

Exam Board:	<i>Eduqas</i>
Qualification:	<i>A660PA A Level - Option A</i>
Assessment Information:	<i>2xComposition, performance recital and written exam.</i>

[Link to official
specification](#)

Department Information:

The Music Department works alongside Drama and Dance as a Performing Arts Faculty. It is an extremely busy and vibrant space with students not just in their lessons but spending free time in rehearsals, working in the recording studio or simply jamming!

Music has a high profile within the school with healthy numbers opting for GCSE Music. There is a large number of students who take instrumental lessons with specialist teachers from the local music hub and employed casual staff forming Furze Platt Instrumental Tuition.

We aim to help our students realise their own musical potential and harness their creativity to develop a lifelong interest in music of all kinds.

Accommodation, Resources and Facilities

*2 music classrooms, each with a suite of computers
6 practice rooms
A rehearsal room
High quality digital recording studio facility.*

Staffing

We currently have two classroom music teachers and specialist peripatetic teachers, covering a range of instruments, such as:
Strings
Woodwind – clarinet, flute, saxophone etc.
Brass – trumpet, trombone etc.
Vocal
Drum kit
Guitar – electric, acoustic and bass
Piano and keyboard

ACHIEVE in the curriculum:

A – Students are **ambitious** in moving away from their personal preferences and exploring a wide range taking them out of their comfort zone.

C – In music lessons student **collaborate** extensively within performance and composition.

H – With the extensive range of extra-curricular activities students who take part are generally **happier** after the rehearsal. This is evident in the large numbers attending morning rehearsals.

I – Students are expected to enter the music department with **integrity**. Students should show a good attitude to learning and respect for the instruments and facilities available to them.

E – Due to the fast pace of the department students show true **endurance** to support the many concerts and events that take place throughout the year. They are exposed to new concepts which they may find challenging but show **endurance** with the calm and efficient way they approach different challenges.

V – Due to the nature of the music curriculum students are required to show **versatility** in understanding the techniques and are required to alternate between styles, instruments and listening analysis in all lessons.

E – Within the department we pride ourselves on the outcomes of all students no matter of background, race or gender. We believe all students can achieve **excellence** within the music curriculum and take these transferable skills into the world of work.

Curriculum Aims & Intent:

The A Level Music course offers a broad and coherent course of study which allows learners the opportunity to further develop their musical skills. The content will be assessed across the three distinct but related disciplines of performing, composing and appraising. All learners study The Development of the Symphony in relation to the Western Classical Tradition. In addition, they select one area of study from a choice of three: Rock and Pop, Musical Theatre, or Jazz, as well as a further area of study focusing on developments in 'classical' music from the 20th or 21st century which includes set works. This ensures both breadth and depth in their study of music. The course is flexible, and allows the areas of study to be taught concurrently or consecutively. It gives learners the freedom to express their own musical interests through composing and performing in styles of their own choice and also the discipline to perform and compose within at least one of the specified areas of study. The structure allows learners to play to their strengths in either performing or composing, provide extended responses, and demonstrate their ability to draw together different areas of knowledge and understanding from across the full course of study.

Resources:

Digital Resources Website:

<https://resources.eduqas.co.uk/Pages/ResourceByArqs.aspx?subId=21&lvlId=1>

Textbook:

[AS and A Level Study Guide \(Eduqas\)](#)

ISBN: 1785583476

Symphonies:

[The Symphony: From Mannheim to Mahler: A guide to the development of the symphony through the 18th and 19th centuries](#)

ISBN: 0571542409

Dedicated Website:

<https://alevelmusic.com/>

Website with resources from one of the course writers Tom Pankhurst.

How we keep parents informed:

Year 13 - Progress reports are published 4 times per year, in October, November and February, with a face-to-face parents' evening in December.

How parents can help their child:

Ensure students are listening to a range of music required for the course. Support by giving them time to practise for performance examination and encourage performances at school events including: open evening, concerts and recitals.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Component 1: Performing Component 2: Composing Component 3: Appraisal – Pop music: Disco, folk and Rock Elements of Music	This course reinforces and extends the knowledge of Musical elements that underpins the course Rock music from 1960-1990 Melodic Dictation Identifying harmonies Brief Composition Solo performance skills	Collaboration Integrity	This is ongoing assessment and will be assessed by the exam board. Feedback will be provided at regular intervals to support learning.	Composer Musicologist
2	Component 1: Performing	Analysis of different score types from the 20 th / 21 st Centuries.	Integrity Excellence	This is ongoing assessment and will be	Musicologist Music editor

	Component 2: Composing Component 3: Appraisal – Introduction to the Music of the 20th/21st Century and the setworks Elements of music	Techniques used in classical 20 th /21 st century music Melodic Dictation Exam question styles Brief composition Solo Performance skills	Endurance	assessed by the exam board. Feedback will be provided at regular intervals to support learning.	
3	Component 1: Performing Component 2: Composing Component 3: Appraisal – Analysis of setworks Elements of music	Analysis of Asyla, Movement 3, Ecstasio by Thomas Adès Performance skills and preparation for final examination.	Endurance Analytical skills Performance skills	Performance exam will take place during this term with an external examiner.	Performer
4	Component 2: Composing Component 3: Appraisal – Analysis of setworks Elements of music	Brief composition and free choice composition completed for assessment. Analysis of String Quartet No.2 (Opus California) Movements 1, Boardwalk and 4, Natural Bridges by Sally Beamish	Endurance Enhancing of musical ideas	Compositions will be assessed internally with final feedback provided. Exam style questions will be used as Do It Now tasks.	Composer Analyst Musicologist
5	Component 2: Composing Component 3: Revision	All compositions to be submitted to the exam board during this period. Revision tasks and activities will be used to support the examination	Endurance Excellence	Compositions will be sent for external assessment Exam style questions marked and assessed in lessons	
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