

# Eduqas A Level Music Music Transition Tasks 2025

**Name:**

**Tutor:**

For the Eduqas specification there are 2 options you can follow:

Option A – Performance = 35% & Composition = 25% or Option B – Performance = 25% & Composition 35%

As part of your transition task you can start thinking about which option you may want to follow

**Component 1A – Performing (35%) a recital between 10-12 minutes OR**

**Component 1B – Performing (25%) a recital between 5-8 minutes**

**Component 2A – Composition (25%) two compositions, one to a brief released by Eduqas in Sept Y13 OR**

**Component 2B – Composition (35%) three compositions, one to a brief released by Eduqas in Sept Y13**

**Component 3 – Appraising. (40%) 2h 15m paper based on 3 Areas of Study and including 3 set works.**

## Transition Task 1

For the first week back you will need to prepare a solo performance lasting any amount of time on any instrument. However, you will need to ensure the following things:

- You will need a copy of the piece you perform for you performance log and folder.
- It can be a piece of any standard – remember it is better to play a simple piece correctly than a more difficult piece incorrectly.
- So that we can actually practise it, if there is an accompaniment for your piece bring it in on the first day of term for us.

## Transition Task 2

When we start the A level course we will start the composition section by recapping on basic theory whilst completing composition techniques exercises. Whilst we will go over basic theory you will be working towards achieving Grade 5 theory. If you've not done any theory we'd like you to complete a free Open University Basic Theory (approx. grade 1-3) course, for which you can print out a certificate of completion!

<https://www.open.edu/openlearn/history-the-arts/music/introduction-music-theory/content-section-0?active-tab=description-tab>

If you have completed G5 theory – brush up on your ear training using [www.musictheory.net](http://www.musictheory.net) exercises.

## Transition Task 3

Read through and listen to all the examples on the 'Short History of Music' on <https://alevelmusic.com/4-short-history-of-music/> then complete the following work.

**What is your favourite piece and why?**

**Choose something about one of the other tracks that interests you (e.g. instrumentation, harmony, rhythm). Describe this aspect of the music and why you find it interesting.**

**What is your least favourite track?**

**Describe two aspects of this track that you think contribute to your opinion:**

**If you had to compose a piece that took inspiration from one of these tracks, which one would you choose and why.**

**Listen to and read about the Baroque and Classical eras on the Short History of Music on [www.alevelmusic.com](http://www.alevelmusic.com). Identify THREE features of music that are different at the beginning of the Classical era compared to the Baroque.**

**Listen to and read about the Romantic period on the Short History of Music on [www.alevelmusic.com](http://www.alevelmusic.com). Then do some of your own research on a Romantic composer of your choice. Write a short biographical paragraph about the composer, explaining how they are typically Romantic.**

## Transition Task 4

Go to <https://alevelmusic.com/as-handbook/year-11-transition-to-a-level-music/> and scroll down to the listening and describing section. Read the information regarding the GCSE glossary then complete the following listening exercises.

### **Exercise 1 – Western Classical Music (the questions will make sense when you watch the video)**

1. Describe the texture at the opening of this extract
2. Describe the texture in this section
3. Is the piece up to (and including) this point major or minor?
4. Describe the metre and tempo in this piece (not just at this point but in general!)
5. Describe how the melody that starts in this bar in the viola is used in the next few bars
6. Describe the texture at this point (i.e. what different melodic and accompanying ideas can you describe)
7. Describe the melody in the violin in this section (i.e. the melody itself and what melodic devices are used)

8. Describe the texture in this segment

9. Describe the a) the melody and b) the harmony and tonality in this section

10. Describe the melody in this segment

11. What instrument is playing on its own here?

12. (labelled also question 11 in the video!): Describe this passage in as much detail as possible this passage (i.e. melody, texture, rhythm, harmony etc.)

13.A What type of chord is played here?

B And what type of chord is played here?

## **Exercise 2 – Musical Theatre (click on the worksheet on the page to access the lyrics)**

1. Describe instrumental intro (which continues as the accompaniment in the first few lines).
2. Describe the melody in lines 1-4
3. What instrument provides the boom in line 4 and elsewhere?
4. Describe the new rhythmic idea that begins in the accompaniment on vowel in line 7.
- 5a. What interval is there between boom and splat on line 15?
- 5b What is different and same about the interval between smashed and flat on line 17
6. What percussion instrument is added at line 18?
7. Describe the melody in lines 24-26

8. Describe the harmony in line 27

9. Describe the melody in lines 30-33

10. Describe the writing for French horn in bars 34-40

11. What percussion instrument is added at the end of line 45?

12. Describe four differences between lines 53-56 compared the opening.

1.

2.

3.

4.

13. Describe the harmony in lines 63-4

14. How does the music set the scene of a threatening witch in the misty woods?

You can use parts of answers you have given already along with anything else you think is relevant.

# Take It Further Tasks

If you are looking for other things to keep you busy, pick a selection from the following tasks.

## Reading

Eduqas AS and A Level Music Study Guide, London: Rhinegold – this covers the background information but you don't need to have it. We have copies in school if you'd like to borrow one.

Music Theory: The Essential Guide London: Faber – this might be useful if your theory is a bit ropey and you could use this as a reference

## Podcasts

There are some brilliant podcasts available on BBC Sound – here are some that might be worth subscribing too. If you listen to any then note down what key concepts / ideas / facts in a notebook.

**The Listening Service** - Rethink music with The Listening Service. Tom Service presents a journey of imagination and insight, exploring how music works

## Essential Classics

### In Tune Mixtape –

## TV & Film

There are also some brilliant documentaries on BBC Iplayer (BBC4). Titles of some which may be useful can be found below. You can search for these on You Tube or Iplayer

**BBC Proms** – there'll be 6 weeks of live music on Radio 3 and BBC4.

### Howard Goodall's Story of Music

### Howard Goodall's How Music Works

*If you go to the Music Department You Tube channel there are also A Level playlists with relevant videos on there*