

TRANSITION WORK



MUSIC 2021

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Welcome to A level Music!

We are delighted that you have chosen to take A level music and we 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 two 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 Understanding Music: – Fusion: Anoushka Shanker

Watch this clip on YouTube : <https://youtu.be/XBKI4IQ6I9c>

- Create a short summary about Anoushka Shanker as a composer / performer and her compositional style. Research other music that she has composed and create a short programme note about one of these (but not your set work "Breathing Under Water") this will become useful for reference later on, so it is important and relevant.

Programme notes should:

Be concise - no more than an A4 side of file paper. Between 800 - 1000 words.

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.

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. **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

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. Do not forget to mention what makes this a Fusion and include reference to the instrumentation.

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 – 3 Hours. **You can present this either as a) PPT or**

b) As a word document c) Hand written

This is due during our first lesson in September.

Task 2: Composition: Compose a piece for your own instrument. This could be with or without accompaniment (where relevant) This will last between 3 and 6 minutes, but can be longer.

1. Using appropriate elements, techniques and resources, compose a piece of music suitable for performance that showcases your instrument.
2. Consider: Range; articulation; dynamics, unity, coherence, balance; contrast.
3. Structure: How might you use texture and harmony to punctuate and define structure?
4. Character and Style.
5. Consider: Could you have more than one metre? Acoustic and or electronic effects? (remember it will be a live performance)
6. Try to provide a score or annotation. – but this is not compulsory.
7. Starting points: Please use any of the following if you wish. These are not compulsory but serve to act as stimuli if you need them:
 - a) The Pitches: C Ab G Db C - as a melody, a note row, a melodic cell, a chord cluster.



b)



c)

You will be performing this piece and submitting an MP3 or MP4 recording. This will take different students different amounts of time to complete. No more than 7 hours. The aim is on quality not quantity.

Please ensure that your composition is emailed to me by the **End of AUGUST in preparation for September.** If the file is too large to send please use WeTransfer and send to CGale@guildfordcounty.co.uk

Task 3: All About You! Please provide an A4 sheet that informs us about **you** the musician:

- a) Instruments that you play and standard reached thus far. (please include theory exams)
- b) Favourite repertoire / composers/ bands etc.
- c) Musical Strengths (e.g. Sight reading, improvising etc.)
- d) Areas you find challenging (e.g. Theory, Composing etc.) Or an aspect of theory
- e) Is there an aspect of musical performance that you would love to try but have yet to have the opportunity to do so? (e.g. Arranging, conducting, accompanying etc.)

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