



Edexcel Advanced Level Music

This course is about the detailed study of music.

But...

What *type* of music?

We study music that has been composed during the past 300 years.

From 1711 to the modern day!

But... what *type*?



We will discover that there are *endless varieties* of music, and more importantly, WHAT it is that makes them different/unique.

Does this mean Classical music?

Or Pop?

Or Jazz?

Or fusion?

Yes!

All of the above.

What else will I do on this course?



By studying the music of great composers, we learn how to make our own music:

1. We learn how to **PERFORM** to a high standard.

Performing is *the intentional demonstration* of learned pieces of music to an *audience*.

2. We learn how to **HARMONISE** music.

Harmony is the art of writing music to *fit* to a given *melody* (tune).

3. We learn how to **COMPOSE** music.

Composing is the art of using musical languages to *construct* new pieces of music.



Who is this course for?

1. Musicians who love to learn
2. Musicians who want to be professional
3. Musicians who want to be professional at SOMETHING ELSE!
4. Musicians who are keen to develop themselves
5. Musicians who know that **Cultural Capital** is critical for university and career choices.



How will all of this be examined?

1. PERFORMING

This will be a **LIVE** recital to an invited **audience**.

The recital **MUST** be **no less** than **8 minutes** long

The ideal standard of pieces for performance is **Grade 7** or **Grade 8**

Performing is **30%** of the total A' Level grade (60 marks)

2. APPRAISING:

Consists of answering questions and writing essays about set works.

We will study **52** compositions by **18** different composers.

We discover how their musical languages work and why they helped to shape the music of future generations.

Appraising is a written examination (2 hours).

40% of the total A' Level grade (100 marks).



Introduction

The Key Sig. is G/E min. This should be viewed as a tonal centre

Dynamics: *ppp* with mute. Texture: *homophonic* Instrumental Texture: *sustained, double-stopped strings.* Metre: 2/2 (2 x minims). Tempo: moderately tranquil

Moderato tranquillo
con sord.

Violin 1
ppp
con sord.

Violin 2
ppp
con sord.

Viola
ppp
con sord.

Violoncello
ppp

Piano
ppp pesante
2 Ped.

Bar 1: the strings play a chord of **E min7**, encompassing a mid – high tessitura, and sustained over 2 bars.

Bar 2: the piano plays a chord of **A min7**, encompassing a deep – mid tessitura, sustained over one bar only.

So...this is E minor as chord I with A minor as chord V?

Not really.

Why not?

Because: V.W. is imitating **church bells**, sounding in the **distance** (hence *ppp*).

Church bells **resonate** with multiple **frequencies**, producing very audible colourful **overtones (harmonics)**.

Therefore: V.W. uses **COMBINED** chords. They are poly-tonal!

The E min 7 chord is E G B (E min) fused with G B D (G maj.)

The A min 7 chord is A C E (A min) fused with C E G (C maj.)

This effect of **bell-like harmonic resonance** is **AMPLIFIED** by **over-layering** both during bar 2 (bells **don't** stop ringing until the sound dies away naturally)

Therefore, we experience chords I and V in **both** (major and relative minor) **keys simultaneously**.

Notice: *pesante* (heavy) **despite** being *ppp*

The pattern of bell ringing is so distant that it melds into 2 **alternating** clusters of sound. The bells are a **central character** in the poem

How will all of this be examined?



3. COMPOSING

You will be required to **compose a new piece** of music in response to a **given brief** (from the examination board).

This must be a minimum of **5 minutes** in duration. (40 marks)

Harmony: written examination

The task is to write the harmony parts for a Chorale (hymn tune) in the **style of Bach** (writing for Alto, Tenor and Bass voices). The voices combine to make a beautiful choral texture. (20 marks).

Example: <https://www.youtube.com/watch?reload=9&v=Khn9jLIYE4A>

This paper contributes **30%** to the overall A' Level grade (60 marks)



Overview:

PERFORMING

60 marks

30 %

APPRAISING

100 marks

40 %

COMPOSING and HARMONY

60 marks (40/20)

30 %

All of the work for this A' Level course is externally assessed



What is a musician's life like at Wyke?

We have lots of ***opportunities*** to make music here.

Students from the A' Level Course and Music Technology course form an active and dynamic musical ***community***.

There are ***ensemble opportunities*** of many types (working with other students to make music in groups), ***performance opportunities*** via Wyke Sesh and more ***formal concerts***, ***Wyke Choir*** (this is a VERY good thing to be involved with), not forgetting the opportunities to make your own ***recordings in our studio!***

Our ***culture of opportunity*** is intentionally like that of a university: we expect you to be ***proactive*** in making exciting musical opportunities happen!

Instrumental lessons are ***available for ALL students!*** They are delivered by the very experienced staff from Hull Music Service (Albermarle Centre)

Let's look at how to compose music: a process that you can experiment with over the summer holidays!



HOW do we compose music?

Choices! Music is a DESIGN process

1. Form/genre (type)

2. Metre (time signature)

3. Tempo (speed)

4. Rhythms

5. Tonality: scale systems/key sig.

6. Textures

7. Melody patterns/shapes.



DESIGN choices:

1. Form/genre: March (quick)
2. Metre: 4/4
3. Tempo (speed): 120 bpm
4. Rhythms: minims, crotchets, dotted quavers, triplet quavers
5. Tonality: scale systems/key sig: minor, C min (Tonic), G (Dominant), E flat (relative major)
6. Textures: chordal (homophonic)
7. Melody: descending 3 note scalic movement