

Transition work for A level Music

Task 1: Theory work

This is only for students who have NOT studied GCSE Music and do NOT have Grade 5 theory.

If you have studied GCSE Music and feel that you may need to refresh your memory, then complete selected activities from the Step Up To GCSE Music text book.

1. Please use this website to teach yourself the information you do not know yet:

<https://www.mymusictheory.com/grade-5-music-theory-resources>

These are also very useful websites:

- www.musictheory.net
- www.teoria.com
- Both these websites have useful information and interactive exercises if you find that working through the book is not giving you all the information you need.
- The MusicTheoryGuy also has a useful youtube channel.
https://www.youtube.com/channel/UCYsFhwBMrd-mIJ06sykO_Yg

Task 2: Composing

1. Composition Task

Compose a short piece for solo instrument and accompaniment. This should be around a minute long. This could be voice/instrument and piano, or voice/instrument and guitar.

2. If you have not done a lot of composition before – find some copies of pieces you already play and use the structure as a model for your composition. I have attached some tutorials below for students who have not had the experience of GCSE music.
3. Submission: Submit this work as a recording or notation.
 - Free notation software: Sibelius First, MuseScore, noteflight.
 - Free sequencing software: Garageband (with iphones/ipads), Protools First
 - We have Ableton and Sibelius on the school computers but you can also use cloud based (free) software such as noteflight.

<https://youtu.be/cDuA6RcMDw0> - ADDING CHORDS TO A MELODY

<https://youtu.be/BVuZp5gZCgA> WRITING A MELODY OVER CHORDS

<https://www.youtube.com/watch?v=tx5BgbZ2q7s> – WRITING A GCSE COMPOSITION IN 1 HOUR

Task 3: Performing

1. Make sure you have arranged to have lessons on your instrument/voice. You will need to be at least grade 6 standard by the start of Y13.
2. Prepare a piece/song to perform to the class in the first week back.
3. Email me if you need information about instrumental/vocal teachers in school
shod@johnport.derbyshire.sch.uk

Task 4: Musical Terms and definitions

These terms are only some of those you need to learn from the Eduqas A Level Syllabus. Use the following websites to help you to define them.

<https://www.naxos.com/education/glossary.asp>

<http://www.classicalworks.com/html/glossary.html>

List of musical elements

Melody

Term	Definition
Conjunct	
Disjunct	
Sequence	
Repetition	
Imitation	
Chordal	
Intervals e.g. tritone	
Ornamentation	

Harmony

Term	Definition
Primary chords	
Secondary chords	
Dominant 7th	
Cadences: perfect, imperfect, plagal, interrupted	
Modulations	
Diatonic	
Concords/Consonance	
Discords/Dissonance	
Circle of fifths	
Drone	
Pedal	

Tonality

Term	Definition
Major	
Minor	
Modal	
Atonal	
Tonic	
Dominant	
Relative minor	
Modulation	

Form and structure

Term	Definition
Binary	
Ternary	
Rondo	
Theme and variations	
Strophic	
Sonata Form	
Verse and chorus	
32 bar song/AABA	
Introduction	
Coda	
Ostinato	
Ground bass	
Bridge	
Riff	

Texture

Term	Definition
Monophonic	
Homophonic	
Polyphonic	
Contrapuntal	
Unison	
Chordal	
Imitation	
Counter melody	
Descant	
Round	

Canon	
Drone	

Rhythm and metre

Term	Definition
Regular	
Irregular	
Simple time (duple, triple and quadruple, etc.)	
Cross-rhythms	
Rubato	
Dotted rhythms	
Syncopation	
Accents	
Polyrhythm	
Swung quavers	

Tempo

Term	Definition
Terms for speeds from very slow to very fast	

Dynamics

Term	Definition
Terms from very soft to very loud	
Signs/symbols in common usage	
Accents	
Subito	
Sforzando	

Task 5: Analysis using Technical Terms

Choose any piece of music but preferably one you're quite familiar with - maybe a piece you can play.

It can be in any style/genre and doesn't have to be classical.

Write an analysis of approximately 500 words using some of the technical terms you've defined and used above. You should use the different key musical elements above as your paragraph headings (add another paragraph about instrumentation)