



Intent
 At A Level we follow the Eduqas specification and students are required to demonstrate their ability to perform, compose, apply knowledge and make evaluative and critical judgements about music. Through the exploration of topics which both foster students' own interests and give them a secure grounding in Western Classical Traditions they will develop skills in teamwork, communication, critical thinking, problem solving whilst building their own confidence as musicians. Music students will compose, perform and appraise. Students are given the opportunity to specialise in performing or composing.

Music Year 12 & 13	C1 Performing AO1 NEA 35% / 25% Sep Y12 – Mar Y13	C2 Composing AO2 NEA 25% / 35% Sep Y12 – Mar Y13	C3 Appraising AO3 & AO4 Exam 40%			
			All components: Theory & Listening Sep Y12 – May Y13	AoSA – Western Classical Tradition Sep Y12 – May Y13	AoS Musical Theatre Sep Y12 – May Y13	AoSE into the 20 th Century Sep Y12 – May Y13
Knowledge (facts, information, concepts and key terminology)	<ul style="list-style-type: none"> Choosing repertoire Timings needed Instrument specific technique in order to move forward when feedback is given 	<ul style="list-style-type: none"> Composition techniques Writing idiomatically for instruments 	<ul style="list-style-type: none"> Musical elements: melody, harmony, tonality, form & structure, dynamics, sonority, texture, tempo, rhythm, metre. Musical context: purpose, audience, intention. Musical Language: read and write treble and bass notation, simple & compound time, chord symbols, key signatures 	<ul style="list-style-type: none"> Development of the symphony Study of 2 set works How musical elements are using the symphony Use of instrumentation and development of the orchestra Important symphonic landmarks and composers The Programme Symphony / Symphonic Poem 	<ul style="list-style-type: none"> 6 musical theatre composers: Rodgers; Bernstein; Sondheim; Schonberg; Lloyd-Webber; Schwartz How elements are used in Musical Theatre Relationship between lyrics and music Music for types of characters and songs Role of the orchestra Genre Purpose and intention 	<ul style="list-style-type: none"> Understanding how music is created, developed and performed for different audiences in the late 19th and early 20th centuries Study of Impressionism, Expressionism and Neo-Classical music including two set works Effect of audience, time and place Purpose and intention
Understanding (ability to connect and synthesise knowledge within a context)	<ul style="list-style-type: none"> Perform for an extended period of time as a soloist and/or ensemble with: <ul style="list-style-type: none"> - Accuracy - Technical Control - Expression & Interpretation 	<ul style="list-style-type: none"> Create and develop musical ideas with technical and expressive control of musical elements 	<ul style="list-style-type: none"> Apply musical knowledge for unfamiliar music and a prepared extract 	<ul style="list-style-type: none"> Use appraising skills to make evaluative and critical judgements about unfamiliar music and a prepared extract Typical features and context of each of the topics Developing and understanding of all elements of music 		
Skills (successful application of knowledge and understanding to a specific task)	<ul style="list-style-type: none"> Performing as a soloist & as part of an ensemble Practice techniques Expressive communication 	<ul style="list-style-type: none"> Developing musical ideas Compose musically convincing pieces, one in the WCT style, using elements convincingly Technical control of elements 	<ul style="list-style-type: none"> Listen to unfamiliar music from each of the 3 strands and selected Areas of Study to identify and accurately describe musical elements and use musical language (including staff notation) Critically appraise music through analysis of the set works Appraise music and make critical judgements using knowledge and understanding of how the use of musical elements reflects the style of the genre and the purpose and intention for their work Use musical vocabulary and terminology relevant to the Area of Study and work studied. 			
Formal Assessments (those done by all/vast majority of the cohort)	<ul style="list-style-type: none"> End of Year 12 performance Mock recital Dec & Feb Recital for a visiting examiner March 	<ul style="list-style-type: none"> 2 drafts for each composition (July/Oct & January) Final submission (April) 	<ul style="list-style-type: none"> Assessment Weeks and mock exams as per the school calendar 			

By the end of the year 13 students on course for at least a grade C present generally accurate and mostly fluent performances demonstrating a reasonable technique, and some awareness and communication of the chosen style and context ; produce appropriately structured and generally coherent compositions in which some effective initial ideas are competently developed using a range of compositional techniques and conventions in relation to the chosen genre, style and tradition; express judgements on music heard, using an appropriate musical vocabulary, while showing some understanding and analysis within the genres, styles and traditions studied, sometimes making connections between the features and the context of music.