

# A Level Music

## Part A - Bridging Work Tasks

A fantastic opportunity to widen your understanding of Music as you prepare for enrolment and for starting at Franklin in September.

Please complete the work and bring a copy either printed or electronically to your enrolment appointment with you.

The work will take you around 2 hours so plan your time to best suit you.

<b>How do I complete and submit my task?</b>	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment, also take this to your first lesson in September.</p> <p>If you did not attend the Taster Day don't worry – this isn't essential for completing this work but, please ensure that you have completed this bridging work.</p>
<b>Introduction to your Bridging Task</b>	<p>These tasks are designed to help us to make sure that this course is the right choice for you.</p> <p>As part of the A-level music course you will be required to analyse music from 6 different areas of study, therefore it is important for us to have a good understanding of your current skill set as you get started on your course.</p>
<b>Task details</b>	<p><b><u>Tsk 1: How does Danny Elfman achieve a delicate balance of gothic, melancholic, and innocence in his title music to Edward Scissorhands?</u></b></p> <p>Write a report discussing the different elements of music that Danny Elfman uses to produce the mood achieved in his title music to Edward Scissorhands. (1200 words max.) <a href="https://youtu.be/xKGmoyuUvyU?feature=shared">https://youtu.be/xKGmoyuUvyU?feature=shared</a> follow this link to listen to the extract.</p> <p>Mention...</p> <ul style="list-style-type: none"><li>• Instrumentation and sonority (timbre)</li><li>• Instrument techniques and articulation</li><li>• Time signatures and tempo</li><li>• Use of dynamics</li><li>• Textures</li><li>• Tonality</li></ul> <p>Please <i>do not copy and paste</i> your work, rather you should <i>paraphrase</i> the research and include any web-links that you have used in your document.</p> <p><b>Composition is a substantial part of the A-level course, and we are very</b></p>

	<p><b>excited to hear what you can produce.</b></p> <p><b><u>Task 2: Have you seen the Muffin Man?</u></b></p> <p>Notate the melody of <i>Have You Seen the Muffin Man</i> and then add the appropriate chords beneath this children's song.</p> <p>This can be either <b>handwritten</b> on manuscript paper or using the musical <b>software Musescore4.5</b>. This software is the notation software we use in college (together with logic pro). It is free to download and is accessible for most laptops.</p> <p>In our first week of college, we will look at ways to develop this work with an aim to producing an arrangement for 3 – 4 instruments or voices.</p>
<b>Resources to help you with the Bridging Task</b>	<p><b><u>Website / Online resources</u></b></p> <p><a href="http://www.learnmusictogether.com">www.learnmusictogether.com</a></p> <p><a href="http://www.masterclass.com">www.masterclass.com</a></p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><b><u>Books</u></b></p> <p><i>Edexcel AS and A Level Music Study Guide</i> – Hugh Benham, Alistair Wightman (Rhinegold Education)</p>
<b>Extension Tasks</b>	
<b>Extension Tasks to stretch and challenge you</b>	<p>If you have completed the above to the best of your ability, feel free to try this extension task (<i>this is optional</i>):</p> <p>Provide a recording of a solo performance by yourself. 1 piece only. This can be unaccompanied, accompanied or with a backing track But not part of an ensemble.</p>
<b>Massive Open Online Courses (MOOCs)</b>	

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### Part B – Preparing for Studying at Franklin

A fantastic opportunity to widen your understanding of the course.

<b>Examining Board and Specification</b>	<p>This course follows the Pearson Edexcel A Level Music specification.</p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• <u>Component 1: Performance</u> (8 minutes minimum recorded performance)</li> <li>• <u>Component 2: Composition</u> (2 compositions, one of which is written in exam conditions)</li> <li>• <u>Component 3: Appraisal</u> (exam paper with various listening and essay questions)</li> </ul> <p><b>All are externally assessed.</b></p> <p><b>Studying this course will give you a wide range of skills:</b></p> <ul style="list-style-type: none"> <li>• Personal creative development and performance skills</li> <li>• Develop critical and creative thinking skills</li> <li>• Effective writing and analytical skills</li> <li>• Cognitive and problem-solving skills</li> <li>• Communicating skills and working collaboratively</li> <li>• Self-management, adaptability, resilience, and self-monitoring skills</li> </ul> <p><b>Progression after this course:</b></p> <p>Many of our music students have progressed on to study music at either a university or at one of the prestigious music conservatoires across the country. Some students decide to follow the electronic music production route whilst others prefer a film music course or a jazz course. Other options such as music within education and classical performance courses are also available.</p>
<b>Preparing for the course</b>	<ul style="list-style-type: none"> <li>• Listen to lots of different types of music from all genres. Try to determine what musical elements are implemented. (Instrumentation, time signatures, textures, tonalities etc)</li> <li>• Revise your major and minor key signatures</li> <li>• Continue with your own individual performance practise. Make sure you do regular practises.</li> <li>• Find the A Level specification online and read it through.</li> </ul>