
MUSIC

The following information is based upon the current A Level course.

“It’s just dots and lines, *until you play it.*”

Examining Board
AQA

Specification
A Level 7272

ENTRY REQUIREMENTS TO THE A LEVEL COURSE.

Please see the Sixth Form Admissions Policy for the entry requirements to this course.

Students must also be willing to be actively involved in a range of extra-curricular in and out of school activities and attend a variety of concerts. Above all, they should demonstrate a passion for music and a commitment to hard work. A willingness to undertake Grade 5 theory is essential.

Component 1: Appraising Music (40%)

The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. These areas of study can also provide a rich source of material for students to work with when developing performance and composition skills.

There are six areas of study: 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: Western classical tradition 1650–1910 and choose **two** from Areas of study 2–7.

Area of study 1: Western classical tradition 1650–1910 (compulsory). For the purpose of this specification western classical tradition is defined as art music of (or growing out of) the European tradition, normally notated, and normally intended for public performance.

There are **three** strands of music represented which cover **three** key genres: Baroque: the solo concerto, Classical; the operas of Mozart, Romantic; the piano music of Chopin, Brahms and Grieg.

Component 2: Performance (30%)

Students must be able to perform music using one or both of the following ways: instrumental/vocal: as a soloist, and/or as part of an ensemble, production via technology. Students **must** perform for a minimum of **ten** minutes. Care should be taken when selecting repertoire for ensemble performance; the level of demand refers to the individual part performed by the student and not to the overall level of demand of the selected piece.

Component 3: Composition (30%) Students **must** learn how to develop musical ideas, including extending and manipulating 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 a half minutes**. Compositions must demonstrate technical control in the use of appropriate musical elements and how they are combined to make sense as a whole. Please refer to the tables of musical elements in Subject content.

Students must be able to compose music in one or both of the following formats: instrumental/vocal: produce notated score, written accounts and/or lead sheet by traditional means or by using music software as appropriate. Production: generated entirely digitally, by using music software, without notated score but with accompanying annotation. Students must be able to make creative use of the musical elements appropriate to their chosen style or genre of music.

STUDENT VIEWPOINT

Students who enjoy music and are willing to work hard achieve excellent results at St Leonard's, and they benefit from highly experienced teachers, superb resources and the excellent facilities. It is not an easy option, but an extremely rewarding and inspiring one.

COMPLEMENTARY SUBJECTS

Music relates to many other subjects, including: Maths; Physics; Art; History; English Literature; Languages; Philosophy and Ethics; ICT and is recognised as a traditional academic subject by top universities.

CAREER AND UNIVERSITY OPPORTUNITIES

“British music industry worth £5.2bn to UK economy” (www.musiciansunion.org, 23rd September 2021). Students of music are in high demand by employers. They can demonstrate a wide variety of skills: tremendous self-discipline, practising their instruments; great team skills, rehearsing in bands, orchestras and choirs; time management and working under pressure, preparing concerts; ICT capability, sequencing and notating and recording music; sensitivity and intuition, interpreting music.