



<p><b>PREREQUISITE KNOWLEDGE &amp; SKILLS</b> <i>The foundations needed to thrive in this subject.</i></p>	<p><b>Who should study this subject?</b> This course is suited to a person who loves to perform, create and listen to music. You must be self-disciplined to practise your instrument/singing outside of class time.</p> <p><b>Key Skills developed during KS4:</b> Performing, Composing (Including learning to use the computer program Sibelius) and an ability to critically analyse pieces of music in a variety of genres.</p> <p><b>St George's course entry requirements:</b> It is advisable to have taken GCSE Music and it would be an advantage (but not essential) to have Grade 5 Theory. An ability to play an instrument, or to sing, is essential. Students should be at Grade 5 standard before commencing the course. It is expected that students will have instrumental/vocal lessons.</p>
<p><b>QUALIFICATION</b> <i>Exam Board, aims and objectives.</i></p>	<p><b>A Level EDEXCEL 9MU0</b></p>
<p><b>ASSESSMENT</b> <i>Internal monitoring and final assessment.</i></p>	<p><b>Internal Assessment:</b> Practical assessment in Summer term Year 12 Hand in of first composition for final feedback Summer term Year 12 Assessment in class at the end of every set work unit. Mock written exam in the Spring term</p> <p><b>Final assessment:</b> Component 1: Extended Performance (30%) Component 2: Composition and Arrangement (30%) Component 3: Further Musical Understanding (40%)</p>
<p><b>ENRICHMENT</b> <i>Trips &amp; Visits, wider reading, etc.</i></p>	<p><b>Visits and Events:</b> Composition Workshops House Music - conductor training, vocal and instrumental arrangements</p> <p><b>Additional Opportunities</b></p> <ul style="list-style-type: none"> <li>● Leading lower school ensembles</li> <li>● Local Music Performances</li> </ul>
<p><b>NEXT STEPS</b> <i>Where this subject can take you.</i></p>	<p><b>Related University Courses:</b> Music, Performing Arts, Music Education, Sound Engineering, Computer Science and Coding, Advertising and Marketing, Creative Media, Law (copyright), History, Psychology, Therapeutic Work, Production, Film and Television, Radio, Journalism</p> <p><b>Career Paths:</b> Performance, Education, Law, Journalism, Software Engineer, Film and Media, Advertising, Marketing, P.R, Creative Media, Production, Studio Management, Computer Science, Sound Design (Theatre)</p>

## Year 12

### Autumn Term

#### Topics:

##### Appraising:

- Clara Wieck-Schumann, Piano Trio in G minor
- Debussy, Estampes
- Stravinsky, The Rite of Spring

##### Composition

- Selection of style for the free composition and exploration of composers and music from the genre.

#### Skills:

##### Appraising:

- Exploring the historical, social and cultural contexts behind a piece of music.
- Identifying musical features aurally and by score-reading.
- Introduction to the use of Wider Listening to support written arguments.

##### Composition

- An ability to identify and use the musical elements from the chosen genre.
- Develop musical ideas

#### Assessment:

##### Appraising:

- Essay questions at the completion of study of each set work.
- Practice listening questions in class.

##### Composition

- Hand in for detailed feedback

### Spring Term

#### Topics:

##### Appraising:

- Danny Elfman, Batman Returns
- Vaughan Williams, On Wenlock Edge
- Beatles, Revolver

##### Composition

- Identify areas to develop in the composition and act on the findings
- Pay particular attention to structure

#### Skills:

##### Appraising:

- Exploring the historical, social and cultural contexts behind a piece of music.
- Identifying musical features aurally and by score-reading.
- Constructing a line of argument in extended writing.

##### Composition

- Be able to talk confidently about the musical elements used in the piece and how they impact on the listener.

#### Assessment:

##### Appraising:

- Essay questions at the completion of study of each set work.
- Practice listening questions in class.

##### Composition

- Hand in for final feedback

### Summer Term

#### Topics:

##### Appraising:

- Kate Bush, Hounds of Love
- Courtney Pine, Back in the Day

##### Composition

- Fine detail to be added
- Select a piece to perform
- Select music for House music
- Performance
- Select a piece to rehearse for a class concert

**Skills:**

## Appraising:

- Exploring the historical, social and cultural contexts behind a piece of music.
- Identifying musical features aurally and by score-reading.
- Analysing and evaluating unfamiliar music through extended writing.

## Composition

- Return to the original genre and check for details in the scores that could be added to the finished piece.
- Add fine detail such as performance directions and a range of dynamics
- Check idiomatic writing for the chosen instruments.
- Select House music choice and work on the scores.
- Check from your research that your instruments are being used in the best possible way.

## Performance

- Practise a piece to play to the class

**Assessment:**

## Appraising:

- Mock exam.
- Essay questions at the completion of study of each set work.
- Practice listening questions in class.

## Composition

- Hand in final free composition.

## Performance

- Play a piece to the class

**Year 13****Autumn Term****Topics:**

## Appraising:

- Berlioz, Symphonie Fantastique
- Bernard Herrmann, Psycho
- Kaija Saariaho, Petals for Violoncello and Live Electronics

## Composition

- House Music
- Arrangement task for A level

**Skills:**

## Appraising:

- Exploring the historical, social and cultural contexts behind a piece of music.
- Identifying musical features aurally and by score-reading.
- Constructing a line of argument in extended writing.
- Analysing and evaluating unfamiliar music through extended writing.

## Composition

- Complete the music arrangements for House Music, conduct groups in rehearsals and the concert.
- Attend a conducting master class.
- Start to learn how to put the arrangement piece for the composing task together.

**Assessment:**

## Appraising:

- Essay questions at the completion of study of each set work.
- Practice listening questions in class.

## Composing

- Put on an outstanding House Music competition
- End of term practise runs at the arrangement

**Spring Term****Topics:**

## Appraising:

- J. S. Bach, Cantata, Ein feste Burg
- Anoushka Shankar, Breathing Under Water

## Composition

- Arrangement task

**Skills:**

## Appraising:

- Exploring the historical, social and cultural contexts behind a piece of music.
- Identifying musical features aurally and by score-reading.
- Constructing a line of argument in extended writing.
- Analysing and evaluating unfamiliar music through extended writing.

## Composition

- Continue to practise the arrangement task

**Assessment:**

## Appraising:

- Mock Exam.
- Essay questions at the completion of study of each set work.
- Practice listening questions in class.

## Composition

- regular handing in of arrangement work

**Summer  
Term****Topics:**

## Appraising:

- Revision.

## Composition

- Arranging task ( i month to complete)

**Skills:**

## Appraising:

- Exploring the historical, social and cultural contexts behind a piece of music.
- Identifying musical features aurally and by score-reading.
- Constructing a line of argument in extended writing.
- Analysing and evaluating unfamiliar music through extended writing.

## Composing

- Arrangement task from the exam board to be completed and handed in.

**Assessment:**

## Appraising:

- Final A level written exam

## Composition

- Practice listening questions and essays in class.
- Free composition and arrangement to be sent to the exam board.