



# Cotswold Edge Sixth Form



<b>Subject:</b>	Music @ BG	<b>Assessment Point 1 - Coursework</b>
<b>Title of the project:</b>	Appraise, Review and Compose	
<b>Due date:</b>	First lesson back September 2020	
<b>Learning skills</b> and their place in the specification	<p><b>Component 1: Perform:</b> Students will develop their technical expertise on their chosen instrument or voice, building a maturity in their playing and their expressive/interpretive control</p> <p><b>Component 2: Composing :</b> Students will learn more of the processes involved in creating music through developing the technical and expressive skills needed by a composer.</p> <p><b>Component 3: Appraising:</b> Students will develop understanding of musical elements, contexts and language and apply to music across various areas of study.</p>	
<b>Specification link</b>	<p><a href="https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/Pearson%20Edexcel%20Level%203%20Advanced%20GCE%20in%20Music%209MU0%20specification.pdf">https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/Pearson Edexcel Level 3 Advanced GCE in Music 9MU0 specification.pdf</a></p> <p><b>Composing:</b> p.25  <b>Performing:</b> p.8  <b>Appraising (Listening):</b> p.52</p>	
<b>Tasks set</b>	<p><b>Component 1: Perform:</b> Prepare a performance to help you begin to plan your recital repertoire. You will need to regular rehearse and refine your chosen piece.</p> <p><b>Component 2: Composing:</b> Write a detailed brief for a composition you may choose to use. This can be changed at a later date. This is to start developing initial ideas.</p> <p><b>Component 3: Appraising:</b> Begin to actively listen to music and critique with relevant contexts and musical elements in mind. This will be a starting point for teachers to expand on your critiquing skills. Develop your understanding of key terminology required to analyse music and basic music theory concepts</p>	
<b>How this links to the exam specification</b>	<p><b>Component 1: Performing:</b> For this unit you will need to perform an 8 minute recital. The standard difficulty for this performance is an instrumental grade 7. You will need to regularly practice and develop your instrumental/vocal technique, accuracy, fluency, expression, control and interpretation.</p> <p><b>Component 2: Composing:</b> For this unit you will compose one longer piece (minimum 4 minutes) that is a free-choice brief. The other composition from a brief set by the exam board to test your technical</p>	

	<p>ability. You will need to explore, experiment and develop your ideas and use of key elements.</p> <p><b>Component 3: Appraising:</b> For this unit you will need to reflect on, analyzing and evaluating music using your knowledge and understanding of musical elements, context and language to make critical judgements, applying appropriate music vocabulary associated with each particular style or genre.</p>
<p><b>How to complete the task:</b></p>	<p><b>Component 3: Appraising (listening)</b></p> <p><b>Task 1:</b> Throughout the appraising part of the course, you will analyse and evaluate music. An understanding of key music terminology is essential.</p> <ul style="list-style-type: none"> <li>- Complete the key word glossary giving the music definition for each key term. You may need to research words you are less familiar with but make sure your definitions are in your own words.</li> <li>- Give each word a RAG (Red, Amber, Green) rating. Green = Understanding of the key term, Amber = Less Familiar or not seen before but can understand what the term means, Red = never seen the word before and completely unsure of meaning. Be honest – this is not a test but a starting point to help us tailor the course to individuals.</li> </ul> <p><b>Task 2:</b> Popular music and jazz is one area of study that you will explore in the appraising part of the course. You will study the score from The Beatles’ album “Revolver”</p> <p><b>Write a review for the following three pieces from the “Revolver” album by The Beatles:</b></p> <ul style="list-style-type: none"> <li>- Eleanor Rigby</li> <li>- Hey, There, and Everywhere</li> <li>- Tomorrow Never Knows</li> </ul> <p><b>Your review should follow the following framework:</b></p> <p><b>Introduction:</b> Discuss the background of The Beatles. You will need to research this using the internet. What were there musical style? How did they change pop music? What influenced them? What other interesting facts about Revolver are there?</p> <p><b>Main section:</b> Discuss each piece with reference to the following elements:</p> <ul style="list-style-type: none"> <li>- Use of instruments</li> <li>- Melody</li> <li>- Tonality</li> <li>- Harmony</li> <li>- Texture</li> <li>- Rhythm/metre/tempo</li> <li>- Style</li> <li>- Structure</li> </ul> <p>Evaluate how each element or key feature you have discussed is typical of the style of the Beatles.</p> <p><b>Conclusion</b></p>

	<p>Write a summary of what you have written.</p> <p><b>Task 3:</b> Whilst good notation skills are not an absolute necessity as an entry requirement for the course, it is expected that students independently practice and further develop these skills. Complete the tasks on the notation worksheet. Use the lessons on <a href="http://www.musictheory.net">www.musictheory.net</a> to help.</p> <p><b>Component 1: Performing</b></p> <p><b>Task 4:</b> Prepare one song or piece of music to perform in the first week back in September. The song/piece can be of any style and should showcase your instrumental/vocal standard.</p> <p><b>Component 2: Composing</b></p> <p><b>Task 5:</b> Write a detailed brief for a composition you may choose to use. This can be changed at a later date. This is to start developing initial ideas. You should include details on the style of music, instruments you may want to use, pieces/composers that inspire your choice. Also reflect on your own composing: what support might you need for this component? – ie what do you want to get out of the course.....what do you want to learn / know how to do?</p>
<p><b>Resources or links</b></p>	<ul style="list-style-type: none"> <li>- Keyword Glossary Worksheet</li> <li>- Notation worksheet</li> <li>- (Beatles: Eleanor Rigby) <a href="https://www.youtube.com/watch?v=HuS5NuXRb5Y">https://www.youtube.com/watch?v=HuS5NuXRb5Y</a></li> <li>- (Beatles :Hey, There, and Everywhere) <a href="https://www.youtube.com/watch?v=xdcSFVXd3MU">https://www.youtube.com/watch?v=xdcSFVXd3MU</a></li> <li>-(Beatles: Tomorrow Never Knows) <a href="https://www.youtube.com/watch?v=pHNbHn3i9S4">https://www.youtube.com/watch?v=pHNbHn3i9S4</a></li> <li>- <a href="http://www.musictheory.net">www.musictheory.net</a></li> </ul>
<p><b>Additional Work in preparation for level 3 study</b></p>	<ul style="list-style-type: none"> <li>- Right a reflection of your own competencies across each of the 3 components. What do you think your strengths are and where are there areas you feel you need to develop? Consider closely the work you have done for your level 2 course when completing your reflection</li> <li>- As part of your reflection, go to the “lessons’ tab on musictheory.net. Use the contents to look through the various topics and start at a point where you feel you are not fully confident. Work your way through the lessons to build your music theory knowledge. Complete the exercises on the separate tab to test your skills.</li> </ul>
<p><b>Staff contact and email address:</b></p>	<p>Mr Balcombe: <a href="mailto:obalcombe@brimsham.com">obalcombe@brimsham.com</a></p>
<p><b>Number of learning hours it will take to complete</b></p>	<p>Minimum 10 hours</p>