



# A Level Music: Lower Sixth

## Curriculum Intent

In the Sixth Form, our musicians continue to develop and apply the musical knowledge, understanding and skills they gained at KS4. They are encouraged to engage critically and creatively with a wide range of music and musical contexts and reflect on how music is used in the expression of personal and collective identities. Through the three components - Appraising music, Performance and Composition – we aim for our students to explore and develop their own musical strengths and foster a love of music from all backgrounds. By the end of the Key Stage they should possess the skills and understanding needed to access higher education and university degree courses in music and music-related subjects, as well as music-related and other careers.

*"There is music in the air, music all around us; the world is full of it, and you simply take as much as you require." – Elgar*

### Students will learn:-

#### Term 1:

##### **Component 1: Listening & Appraising (AO3/4)**

Area of Study (AoS) 1: Explore the Baroque solo concerto strand and The Operas of Mozart strand. AoS2: Pop Music

##### **Component 2: Performing (AO1)**

Baseline assessment and performance of two contrasting pieces

##### **Component 3: Composing (AO2)**

Exercises and extracts linked to AoS, set works and optional study pieces

**A-Level Assessment Objective 1:** Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context.

- rehearsal aims and targets, as well as targets for development
- preparation for performances
- reviews on performances seen/heard and impact on your own performance
- programme notes on your pieces
- final repertoire decisions and monitoring the timing of the programme
- production preparation and progress
- tips for repertoire choice and use of technology
- reflection on performances

**Assessment Objective 2:** Create, develop and refine musical ideas with technical and expressive control and coherence

- rhythmic character
- strong melodic character and harmonic outline/direction
- melodic development
- use and timbre of instrumental resources
- use of overall textures and instrumental textures
- structure and phrasing
- harmonic basis, structure and development including cadences and modulations
- sense of style
- creating contrast
- writing idiomatically

**Assessment Objective 3:** demonstrate and apply musical

**knowledge & Assessment Objective 4:** use appraising skills to make evaluative and critical judgments about music

- Focus on listening skills, musical features and contextual knowledge.
- Analysis of set work *The marriage of Figaro*.

AoS2: Stevie Wonder. Two pieces minimum for analysis.



### Enhance Your Home Learning:-

- Links to wider listening, reading and viewing on department [Tumblr page](#)
- Spotify Playlists:
- [AoS1](#) (Western Classical), [AoS2](#) (Pop Music), [AoS3](#) (Music for Media)
- Rhinegold AQA A-Level [Study](#) and [Revision](#) Guides
- Department A-Level Music Guide
- Zig Zag Education resources in Music Department

#### Term 2

##### **Component 1: Listening & Appraising (AO3/4)**

Area of Study (AoS) 1: The Operas of Mozart strand.

AoS2: Pop Music

##### **Component 2: Performing (AO1)**

Ensemble performances and performance of 6 minutes of music

##### **Component 3: Composing (AO2)**

Approaching the composition to a brief.



## International Opportunities

### Visits Programmes

Russian Exchange: **Moscow - Tretyakov Art Gallery, Moscow State Ballet**

ROH, London: **Opera Visit**

China: Shanghai **Acrobatic and shadow puppet show**

Lesotho: **Malealea Sotho Sounds concert**

### Diversity within the curriculum

- Diversity Curriculum includes: Stevie Wonder and the Motown Label, Beyonce and Labrinth
- Opportunities to study Jazz and Contemporary Traditional Music which includes music from Argentina, Mali, India, Portugal and the English folk tradition

#### AO1:

- Ensemble performances
- For production option: development of mixing and producing skills. Experiment with different mixes.
- Performances of six minutes of music.
- Assessment using assessment criteria.
- Programme notes to demonstrate technical and interpretative understanding.

#### AO2:

- Approaching the briefs.
- Using different stimuli as starting points and developing compositional ideas.
- For chorales: chords and voicing, part writing, chorale 'grammar' and rules, cadences, cadential progressions and exploration of keys, chorale 'style'
- Compose to a brief
- Practice programme note
- Assessment using composition to a brief assessment criteria.

#### AO3 & 4:

- Continued analysis of set work *The marriage of Figaro*.
- Exam technique of short style questions
- AoS2: Joni Mitchell. Two pieces minimum for analysis.
- AoS2: Muse. Two pieces minimum for analysis.
- Continue development of listening skills with focus on the extended response



**AM School:** The AM School runs from 8.40-9.10 before school and during tutor period Monday to Thursday. This will give students a unique opportunity to develop their ensemble skills and work with students from across the key stages, allowing senior students to develop arts leadership skills within the group, which could lead to the Arts Award.

Monday	Tuesday	Wednesday	Thursday
Concert Band	Ukelele Band	Advanced ensemble (all instruments)	Music Technology
Whole School Choir	Guitar Ensemble	Advanced Choir	Woodwind/Brass ensemble.

## Term 3

### Component 1: Listening & Appraising (AO3/4)

Area of Study AoS1: The Operas of Mozart strand and exploration of the Piano Music of Chopin, Brahms and Grieg strand. AoS2: Pop Music, AoS3: Music for Media

### Component 2: Performing (AO1)

Formal assessments of 6 minutes of music

### Component 3: Composing (AO2)

Composition 2: Free Composition