



ST CHRISTOPHER'S SIXTH FORM

MUSIC

BRIDGING UNIT

Music

Welcome to the Music Department at St Christopher's. You will be joining a thriving department that will offer you many opportunities in performance, composition and academic music.

We follow the OCR A-level music specification and it can be found by accessing this link: [AS and A Level - Music - H143, H543](https://www.ocr.org.uk/qualifications/as-and-a-level/music-h143-h543)

Or by putting into your search bar <https://www.ocr.org.uk/qualifications/as-and-a-level/music-h143-h543-from-2016/>

You will follow either A or B depending on whether you focus on performance or composition.

Component	Marks	Duration	Weighting	
Performing A (01)	75	-	25%	Recital minimum six minutes, two contrasting pieces. Externally assessed via audio-visual recording.
Performing B (02)	105	-	35%	Recital minimum ten minutes, three contrasting pieces. Externally assessed via audio-visual recording. Section 1: Free choice; Section 2: Focused study.
Composing A (03)	105	-	35%	Two pieces and three short technical exercises, minimum combined duration of eight minutes. Externally assessed via audio-visual recording.
Composing B (04)	75	-	25%	Two pieces, minimum combined duration of four minutes. Externally assessed via audio-visual recording.
Listening and appraising (05)	120	2 hours 30 mins	40%	Written exam including aural extracts.

You will develop your knowledge of Western Tonal Harmony throughout the A-level music course through a range of different topics including performing, composition and appraising music. The Listening and Appraising paper has a wide and varied focus and we will study the following units over the two years. (These can be varied if the class wishes to take a different unit to play to their strengths)

Area of Study 1 – Instrumental Music of Haydn, Mozart and Beethoven

Area of Study 2 – Popular Song, Blues, Jazz and Big Band

Area of Study 3 – Developments in Instrumental Jazz 1910 – Present Day

Area of Study 5 – Programme Music

In order to prepare for the course undertake the following tasks.

1. Prepare a presentation entitled 'The Baroque and Classical Orchestra'.

Your presentation should include the following which you will need to research.

- The orchestra, its instrumentation and growth from 1600 – 1820.
- The families of instruments and any changes in instrumentation as instruments developed and changed
- The development of brass instruments through this period
- Any specific playing techniques the instruments use.
- Any famous composers and compositions who were writing music for the orchestra between those dates
- Any specific types of orchestral composition that were composed during the Baroque and Classical period.
- You should try to include short extracts of music to illustrate your answer throughout

Assessment Criteria

Comment	Grade
Students are able to articulate clearly and give a good account of the development of the orchestra from 1600-1820 and include the differences and similarities in the playing of the instruments as well as their development. They will make observations about how these differences and similarities contribute to the unique sound of the instrument. The student shows a clear understanding backed up by clear aural experience. The presentation is informative, interesting and is delivered confidently.	8 - 10
Students are able to articulate the differences and give a good account of the development of the orchestra from 1600-1820 and include the differences and similarities in the playing of the instruments as well as their development. similarities in the playing of the instruments and make observations about how these differences and similarities contribute to the unique sound of the instrument. The student shows an understanding but this is not backed up by clear aural experience. The presentation is fairly informative and interesting.	5 - 7
Students are unable to articulate the differences and similarities in the playing of the instruments and make observations about how these differences and similarities contribute to the unique sound of the instrument. They are unable to give a detailed and chronological account of how the orchestra has developed. The student shows no evidence of any aural experience. The presentation is disappointing.	0 - 4

Music

2. Submit a log titled 'My Listening Journal'

You are required to listen to 6 pieces of music chosen from the selection below. Your log must include specific details of the music you have listened to.

- Title, Composer, Date of composition
- Instruments / voices etc. used
- Structure and Form of the music – (Binary / Sonata Form / through composed / 32 bar song form etc.)
- Dynamics, texture, timbre / sonority, pitch, rhythm. (Give some really comprehensive details about the music you have listened to always focusing on the elements of music.
- Any notable musical features that you think are interesting and should be pointed out

Keep a log of your listening and then be able to discuss the pieces you have listened to and be able to answer questions on these.

Assessment – Brief discussion and questions

Comment	Grade
Students have listened carefully and can comment accurately on each of the elements of music within the pieces chosen. They are able to draw conclusions from the comments made and how it 'works' as a piece and discuss details such as form and structure and musical features. The listening log shows detail and understanding and they have been able to give good structured answers.	8 -10
They are able to draw simple conclusions from the comments made about how it 'works' as a piece. They can discuss generally but not in any detail, the form and structure and musical features. The listening log shows some detail and understanding and they have been able to give reasonably structured answers.	5 - 7
They are unable to comment in any detail about the music. They are unable to draw simple conclusions from the comments made about the music and how it 'works' as a piece. They are unable to discuss any notable features in the music. The listening log is limited detail and understanding and the answers are rather vague.	0 -4

Choose the music to listen to from the following – remember you need to listen to SIX pieces.

Haydn	Symphony No. 103 in Eb 'Drum-Roll', 1st Movement
Purcell	Sonata for Trumpet and Strings in D Major Z 850
Mozart	Piano Sonata in C K545, 1st Movement
Schumann	Träumerei from Kinderszenen for piano
Mendelssohn	Hebrides Overture ('Fingal's Cave)
Dukas	The Sorcerer's Apprentice
Miles Davis	So What from A Kind of Blue
Dizzy Gillespie	Mantecca
Ian Shaw	You've got to pick a pocket or two' (2015)
Sondheim	'Send in the Clowns' from A Little Night music
Beethoven	Piano Sonata No 32 in C Minor Op111, 1st Movement
Muse	'Save me' from the album The Second Law

3. Performance.

Prepare a piece on your main instrument / voice to perform at the start of the course. Choose something that you can play / sing well and confidently.

Comment	Grade
Accuracy is secure in both pitch and rhythm and the performance has assurance and conviction throughout. The musical details of the piece such as articulation and dynamics have been conveyed expressively and the performance shows flair and musicality.	8 -10
Accuracy is reasonably secure and there may be the odd slip in pitch and rhythm but this does not detract from the overall performance. A good attempt is made at dynamics and articulation and the music is played with reasonable conviction and assurance throughout.	5 - 7
Accuracy is not secure and there are many errors in both pitch and rhythm with hesitations at times. There is limited attempt to convey the details of the music and the performance lacks any flair or musicality.	0 -4

4. Music Theory.

Have you sat your grade 5 theory examination? If not, ask for some worksheets / theory books to help you do this! I can send you lots of theory material to help you with this and help your understanding in preparation for A-level Music and the knowledge you will require.





**“For I know the plans I have for you,” declares the Lord,
“plans to prosper you and not to harm you,
plans to give you hope and a future.”**

Jeremiah 29:11

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