

A LEVEL MUSIC - SUMMER TASKS

Welcome to A level Music!

As with GCSE, the A level course consists of three elements; **performing**, **composing** and **appraising**. The tasks below are designed to help you prepare for these three areas of the course.

Performing

- Prepare a performance piece on an instrument of your choice. Ideally this should be grade 4 standard or above (as you should be aiming to perform at a minimum of grade 6 standard for your performance recital in Year 13)
- You should provide a score or lead sheet of your performance piece.

You should be prepared to perform/ record this for feedback in the **first two weeks of September**.

Composing

- Compose a short extract of music in a style of your own choice. You can write for any combination of instruments but must have at least a melody and accompaniment (so two instruments such as lead and bass guitar, or two hands of piano, etc.)
- You should have a minimum of 16 bars of music
- You should present this EITHER in score notation (**Flat.io** is a free to use music program which is available online and which you will be able to access in school; you can also download a free version of **Sibelius** called Sibelius first, a basic free version of **Dorico** called Dorico SE or a program called **Musescore**) AND as a recording or sound file (the programs listed above all allow you to convert your work to a sound file. OR as a recording or sound file (free/ low cost sequencer programs include **Bandlab**, **Garageband** for Apple devices, and trial versions of **Cubase** and **Logic**) ALONG WITH a written description/ lead sheet explaining your ideas
- Some suggestions for composition ideas might be:
 - a short piece for piano solo or another solo instrument with piano accompaniment
 - a short piece for two or more instruments (duet/ trio/ quartet)
 - a short piece to set a scene or describe a mood (film music)
 - the chorus of a song (with or without vocals – could just be the chord pattern)
 - a piece exploiting music technology/ loops and samples

This should be handed in for assessment in the **first week of September**.

Appraising

Basic music theory

- Please access the website <https://www.musictheory.net/lessons>. Please make sure that you read through and are familiar with all of the sections under “**The basics**”, “**Rhythm and Metre**”, “**Scales and key signatures**” and “**Intervals**”.

Basic music history

You will need a basic understanding of the history of Western Art Music (Renaissance, Baroque, Classical, Romantic, 20th Century)

- A good starting point is on the Classic FM website: <https://www.classicfm.com/discover-music/periods-genres/> which has lots of information as well as links to sound files and videos of full performances. Make sure that you **listen** to a range of work from each period, to get a feel for the style and musical features
- There are more facts and listening files here: <https://alevelmusic.com/4-short-history-of-music/>
- A longer document worth reading is: <https://www.gramophone.co.uk/features/article/a-brief-history-of-classical-music>
- Complete a listening log with brief notes/ bullet points on at least 2 pieces from each period: Renaissance, Baroque, Classical, Romantic, 20th Century – a blank listening log is attached. You can use the sound files/ videos on the websites listed above, or choose your own.

You should email your completed log to harrison.w@myton.co.uk by Friday 8th September.

Area of Study A: Development of the Symphony

- **research how the orchestra changed between the Baroque and Classical periods** - consider instruments used, size/ number of instruments, how the orchestra was directed, etc.

Summarise your findings into ten bullet points and email to harrison.w@myton.co.uk by Friday 8th September.

The set work for this Area of Study is:

- Joseph Haydn *Symphony no. 104 in D major* (movements 1-4)
<https://www.youtube.com/watch?v=N1FUw5whO-4>
- You should aim to listen to this piece, together with the following set works from Area of Study E: Into the Twentieth Century **at least twice** over the summer holiday:
 - Francis Poulenc *Trio for Oboe, Bassoon and Piano*, movement 2
<https://www.youtube.com/watch?v=YagYhg2SnT4>
 - Claude Debussy *Three Nocturnes, Number 1, Nuages*
<https://www.youtube.com/watch?v=flijEF9iCCM>
- You will need to purchase a copy of the Haydn for the start of September, **please purchase the following score: *Symphony No. 104 in D major 'London': Haydn Eulenberg Miniature score* ISBN 13: 978-3-7957-6698-6**

Area of Study B: Rock and Pop

- **listen to one song from each decade from 1950-2010.** Complete the attached timeline (or use it as a basis to create your own, e.g. on Word or powerpoint). You should include title, artist, release date and genre e.g. rock, disco, reggae for each song.

You should email your completed timeline to harrison.w@myton.co.uk by Friday 8th September.

SUMMER LISTENING LOG

NAME _____

Period:	E.g. Renaissance
Name of piece(s):	
Movement(s):	
Composer:	
Date composed:	

Period:	E.g. Renaissance
Name of piece(s):	
Movement(s):	
Composer:	
Date composed:	

What are the most obvious features of this music? How does it represent the style of the period? (Consider: tempo/metre, instrumentation, structure, tonality, texture, melody, rhythm, mood, any other features)

E. g. "it's a piece of vocal music written for the church, to a Latin text. Church music was very common in the Renaissance period as the church had the money to employ musicians and composers, plus the ability to write music down, so more sacred than secular music has survived. It features a polyphonic texture throughout, which was common in the Renaissance period, etc., etc...."

What are the most obvious features of this music? How does it represent the style of the period? (Consider: tempo/metre, instrumentation, structure, tonality, texture, melody, rhythm, mood, any other features)

Please delete my examples and duplicate this page for each

Pop Music Timeline

Please use this sheet to produce a timeline of pop music from the 1950s to the present day. Include a band or musician who was performing for each decade and list one of their songs, with dates, that you have listened to. State the genre of the song you have chosen (e.g. rock, disco, reggae, etc.)

If you prefer, you may use this template as a guide to produce your own timeline in another format e.g. Word, powerpoint.

The diagram shows a horizontal timeline of decades from the 1950s to the 2010s. Each decade is represented by a rounded rectangular box containing three horizontal lines for text. The decades are arranged in two rows: the top row contains the 1950s, 1970s, 1990s, and 2010s; the bottom row contains the 1960s, 1980s, and 2000s. Blue arrows point from the 1960s box up to the 1950s box, from the 1970s box up to the 1960s box, from the 1980s box up to the 1970s box, from the 1990s box up to the 1980s box, from the 2000s box up to the 1990s box, and from the 2010s box up to the 2000s box. Additionally, blue arrows point from the 1960s box down to the 1950s box, from the 1980s box down to the 1970s box, and from the 2000s box down to the 1990s box.

1950s

1960s

1970s

1980s

1990s

2000s

2010s