

# A-Level Music: Eduqas Specification

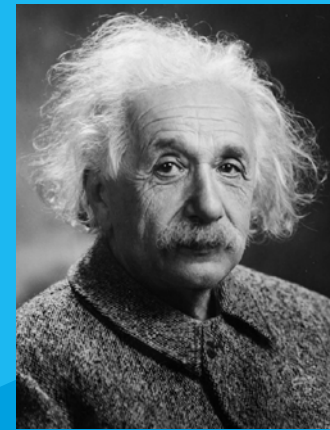
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# Aims of this presentation

- Entry requirements
- How the course works
- Assessment
- Facilities available within Furze Platt Music Department
- Enhancement opportunities

# Why Study A-Level Music?

**'THE GREATEST SCIENTISTS ARE ARTISTS AS WELL'  
- ALBERT EINSTEIN**



**MUSIC ALLOWS YOU TO DEVELOP SKILLS SUCH AS:**

- MUSICIANSHIP**
- CREATIVITY**
- TEAMWORK**
- ANALYSIS**
- ESSAY WRITING**

**IT HELPS YOU TO STAND OUT FROM THE REST!**



# Entry requirements

- Minimum of a **5** at GCSE music
- Minimum of **Grade 5** standard on any instrument
- Grade 5 music theory is highly recommended

# How the course works

- The exam board –

They offer:



- Flexibility with course
- Specialise is Performance **OR** Composition
- Musical theatre, Western Classical, Into the 20<sup>th</sup> Century

# The course content

- The course is made up of three components:
- Component 1 – Performing (35% or 25%)
- Component 2 – Composition (35% or 25%)
- Component 3 – Appraisal (40%)

# Performing

- This is a skill that will be developed throughout the 2 years.
- Instrumental/ vocal lessons are highly recommended.
- Performance opportunities will include:
  - Class performances
  - Lunch time recitals
  - Extra-curricular opportunities

# Requirements

## Component 1: Performing

**Option A: Total duration of performances: 10-12 minutes**

**Option A: 35% of qualification**

**Option B: Total duration of performances: 6-8 minutes**

**Option B: 25% of qualification**

**Non-exam assessment: externally assessed by a visiting examiner**

### **Option A: Performing (35%)**

A performance consisting of **a minimum of three** pieces. At least **one** of these pieces must be as a **soloist**. The other pieces may be **either** as a soloist **or** as part of an ensemble **or** a combination of both. **One** piece must reflect the musical characteristics of **one** area of study. **At least one** other piece must reflect the musical characteristics of **one other, different** area of study.

### **Option B: Performing (25%)**

A performance consisting of **a minimum of two** pieces **either** as a soloist **or** as part of an ensemble **or** a combination of both. **One** piece must reflect the musical characteristics of **one** area of study.



# Composition

- All students will be given the opportunity to compose through the two years of the course.
- Skills will be developed in the first half of year one. Building on the composition skills learnt during GCSE.
- Full compositions will be completed during the second half of year one and year two of the course.

# Requirements

## Component 2: Composing

**Option A: Total duration of compositions: 4-6 minutes**

**Option A: 25% of qualification**

**Option B: Total duration of compositions: 8-10 minutes**

**Option B: 35% of qualification**

**Non-exam assessment: externally assessed by WJEC**

### **Option A: Composing (25%)**

**Two** compositions, **one** of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of **four** set briefs, released during the first week of September in the academic year in which the assessment is to be taken.

The **second** composition is a free composition.

### **Option B: Composing (35%)**

**Three** compositions, **one** of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of **four** set briefs, released during the first week of September in the academic year in which the assessment is to be taken.

The **second** composition must reflect the musical characteristics of **one different** area of study (i.e. not the Western Classical Tradition) while the **third** composition is a free composition.

# Appraisal (Written examination)

## 40%

- Three different Areas of Study:
- **Western Classical Tradition**
  - One set work for detailed analysis (Haydn, Symphony 104 in D major, *London*, Movements 1 and 2)
  - Mendelssohn Symphony no. 4 – lighter analysis
  - Look at the development of the symphony between 1750 and 1900
- **Musical Theatre**
  - Looking into the background and development of music for stage.
- **Into the Twentieth Century**
  - Two set works for detailed analysis (Poulenc, Trio for Oboe, Bassoon and Piano, Movement II and Debussy, Three Nocturnes, Number 1, Nuages)

2 hour 15 minute written paper at the end of the course

# Facilities at Furze Platt

- 2 main teaching rooms both highly equipped.
- Large practise rooms. Equipped with electric pianos or acoustic pianos.
- Large range of instruments for use during lesson time.
- Sibelius and Studio One software.
- Large rehearsal room with connecting recording studio.

# Enhancement Opportunities

- Many different clubs and groups to be involved with:
  - Whole school choir
  - Chamber Choir
  - Glee Choir
  - Orchestra
  - Flute Choir
  - Opportunities to see live performances



# Where can music take me?

By following the Eduqas A-level course:

Many students had continued to study Music at Music College, or Universities including Cambridge, Derby, Durham, Huddersfield, Leeds, Liverpool, Newcastle, Oxford, Sheffield, Surrey and York.

Others had gone on to various Universities (including Russell Group) to read Acting, Art, Arts Journalism, Biology, Business, Chemistry, Classics, Computer Science, English and Drama, English Literature, French, Geography, Japanese, Liberal Arts, Marine Biology, Maths, Medicine, Midwifery, Modern Languages, Journalism, Occupational Therapy, Physics, Politics, Primary Education, Psychology, Sports Science, and Veterinary Medicine.

Others had started Apprenticeships in Accountancy, joined the Royal Marines or other Armed Forces.

At least one is starring in West End, and others have started (or continued) careers in performance and tuition.

**FURZE  
PLATT**  
SENIOR SCHOOL



**ANY QUESTIONS?**

