential that all self-learn progression tasks are completed *before* the end of your Summer holiday.....**
- Both Mr Mizen and Mr McDonald are happy to be emailed **UP TO** the **END OF JULY** should you need to ask for help or seek clarification with regards to any of the self-learn progression tasks via:
 - val.mizen@gryphon.dorset.sch.uk
 - adam.mcdonald@gryphon.dorset.sch.uk

MUSIC Self-Learn Summer Holiday yr.11 into 12 Progression Tasks:

TASK 1: Area of Study A - Western Classical Tradition – Composers & related Periods / Styles

- a) Using the Task 1 worksheet (page 9) research the following x5 prescribed Set Works *composers*:
 - **HAYDN**
 - **SCHUBERT**
 - **DEBUSSY**
 - **POULENC**
 - **SCHOENBERG**
- b) For EACH composer, provide as much detail as you can related to each of the following headings:
 - **Life DATES, NATIONALITY, PERIOD / STYLE, SUMMARY of stylistic conventions of PERIOD / STYLE**
- c) Provide an explanation of which **composer** out of THIS list is your *favourite* and state **why** with an explanation of your reasons....

TASK 2: Area of Study A - Western Classical Tradition - Areas of Study SET WORKS & Context

- a) Using the Task 2 worksheet (page 10) use the youtube hyperlinks to **LISTEN** to EACH of these FOUR 'Western Classical Tradition' Areas of Study A & E **Set Works** in turn using the embedded hyperlinks:
 - **Haydn's Symphony no. 100** ('The Military') - 'Classical' Period (1st movement only)
 - **Schubert's Symphony no.5** - Early 'Romantic' Period (1st movement only)
 - **Debussy's 'Fetes' (no.2 from Three Nocturnes)** - 'Impressionism'
 - **Poulenc's 'Trio' for Oboe, Bassoon & Piano** - 'Neo-Classicism' (1st movement only)
 - **Schoenberg's 'Five Pieces for Orchestra'** - 'Expressionism' (1st & 2nd movements)
- b) For each piece of music listening to, provide as much musical detail as you can through 'active listening' related to each of the following **Dimensions of Music**:
 - **SONORITIES / STRUCTURE / TEXTURES / MELODY & MOTIFS / TONALITY / MODULATIONS / HARMONY / METRE / RHYTHM**

TASK 3: Area of Study D – Evolution & Development of JAZZ:

- a) Using the Task 3 worksheet (page 11), use the youtube hyperlinks to **LISTEN** to EACH of the **7 JAZZ** exemplar pieces (all different stylistic versions of 'St Louis Blues' (a famous Jazz 'standard') by the following Jazz artists which cover the development of the Jazz genre:
 - **1890-1910 Ragtime interpretation** (for solo piano using numerous syncopations 'ragging')
 - **1910s 'New Orleans' 'Dixieland / Trad' Jazz – 'Original Dixieland Jass Band'** (more polyphonic)
 - **1920s 'Early Jazz' / 'Chicago' Jazz – Louis Armstrong & His Hot 5** (more soloistic / homophonic)
 - **1930s-1940s 'Swing Bands'** (WW II era large commercial 'arranged' bands with antiphony) – **Benny Goodman**
 - **1940s-1950s 'Bebop' Jazz - Dizzy Gillespie** (frenetic & dissonant- reaction against commercialism)
 - **1950s-60s 'Cool' Jazz Dave Brubeck** (reaction against Bebop – deliberately laid-back, easy listening & relaxed)
 - **1970s-present 'Modern' Jazz - Herbie Hancock** (influences of other 'popular' musical styles with fusion)
- b) For each piece of music listening to, provide as much musical detail as you can related to each of the following **Dimensions of Music**:
 - **SONORITIES / STRUCTURE / TEXTURES / MELODY & MOTIFS / METRE / RHYTHM**

TASK 4: The Western Classical Tradition – Howard Goodall’s ‘The Story of Music’

- a) Using the Task 4 worksheet (page 12) use the youtube hyperlinks to **WATCH EACH** of the **12** short BBC Bitesize programmes about the evolution of ‘Western Classical Tradition’ in Music (they vary in length from 5 to 10 minutes in length only).
- b) Write down which Period in Music History is your favourite and state why with an explanation of your reasons....

TASK 5: Course *Performance Recital Preparation*:

- a) Using the Task 5 worksheet (page 13), list UP to x4 pieces of music (c. grade 4 or above) that you can ALREADY play / sing / perform to a high standard
- b) For each piece of chosen music, provide the following information:
 - i) the title
 - ii) the composer
 - iii) the instrument / or voice by which you perform each piece
 - iv) the related approximate grade of each piece
 - v) the timed length in minutes/seconds of each piece
 - vi) the related Style / Genre of music
- c) EACH week allocate *at least one* dedicated rehearsal / preparation time of **30 minutes** duration (minimum) for your chosen performance programme (as listed above).
- *N.B: We will be starting with in-class performance practices end of September – so make sure you are preparing!*

TASK 6: Pre-course preparatory Knowledge & Understanding up-skilling:

- a) Using the Task 6 worksheet (page 14) Choose **THREE** areas / topics / concepts from the list of youtube mini-lesson from the list that you are believe you are *less familiar with* / *weaker in*, & that you believe you would benefit from developing your knowledge and understanding of prior to the start of the AS music course.
- b) WATCH these **THREE** mini-lessons over the course of the summer holiday. It is entirely up to you if you decide to watch more than three of these mini-lessons.
- c) Write down the **THREE** youtube mini-lesson *areas / topics / concepts* that you watched.

Gryphon *MUSIC Department* – opportunities available:

- The Gryphon enjoys a busy & thriving Music Department – but it is only successful because of our *students themselves* from all year groups who *choose* to participate in & contribute with dedication to the musical opportunities we offer over the course of each academic year.

Extra-Curricular MUSIC ENSEMBLES:

- All students within our school community are able to join one or more music ensembles should they wish to
- All ensembles are provided FREE of charge as we're keen to get as many students as possible involved in extra-curricular music!
- You do NOT need to *audition* to join any of the ensembles
- You do NOT need to be taking *instrumental / singing* lessons *at the school* to be able to join an ensemble
- The Gryphon Music Department offers the following Music ensemble clubs in the course of a typical week:
 - 'Pitch Perfect' Choir (years 7-13)
 - 'Aurora' Chamber Choir (years 10-13)
 - Concert Band / Show Orchestra (years 7-13)
 - String Ensemble (year 7-13)
 - Recorder Consort (years 7-13)
 - Baroque Chamber Ensemble (years 11-13)
 - Guitar Ensemble (years 7-13)
 - Percussion Ensemble (years 7-13)
 - + Music Theory (years 7-13)
- Ensembles run either *within lunchtimes* or *after school*
- Our ensembles enjoy *annual* performance opportunities for the following events:
 - our Autumn & Summer Term **School Concerts** in the *Quarr Hall*
 - our School **Christmas Carol Service** in the beautiful *Sherborne Abbey*
 - participation in the **Sherborne Christmas Carol Concert**
 - participation in the annual **Sherborne Abbey International Music Festival**
- Our ensembles have *bi-annual* performance opportunities for the following:
 - **Primary Schools Music Roadshow** (years 7-10)
 - **School Musical Theatre Production** (pit orchestra / cast) (years 7-13)
 - **International Music Tour Abroad** (years 7-13)
- Once every two years we collaborate with the school's *Drama* Department to undertake a School Musical Theatre Production – our most recent production was of 'The Addams Family' in 2024.
- **N.B:** Our next joint School Production will commence in **September 2026** & be performed in **February 2027**.
- All students within our school community have the opportunity to *audition* as a member of the: *Cast, Crew* or *Pit Orchestra*.
- Once every two years we aim to undertake an international music tour abroad. In *July 2025* we took student members from our various music ensembles on Music Tour to *Barcelona, Spain*.
- **N.B:** We have already starting to organise our next Music Tour to **FRANCE** in **July 2027**.

Instrumental / Singing MUSIC LESSONS:

- The Gryphon Music Department offers broad range of Instrumental / Singing lessons on the following instruments:
 - **Piano**
 - **Guitar** (Electric & Acoustic)
 - **Drum Kit**
 - **Violin / Viola / Double Bass**
 - **Flute / Clarinet / Saxophone**
 - **Trumpet / Cornet / Trombone**
 - **Recorder**
 - **Singing** (classical, pop, rock, jazz, folk or musical theatre styles covered)
- All students within our school community are able to opt to learn a musical instrument / to sing should they wish to.
- There are **32 lessons per year**, with a choice of 20 minute or 30 minute **individual** lessons
- Our wonderful team of peripatetic teachers are all *self-employed* so set their own hourly rate - however our current Music Department *guide price* is **£36.00 per hour** (ie: c.£18.00 per 30-minute lesson & c. £12.00 per 20-minute lesson)
- Most of our peripatetic staff invoice parents / carers *in advance* either *monthly* or *half-termly*- you will NOT be expected or asked to pay for a whole *year's* lessons in one go in advance
- Lessons run during the *school day* on a rolling timetable to avoid students missing the same curriculum lessons each week.
- Lessons for *6th formers* can often be organised to take place *within timetabled free periods where possible*.
- **N.B:** Should you wish to learn a musical instrument not currently offered do please contact the Head of Music (**Mr Mizen**) via school email and he will endeavour to source a suitable qualified teacher for you: val.mizen@gryphon.dorset.sch.uk
- **N.B:** If you wish to start learning an instrument / singing we have a formal '**Expression of Interest**' form which *must be completed with parental signed consent to proceed* then handed in to **Mrs Karen Bugler** at the **Conference Centre Reception** at least 2 weeks prior to the end of this academic year in **July**.

We very much look forward to welcoming you in joining us in making music!

Mr V. Mizen (Head of Music) & Mr A. McDonald (Music Teacher)

Task 1: Western Classical Tradition – Composers & related Periods / Styles

	Life DATES?	NATIONALITY?	PERIOD / STYLE?	SUMMARY of key stylistic musical conventions of the related Period?
J. Haydn				
Schubert				
Debussy				
Poulenc				
Schoenberg				

c) Explanation of your *favourite composer* from *this* list & *why*.....

Task 2: Western Classical Tradition -Development of the Symphony Stylistic Features

links	https://www.youtube.com/watch?v=Bdw9wac4qIU	https://www.youtube.com/watch?v=AdzipPt-P00&list=RDAdzipPt-P00&start_radio=1	https://www.youtube.com/watch?v=xUN2nXA_tbU&list=RDxUN2nXA_tbU&start_radio=1	https://www.youtube.com/watch?v=gTrFvJ5Ogl4&list=RDgTrFvJ5Ogl4&start_radio=1	https://www.youtube.com/watch?v=l9-tVSrCqs&list=RDl9-tVSrCqs&start_radio=1
Period / Style:	18 th Century Mid-Classicism	19 th Century Early Romanticism	Into the 20 th Century Impressionism	20 th Century Neo-Classicism	20 th Century Expressionism
Date:	1793	1816	1899	1926	1912
	Haydn Symphony no.100 1 st Movement only	Schubert Symphony no.5 (1 st Movement) only	Debussy "Fetes" no.2 from Trois Nocturnes	Poulenc "Trio" 1 st Movement only	Schoenberg Five Pieces for Orchestra (1 st & 2 nd movements only)
1) SONORITIES & Techniques					
2) STRUCTURE					
3) TEXTURES					
4) MELODY, MOTIFS & Devices					
5) TONALITY & Modulations					
6) HARMONY & Devices					
7) METRE					
8) RHYTHMS & Devices					

Task 3: Jazz Styles - key musical features comparison worksheet

Links:	https://www.youtube.com/watch?v=2_uqi1Uh4Yw&list=RD2_uqi1Uh4Yw&start_radio=1&t=2	https://www.youtube.com/watch?v=2KUDCL0sXlw	https://www.youtube.com/watch?v=us7bSkCQhkM	https://www.youtube.com/watch?v=45Kx4KzfMn0	https://www.youtube.com/watch?v=GBQ8tJwOb90	https://www.youtube.com/watch?v=Tm-o8GIMtHQ	https://www.youtube.com/watch?v=HzpYpg1eoCs
Jazz Style	Ragtime / Boogie-Woogie	Dixieland 'Trad' Jazz	Chicago Style Jazz	Swing Band Era Jazz	Bebop Jazz	Cool Jazz	Modern Jazz
Date:	1914	1921	1929	1936	1959	1964	1998
	St Louis Blues WC Handy <i>Transcription</i>	St Louis Blue 'Original Dixieland Jazz Band'	St Louis Blues - Louis Armstrong	St Louis Blues - Benny Goodman	St Louis Blues - Dizzy Gillespie	St Louis Blues - Dave Brubeck	St Louis Blues - Herbie Hancock
1) SONORITIES & Techniques							
2) STRUCTURE							
3) TEXTURES							
4) MELODY, MOTIFS & Devices							
5) TONALITY & Modulations							
6) HARMONY & Devices							
7) METRE							
8) RHYTHM & Devices							

Task 4: BBC programmes with Howard Goodall – The Western Classical Tradition

- AGE of DISCOVERY – MEDIEVAL Period & The Birth of NOTATION: <https://www.bbc.co.uk/teach/class-clips-video/articles/z7276v4>
- AGE of DISCOVERY – MEDIEVAL Period & The Birth of HARMONY: <https://www.bbc.co.uk/teach/class-clips-video/articles/zrcrkmn>
- AGE of DISCOVERY – RENAISSANCE Period & The Birth of DISSONANCE: <https://www.bbc.co.uk/teach/class-clips-video/articles/zntkjhv>
- AGE of INVENTION – BAROQUE Period, BACH & the Development of KEYS: <https://www.bbc.co.uk/teach/class-clips-video/articles/zhhtscw>
- AGE of INVENTION – BAROQUE Period & HANDEL: <https://www.bbc.co.uk/teach/class-clips-video/articles/zdd8qp3>
- AGE of ELEGANCE & SENSIBILITY – CLASSICAL Period & HAYDN: <https://www.bbc.co.uk/teach/class-clips-video/articles/z7vygwx>
- AGE of ELEGANCE & SENSIBILITY – CLASSICAL Period & MOZART: <https://www.bbc.co.uk/teach/class-clips-video/articles/zm276v4>
- AGE of ELEGANCE & SENSIBILITY – The Birth of ROMANTICISM & BEETHOVEN: <https://www.bbc.co.uk/teach/class-clips-video/articles/zhcrkmn>
- AGE of TRAGEDY – ROMANTICISM & LISZT: <https://www.bbc.co.uk/teach/class-clips-video/articles/z63mscw>
- AGE of REBELLION – Late 19th Century FRENCH Composers: <https://www.bbc.co.uk/teach/class-clips-video/articles/zdphf4j>
- AGE of REBELLION – IMPRESSIONISM & DEBUSSY: <https://www.bbc.co.uk/teach/class-clips-video/articles/zkphf4j>
- AGE of REBELLION – The Origins of POPULAR Music - BLUES & RAGTIME: <https://www.bbc.co.uk/teach/class-clips-video/articles/zh32nrd>

b) Explanation of your *favourite period* in music history and *why*.....

Task 5: Coursework Recital Performance Preparation

Title of Music?	Composer?	Instrument / Voice?	c. Grade?	c. Length in Minutes?	Style of Music?
1)					
2)					
3)					
4)					

Task 6: Key concepts *youtube* mini-lessons:

- Dimensions of Music: <https://www.bbc.co.uk/bitesize/examspecs/zbmct39>
- Cadences: <https://www.youtube.com/watch?v=YwfrGbTIKos>
- Staves: <https://www.youtube.com/watch?v=8Z9XiUTf61U>
- Key Signatures: <https://www.youtube.com/watch?v=xY9Q0R0G2jM>
<https://www.youtube.com/watch?v=G20foMzvczc>
<https://www.youtube.com/watch?v=5r-qoY9iBDs>
<https://www.youtube.com/watch?v=9uP-rWuQ10s>
- Circle of 5ths: <https://www.youtube.com/watch?v=LHv5WN4SiU>
- Intervals: <https://www.youtube.com/watch?v=2V3bvZu2Xgo>
https://www.youtube.com/watch?v=uUTYBnW5Z_I
<https://www.youtube.com/watch?v=oTA8repiqYg>
<https://www.youtube.com/watch?v=hnzJfG1Eveg>
<http://madelinesalocks.com/MusicalIntervalsTutor/#>
<https://www.youtube.com/watch?v=8RPGgfJ5bjQ>
<https://www.youtube.com/watch?v=1JpUVETI60w>
- Aural / Ear Training: https://www.youtube.com/watch?v=Z_RJx5KPaSE&list=PLAdgWfYaJfJxMfumloT443A5gMDnbrw4x (Rhythmic)
<https://www.youtube.com/user/auralskillsguru> (Melodic)
<https://www.e-musicmaestro.com/auraltests/free>
<https://www.teoria.com/>
<https://trainer.thetamusic.com/en/content/getting-started>
- Stylistic Context: <https://www.youtube.com/watch?v=PIUB2GCaTig>
https://www.youtube.com/watch?v=TKQP7g_8IQM
- Instruments of orchestra: <https://www.youtube.com/watch?v=cmhLU896IJ4>
<https://www.youtube.com/watch?v=zqnzCq-95jg>
<https://www.youtube.com/watch?v=p4zjlfuRGi>
https://sfskids.rollingorange.com/instrument_families.php
www.mysokids.com
- Transposing Instruments: <https://www.youtube.com/watch?v=1t1FNTQHpAc>
- Italian Terminology: <https://www.youtube.com/watch?v=SyvHKzsOrFU> (Tempo)
<https://www.youtube.com/watch?v=uQklolQIZOI&list=TLPMQjQwNDIwMjC7GdXYkivkQg&index=1> (Dynamics)

b) WHICH THREE of these mini-lessons did you *watch*?

i) = _____

ii) = _____

iii) = _____