



# Cotswold Edge Sixth Form



<b>Subject:</b>	Music @ BGS	<b>Assessment Point 1 - Coursework</b>
<b>Title of the project:</b>	Appraise, Review and Compose	
<b>Due date:</b>	First lesson back September 2018	
<b>Learning skills</b> and their place in the specification	<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> <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>Leadership:</b> start to develop and plan ideas that will create a leadership role for you within the Music community at Brimsham Green.</p>	
<b>Specification link</b>	<p><a href="http://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/GCE-music-specification-A-Level-2015.pdf">http://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/Specification%20and%20sample%20assessments/GCE-music-specification-A-Level-2015.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 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.</p> <p><b>Component 2: Composing:</b> To begin to develop ways of approaching a composition brief, using the musical elements and compositional techniques as a basis to express your ideas.</p> <p><b>Leadership:</b> Plan and pitch your idea of how you will be contributing as a leader to the Music Department (you may wish to speak with other members of the group to team up or create an idea of your own).</p>	
<b>How this links to the exam specification</b>	<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>Component 2: Composing:</b> For this unit you have to produce a composition in response to a given brief that displays your expressive</p>	

	<p>control. You also have to complete a technical exercise that assesses your composing technical skills.</p> <p><b><u>Leadership:</u></b> This contribution to the department will allow you to develop a variety of skills that will build your confidence, knowledge/understanding and commitment to the department. It will also add to your references and CV when looking at potential higher education courses and jobs.</p>
<p><b>How to complete the task:</b></p>	<p><b><u>Component 3: Appraising (listening)</u></b></p> <p>Film music is one area of study that you will explore in the appraising part of the course. You will study the score from the film “Psycho”, composed by Bernard Herrmann. In preparation:</p> <p><b>Write a review for the following three pieces from the “Psycho” soundtrack:</b></p> <ul style="list-style-type: none"> <li>- Prelude</li> <li>- The city</li> <li>- The murder</li> </ul> <p><b>Your review should follow the following framework:</b></p> <p><b><u>Introduction:</u></b> Discuss the background of the composer Bernard Herrmann. You will need to research this using the internet. What was his musical style? Which other significant films did he work on? What was the film about?</p> <p><b><u>Main section:</u></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> </ul> <p>How does Herrmann help add to the thriller/horror nature of the film? How does the music make you feel? Suggest why?</p> <p><b><u>Conclusion</u></b> Write a summary of what you have written. How effective do you think the music is to evoke the horror/thriller elements of the film?</p> <p><b><u>Component 2: Composing:</u></b></p> <p><b><u>Task 1:</u></b></p> <ol style="list-style-type: none"> <li>(1) Compose an idea to be used as a main theme of a horror film. <u>You must use only 50 notes.</u></li> <li>(2) Your idea should make the listener feel disturbed and disorientated and explore the use of the musical elements: <ul style="list-style-type: none"> <li>- organisation of pitch (melody)</li> <li>- tonality</li> </ul> </li> </ol>

- rhythm, metre and pulse
- dynamics
- use of instrument (sonority, techniques)
- structure (how is repetition balanced)

(3) You may include chords if you wish but these should be included in your 50 notes.

(4) Notate your composition using manuscript notation paper

### **Task 2:**

(1) Compose a piece of music to represent an animal of your choosing. You should choose either an action that the animal is doing or an emotion that they are feeling and use your composing skills to express this

(2) Your piece of music should be monophonic (use only a single line of music - no chords!) and contain only 50 notes

(3) Use the musical elements to represent your animal and it's action or emotion:

- organisation of pitch (melody)
- tonality
- rhythm, metre and pulse
- dynamics
- use of instrument (sonority, techniques)
- structure (how is repetition balanced)

(4) Notate your composition using manuscript notation paper

**Note: Both composition ideas should be handwritten neatly.**

### **Task 3:**

(1) Write a reflection of the composition process from tasks one and two. What did you feel confident with? Were there challenges? How did you attempt to overcome these? Were you happy with your final work? What would you like to improve?

(2) Your review should be a **minimum** of 200 words

### **Task 4:**

This final task will require you to decide on a way that you will help lead the Music department and you will need to pitch your idea to the Music department about how you are going to do this. A few ideas to get you thinking:

-Run your own extra-curricular group- e.g. Music Tech Group, Music Theory group, instrumental ensemble, certain year group ensemble, Battle of the Bands, decide to take a role with the technical side with school events, agree to put concerts or gigs on regularly throughout the year, help with technician jobs around the department e.g. tuning instruments, re-stringing instruments, lead admin requirements at extra-curricular groups for example taking registers, you may wish to be in charge of promoting school concerts by creating promotional material or adding links and recordings to the school website.

There are many things that you could contribute to, your job is just to decide where you can fit in and lead the best.

<b>Resources or links</b>	<p>For the appraisal review you will need to use the following YouTube clip:  <a href="https://www.youtube.com/watch?v=Wd6LVNB-S_4">https://www.youtube.com/watch?v=Wd6LVNB-S_4</a></p> <p>Prelude = 0 - 1.52  The city = 1.56 - 4.06  The murder = 4.09 - 5.12</p> <p>Other pieces to search for to that will help both your appraising review and composition:</p> <ul style="list-style-type: none"> <li>- Bernard Herrmann - "Psycho"</li> <li>- Jerry Goldsmith - "Planet of the Apes"</li> <li>- Sergei Prokofiev - "Peter and the wolf"</li> <li>- Camille Saint-Saens - "Carnival of the animals"</li> </ul>
<b>Link to Assessment Task 2 - Test</b>	<p>For assessment point two you will have begun to explore and critique the set works and will complete an exam style question.</p> <p>You will also be assessed on your composing process: i.e. how you are using the techniques and skills you have been taught.</p>
<b>Staff contact and email address:</b>	Mr Balcombe: <a href="mailto:obalcombe@brimsham.com">obalcombe@brimsham.com</a>
<b>Number of learning hours it will take to complete</b>	Minimum 10 hours