



MUSIC

Bridging Work

There are 2 tasks to complete ready for the course – one based on performing and one based listening. You can of course work on composition ideas, but only performing and listening will be assessed for the baseline.

1) Complete a solo performance.

The performance should be of a good GCSE standard or above (approximately grade 5 ABRSM / Trinity / RockSchool level). There is no time minimum or maximum length and so a single piece is fine. For example, a 3-minute song, one grade 5 piece etc – that sort of thing.

Either – film this on your phone and then upload it to your OneDrive account when you return in September

OR – prepare your piece at home and then complete a live performance within the first two weeks back.

The marking criteria is detailed on the next page with each block having a high, middle and low score. Here is a summary of each heading.

Technique: these marks are awarded for the interpretation of musical ideas with the technical control of your instrument or voice. This includes making use of musical elements as appropriate to the requirements of the instrument/voice and piece performed. For example: coordination between the hands, or of the bow/fingers, breath control, diction, pedaling, registration, intonation, tone quality, use of filters and effects, control of musical sources.

Accuracy: these marks are awarded for the interpretation of musical ideas with accuracy of the performance, as appropriate to the chosen instrument/voice and pieces, including making use of musical elements as appropriate. The pitch, rhythms and timing should be accurate.

Fluency: these marks are awarded for the interpretation of musical ideas with the fluency of the performance, as appropriate to the chosen instrument/voice and pieces, including making use of musical elements as appropriate. The piece should flow without hesitation.

Expression: these marks are awarded for communicating through the use of musical elements as appropriate to the piece performed, and interpreting ideas with expressive control and an understanding of style and context as appropriate to each piece. The correct tempo and good use of dynamics, articulation and phrasing should be evident.

Level of Demand: this is about how difficult the piece of music performed is. Using the exam syllabi from ABRSM, Trinity, Rock School etc.. is a good basis for the level of difficulty. You should be performing pieces equivalent of at least grade 5 standard when starting the course and ideally grade 7 or above by the end of year 13.

Heckmondwike Grammar School Rubric – Music Performance

Score	Technique	Accuracy	Fluency	Expression	Level of Demand
12 11 10	The performance will demonstrate complete control of the instrument or voice	The performance will demonstrate entirely accurate pitch & rhythm with perhaps only one or two insignificant errors	The performance should be fluent and entirely free from hesitation or omission.	A mature, individual and imaginative interpretation achieved.	Equivalent to Exam board Grade 6 or above <i>ABRSM, Trinity, Rock School etc.</i>
9 8 7	The performance demonstrates assured technical control of the instrument or voice	There will be a few minor errors in pitch & rhythm, but they have little or no impact on the success of the performance.	The performance will be mostly fluent despite the occasional hesitation and/or omission.	A confident and engaging interpretation achieved with good use of expression.	Equivalent to Exam board Grade 5 <i>ABRSM, Trinity, Rock School etc.</i>
6 5 4	The performance demonstrates basic technical Control.	There are several noticeable errors in pitch & rhythm, which impact on the success of the performance overall.	There will be moments where coherence is lost but the performance will still be reasonably fluent for the majority of piece.	Secure interpretation with <u>some</u> use of dynamics, phrasing and articulation to shape the performance.	Equivalent to Exam board Grade 4 <i>ABRSM, Trinity, Rock School etc.</i>
3 2 1	The performance demonstrates poor technical control.	Largely inaccurate, with many noticeable errors of pitch	Fluency is frequently compromised by breakdowns and/or omissions.	Very few expressive skills evident. Limited dynamics, inconsistent tempo	Equivalent to Exam board Grade 3 or below <i>ABRSM, Trinity, Rock School etc.</i>
0	Nothing Submitted	Nothing Submitted	Nothing Submitted	Nothing Submitted	Nothing Submitted

2) Listening and appraising

Elements

Revise your key elements of music. At GCSE you may have learnt the acronym DR T SMITH or MADTSHIRT – but the elements are

Dynamics Rhythm, metre, tempo Texture Structure Melody Instrumentation Tonality Harmony

Use BBC Bitesize or another learning resources to revise these key words and their use.

Set works and wider listening

There is a playlist of all the A level set works on Spotify. <https://open.spotify.com/playlist/4ZRHgDSLmYSBdOGdfL1UJV?si=JzWHJ9IVSly5C-qgA4FA8A>

Over these next few weeks listen to the pieces when you can to start to familiarise yourself with them. The first set works we will study are the 2 film music ones.

Wider listening is much more important at A level than GCSE. In the exam, when responding to set work type questions, you are expected to discuss other pieces you have listened to in a similar context. This is just as important as remembering the key terms. For each of the 6 areas of study, explore and listen to a wide range of other music. For each one, consider what makes it a fit into that genre (e.g. film music, Baroque, Classical period, opera etc). You can listen to anything, but there is a playlist of suggested pieces here if you wish – https://open.spotify.com/playlist/1EmGXa05Wz2meE5uoFOkyx?si=m-Swd_Z-RTW20eP5p3MGyw

The 6 areas of study are – Instrumental Music, Vocal Music, Pop Music and Jazz, Film Music, Fusions and New Directions

There are lots of excellent YouTube videos to show how music has developed. Explore YouTube and keep an eye on BBC4 programmes. There are some amazing programmes that really explain concepts, composers and works covered in A Level Music. The **BBC series ‘Howard Goodall’s Story of Music’** is an outstanding series detailing the development of music from early times to the present day and will help you with your wider listening and understanding. It’s very accessible & will give you a good oversight into a wide range of music. Each video is on YouTube so you can dip in and dip out.

<https://www.youtube.com/watch?v=l0Y6NPahIDE>

<https://www.youtube.com/watch?v=qMxsE8wawVA>

https://www.youtube.com/watch?v=gPi_PWGSCaw

<https://www.youtube.com/watch?v=WYrZpWavQd0>

<https://www.youtube.com/watch?v=UxzvVGIVZqE>

<https://www.youtube.com/watch?v=iWwNZjvafo8>

Bridging Work Listening Test – early September

As part of the bridging work, there will be a listening test based around the elements of music. You will also hear a piece of music you are not expected to be familiar with. You will be asked to write a sentence (or more) about how each of the elements are used in this piece. As well as learning your elements, to help prepare for this test listen to a range of other pieces and see if you can identify how those elements have been used.