



Year 12 Music



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

In addition to revisiting elements of core knowledge from previous Key Stages, the Year 12 & 13 AQA A Level programme of study covers the following via compulsory elements (AOS1: Western Classical Tradition 1650-1910), as well as further knowledge through exploration of further AOS (2 from a possible 6 options determined year on year with a 'best fit' approach for the cohort).

Musical context

Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre.

Dynamics & Articulation

Marcato
Staccatissimo
Piu, poco, sempre
Dynamic & articulation notation as appropriate to the programme of study.

Rhythm, Tempo & Metre

Motor-rhythm
Polymetre
Metrical grouping
Piu mosso, meno mosso, l'istesso tempo
Rhythmic notation, tempo markings and metrical notation as appropriate to the programme of study.

Structure & Form

Arch form
Rounded binary
Ritornello and episode
Introduction and coda
Recitative and aria
Phrase structure
Structural notation as appropriate to the programme of study.

Core Skills

Development in core skills is very much a continuation of work from the previous year and/or Key Stage.

Instrumental performance skills

Performance skills focus on refining aspects of technical and musical control relevant to the context of the music, choice of instrument and individual performance standard.

Aural and appraisal skills (Understanding Music)

Demonstrating in-depth knowledge and understanding of musical elements, musical contexts and musical language in response to both familiar study pieces and unfamiliar music within specified areas of study.

Compositional skills

Applying theoretical knowledge through creation, and appropriate manipulation, of musical ideas and musical elements in combination in response to compositional briefs (teacher-defined throughout Year 12; exam-board specific throughout Year 13); composing music that is 'musically convincing'

General musicianship

Developing musical awareness through a range of ensemble performance opportunities (vocal and/or instrumental)
Making judgements with regard to the characteristics of musical styles appropriate to new areas of study
Responding appropriately to musical notation relevant to the programme of study.



Year 12 Music continued



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Core Knowledge

Melody

Triadic

Compound intervals

Phrase length: Equal, unequal and balanced

Ornamentation: Appoggiatura

Passing notes: Accented,
unaccented, chromatic

Chromatic auxiliary notes

Note of anticipation

Echappée note

Portamento

Melodic devices: Sequence, motif,
fragmentation, repetition,

intervallic augmentation, diminution

Melodic notation as appropriate to the
programme of study.

Instrumentation & Timbre/Sonority

Standard vocal forces

Instrumental techniques

(col legno, sul ponticello, sul tasto, double
stopping, tremolo, etc.)

Sotto voce, vibrato

Una corda, pedalling

Instrumental notation as appropriate to the
programme of study.

Texture

Contrapuntal, imitative, fugal

Trio sonata texture

Polarised

Descant

Textural notation as appropriate to the
programme of study.

Harmony & Tonality

Diatonic harmony: Primary and secondary
triads, dominant 7th, chords in inversion

Chromatic harmony: Secondary dominants,
substitution chords, Neapolitan

6th, augmented 6th (Italian, German, French)

Cadences: Phrygian, tierce de Picardie.



Year 12 Music continued



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Core Knowledge

Harmony & Tonality

Circle of 5ths progression; harmonic sequence
 Pedal notes: Tonic, dominant, inverted, inner
 Suspensions, preparation and resolution
 Cadential 6/4
 All key signatures
 Modulation to tonic minor and tertiary keys
 Enharmonic relationships
 Tonal and harmonic notation as appropriate to the programme of study.

How has learning been assessed?

Continuous application of formative assessment

Students have opportunities throughout the year to share their work in class time (and other contexts), often as a summative culmination of a unit of work

Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the POS, for example, classroom assessments; mock exams

Final summative assessment at the end of the Key Stage in the three separate disciplines: Appraising Music NEA (component 1; AO3 & AO4) – an exam paper taken at the end of Year 13

Performance NEA (component 2; AO1) – Performance recordings (either solo or as a member of an ensemble) are completed during a 'coursework window' in Year 13 and submitted for assessment

Composition NEA (component 3; AO2) – 2 compositions (one to a brief; one free choice) are completed during Year 13 and submitted for assessment.

What is coming up in the following year?

This is a respected A-Level course which prepares students well for university. It may lead to a career as a performer, composer, recording musician, conductor, instrumental/classroom teacher or music therapist.