

TRANSITION WORK



MUSIC 2020

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Welcome to A level Music!

I am delighted that you have chosen to take A level music and I look forward to working with you.
In preparation for September, please read through the following carefully.

The following represents some useful ways in which you can prepare for this course.

Theory: You must be familiar with:

- * How to identify and write triads/ chords.
- * Be familiar with the roman numerals associated with each degree of the scale: I ii iii IV V vi vii and viii (I)
- * Be able to identify the 4 main cadences: *Perfect V-1; Imperfect 1 - V; Plagal IV - 1; Interrupted V - vi*
- * Be able to read both treble and bass clef notation.

If any of this is a little rusty the please go to <https://music-theory-practice.com>

Appraising Music:

There are many set works to study across the two years. These are split into the following categories with three pieces studied from each.



Music for Film; Popular Music and Jazz; Vocal Music; Instrumental Music; Fusions & New Directions.

Please complete the following tasks in preparation for our class lessons in September.

TASK 1 – Film Music : Rachel Portman

Watch this clip on YouTube

<https://youtu.be/ZwLZiWVKIBI> - Create a short summary about Rachel Portman as a composer and her compositional style.

Research other films that she has composed and create a short programme note about one of these (but not your set work) this will become useful for reference later on, so it is important and relevant.

Programme notes should:

1. **Be concise** - no more than an A4 side of file paper. 800 words Max
2. **Programme Notes should be able to be read and understood by everyone.**
A bar-by-bar analysis of repertoire never makes for interesting reading. Aim to articulate detailed concepts in general terms.
3. **Explain the context of the work.**
From what time, place, culture or trend did this piece emerge? Who were the precursors of the composer, who were their contemporaries, and who built on their traditions.

4. Provide a 'hook'.

Give your audience one or two interesting facts about the work that gets their attention. This could be an anecdote from the premiere, or a quote from a review, or perhaps a story about the composer's life.

5. What should I listen for?

Point the audience in the direction of one or two interesting parts of the piece that they can listen for. It might be a change of mood or the theme being passed from one instrument to another. This will instantly engage the listener.

Now listen to the piece again whilst *reading* your Programme notes. EBI you can ask someone else to read through them and tell you about the piece.

This should take around 2 – 4 Hours.

TASK 2 Listen to: Rachel Portman: 2008 Film Score of The Duchess – Full sentences.

The Duchess and End titles', 'Mistake of Your Life', "Six Years Later" and "Never See Your Children Again" All are available on youtube (with film clips) or via iTunes. Listen to the extracts and try to follow the score.

1. How does this music evoke the time period of this film ? You will need to discuss Sonority, texture, Instrumentation , melody etc

2. What are the main themes and ideas? How do you know what the main theme is? What ingredients make up a main theme?

3. How are these used throughout? Where and why are they repeated?

4. Is there any contrast between extracts? If so, explain how ?

5. What do you notice about the keys of each piece?

1 – 2 hours

TASK 3

* **With the score** (see attached document) - try to analyse the following musical features of the **opening** piece: "The Duchess" . For A level we will expand the DR SMITH framework to become DR S.T. SMITH Use the following headings:

* **Dynamics Rhythm (& metre) Structure Texture Sonority Melody Instrumentation Tonality Harmony**

* Use all of the terms you will have used for GCSE and will have in your folders.

* Create a series of headings (Dynamics, Rhythm etc) and write about each carefully. LINK back to how we learnt our GCSE set works.

* 2 Hours

TASK 4

Compare “The Opening “ with the “Duchess, End Titles” Explain the similarities and differences.

- Create a table with two headings : Similarities and Differences and use the musical score to assist.

1 -2 hours

You can present this either as : a) PPT or b) As a word document - This is due during our first lesson back in September.

Composition: Select **one** of the following briefs and compose between 4 – 6 minutes worth of music in a style and for any ensemble / voices that befits your chosen brief. (You can produce a longer piece if you wish.)

1. Using appropriate elements, techniques and resources, compose a piece of music suitable for performance at a dance event where the focus is on rhythmic diversity.
2. Compose continuous music for at least three contrasting scenes within a U-rated animated film based on a fairy tale.
3. Compose a piece for a contemporary jazz orchestra, based on a 32 bar structure, that would be suitable for performance at a Festival of Youth Jazz Ensembles. Your piece must contain at least one contrasting section.
4. Compose music for a piece of Indian contemporary dance, combining musical features from Indian folk and/or classical styles with western pop music. Your music should be suitable for performance at a welcoming ceremony for a new Indian diplomat.
5. Compose a piece of music in response to a work of modern art. Your piece should explore melodic, harmonic and rhythmic techniques found in the work of composers since 1950. You may write for any instruments or voices. Your music should be suitable for performance as part of the UK contribution to the Venice Biennale.

If you do not have access to Logic at home, please download Noteflight as it is free at the moment and can be used on most devices.

You will be submitting the audio file only, This will take different students different amounts of time to complete.

Please ensure that your composition is emailed to me by the End of JULY. If the file is too large to send please use WeTransfer You can send as a logic file or MP4 file.

For September: I am expecting all work relating to “ The Duchess” to be handed in.

You will receive a course booklet which outlines, in detail, each of the three parts of the course:

Component 1 Performing **Component 2** Composing **Component 3** Appraising

Prepare a folder with dividers (much like GCSE music) have coloured pencils and a memory stick for your composition lessons.

Mrs Gale
June 2020