

## Specification

Exam Board— Eduqas

[http://www.eduqas.co.uk/qualifications/music/as-a-level/eduqas-a-level-music-spec-from-2016-d.pdf?language\\_id=1](http://www.eduqas.co.uk/qualifications/music/as-a-level/eduqas-a-level-music-spec-from-2016-d.pdf?language_id=1)

## Entry requirements

GCSE Grade 6 in Music

If not studied previously at least GCSE Grade 5 in English Language or English Literature and ABRSM (or equivalent) Grade 5 or 6 in an instrument or voice

*For further details please contact*

**Mr R Garbett, Head of Music**

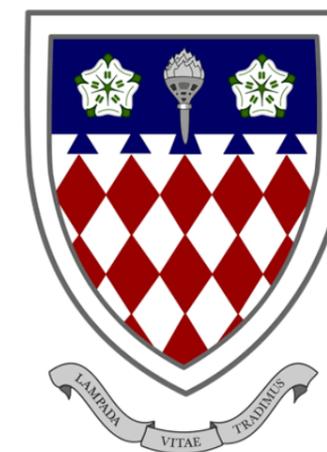
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# Spalding High School Sixth Form

# A Level Music



## Why Choose A Level Music?

A Level Music encompasses three areas of focus

- Listening
- Performing
- composing.

It caters for all musicians, singers or instrumentalists, who have already achieved a GCSE grade B and/or achieved grade 5 standard or above on their instrument/voice. It provides an extension to the skills learned at GCSE with the opportunity to develop more detailed knowledge of specific topics through focused study.

As one of this country's biggest industries, music is an ever expanding subject with countless benefits.

A level Music is challenging and rewarding, and can lead to university and conservatoire degree courses in a wide range of institutions. It demands commitment but provides scope for personal and intellectual development.

## What career paths might I follow with A Level Music?

Music offers a wide range of career paths, from all kinds of performance work to composing for TV/film/radio, access to the performing arts and theatre, journalism and research, teaching, music therapy, instrument making, studio technology and much more. It has a close affinity with dance and literature too, offering broader career choices.

The range of jobs can seem quite endless. There are more jobs than ever in music business related areas, such as careers in digital marketing, social media, PR, technology, label services, ticketing and merchandising, and it is also common to find music graduates in consultancy, finance, banking and legal jobs.

## What is the content of the course and how is it assessed?

Aims and objectives The WJEC Eduqas A level in Music offers a broad and coherent course of study which encourages learners to:

- engage actively in the process of music study
- develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression
- develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening
- broaden musical experience and interests, develop imagination and foster creativity
- develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians
- develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology
- develop as effective, independent learners and as critical and reflective thinkers with enquiring minds
- reflect critically and make personal judgements on their own and others' music
- engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

The WJEC Eduqas specification is designed to allow learners to pursue their own musical interests. Learners develop skills in the three distinct but related disciplines of performing, composing and appraising, whilst having flexibility to specialise in either performing or composing. Learners may choose to apportion 10% of their assessment to either performing or composing as an in-depth study.

The WJEC Eduqas specification is designed to offer contrast and breadth as well as depth of study. Learners will engage with both classical and popular music. All learners will study the development of the symphony, engaging with landmark orchestral repertoire, which is important in developing knowledge and understanding of musical elements and language in context. Learners will use the musical language of this period to compose one piece of music to a brief.

This specification provides learners with the opportunity to study music in an integrated way where the skills of performing, composing and appraising reinforce knowledge and understanding of musical elements, contexts and language. In addition to the appraising examination, all learners will be assessed in both performing and composing. However, the specification allows learners to specialise in either performing or composing by providing two options for Components 1 and 2. Learners must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. All learners must study Component 3.

- Option A allows learners to specialise in Performing: 35% of Component 1 will be allocated to performing and 25% of Component 2 will be allocated to composing.
- Option B allows learners to specialise in Composing: 35% of Component 2 will be allocated to composing and 25% of Component 1 will be allocated to performing.

Learners will develop knowledge and understanding of music through three areas of study from the choices below. Area of study A is compulsory and learners then choose two further contrasting areas of study: one from either area of study B or area of study C or area of study D, and one from either area of study E or area of study F. Area of study A: The Western Classical Tradition (The Development of the Symphony) Choose one from: Area of study B: Rock and Pop Area of study C: Musical Theatre Area of study D: Jazz. Choose one from: Area of study E: Into the Twentieth Century Area of study F: Into the Twenty-first Century.