

CLASSICAL MUSIC



What my friends think it is



What my parents think it is



What kids think it is



What society thinks it is



What I think it is



What it really is

Introduction: A Level Music



Miss Williams
Head of Music



Mrs Alford
i/c KS3 Music



Mrs White
Music Teacher



Mrs McArdle
Music Administrator

Who are you?



- Name
- School
- Instrument(s)
- Grades(s) – instrument and theory
- Ensemble experience
- Anything else...

Music at Coopers'



What does A Level Music involve?



COMPONENT 1: **Performing** 25/35%

Assessed by a visiting examiner in Spring 2025



Option A 35% Performing – 10-12 mins

Major in performance

A performance consisting of a minimum of **three pieces**. At least one of these pieces must be as a soloist.

One piece must reflect the musical characteristics of one area of study.

At least one other piece must reflect the musical characteristics of one other, **different area of study***.

The level of difficulty needs to be at least Grade 6 standard.

Option B 25% Performing - 6-8 mins

Major in composition

A performance consisting of a **minimum of two pieces** either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of **one area of study***. The level of difficulty needs to be at least Grade 6 standard.

*What to perform?



Where a performance is required to relate to an area of study, the piece must be selected from one the following areas of study:

- Area of study A: The Western Classical Tradition (Baroque, Classical and Romantic eras)
- Area of study B: Rock and Pop
- Area of study C: Musical Theatre
- Area of study D: Jazz
- Area of study E: Into the Twentieth Century
- Area of study F: Into the Twenty-first Century

What does A Level Music involve?

- ❑ COMPONENT 2: **Composing** 25/35%
- ❑ Marked by the exam board.



Option A 25% Composing

OPTION A: 25%

A total of **two compositions** to be assessed:

1. To a brief from Eduqas using musical techniques and conventions associated with the Western Classical Tradition
2. FREE composition but guidance given by your teacher.

Option B 35% Composing

Major in composition

A total of **three compositions**:

1. To a brief from Eduqas using musical techniques and conventions associated with the Western Classical Tradition
2. Use the musical characteristics of one different area of study (i.e. not the Western Classical Tradition)
3. FREE composition but guidance given by your teacher.

What does A Level Music involve?

□ COMPONENT 3: **Appraising 40%**

- A 2 hour 15 minute exam in three sections based on three areas of study, some of which include set works.
- Section 1: Musical Theatre AoS C
- Section 2: Into the Twentieth Century AoS E
- Section 3: Western Classical Tradition (The Symphony) AoS A



Your set works/composers:

Area of Study A: WESTERN CLASSICAL TRADITION (THE SYMPHONY)

- Symphony No. 104 in D major, 'London': Haydn
- Symphony No. 4 in A major, 'Italian': Mendelssohn

Area of Study C : MUSICAL THEATRE

- ❖ Richard Rodgers
- ❖ Leonard Bernstein
- ❖ Stephen Sondheim
- ❖ Claude-Michel Schönberg
- ❖ Andrew Lloyd Webber
- ❖ Stephen Schwartz.



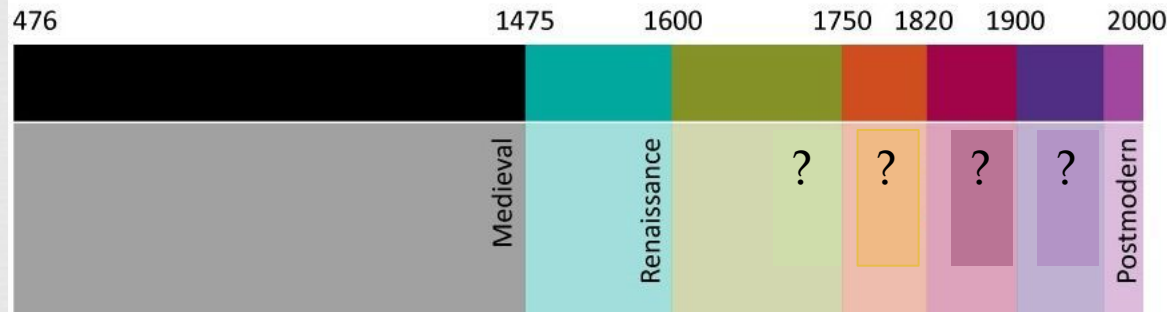
Area of Study E: INTO THE TWENTIETH CENTURY

- Trio for Oboe, Bassoon and Piano, Movement II: Poulenc
- Three Nocturnes, Number 1, Nuages: Debussy

Sort the Eras (GREEN PAPER)

ROMANTIC

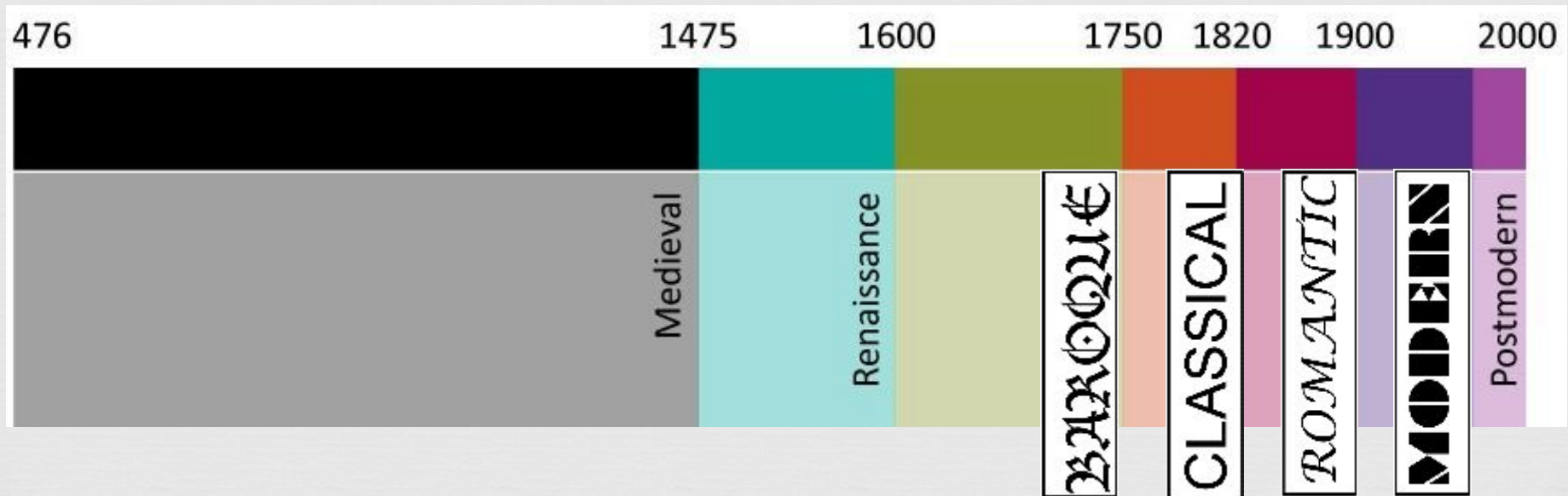
CLASSICAL



BAROQUE

MODERN

Sort the Eras ANSWERS



Sort the Historical facts (PINK PAPER)

BAROQUE (1600-1750)

CLASSICAL (1750-1820)

ROMANTIC (1820-1900)

MODERN (1900-2000)

- The rise of film entertainment
- Advances in technology
- Monarchy obsessed by detail, decoration and grandeur.
- Monarchy obsessed with simplicity , balance and symmetry
- Religion is dismissed by lots of people in favour of mythical beliefs and storytelling
- Originally meant 'bizarre'
- Obsession with beauty
- Disregard for the church in favour of beliefs in spiritual freedom and creativity
- World War II
- Industrial revolution
- 'Music for the masses'
- Encouraged by the Catholic Church to counter the simplicity of Protestant architecture

Sort the Historical facts (ANSWERS)

BAROQUE:

- ❑ Originally meant 'bizarre'
- ❑ Encouraged by the Catholic Church to counter the simplicity of Protestant architecture
- ❑ Monarchy obsessed by detail, decoration and grandeur.

CLASSICAL

- ❑ 'Music for the masses'
- ❑ Monarchy obsessed with simplicity, balance and symmetry
- ❑ Religion is dismissed by lots of people in favour of mythical beliefs and storytelling

ROMANTIC

- ❑ Industrial revolution
- ❑ Obsession with beauty
- ❑ Disregard for the church in favour of beliefs in spiritual freedom and creativity

MODERN

- ❑ Advances in technology
- ❑ World War II
- ❑ The rise of film entertainment

Sort the Architecture (BUILDINGS)

BAROQUE (1600-1750)



CLASSICAL (1750-1820)



ROMANTIC (1820-1900)



MODERN (1900-2000)



Sort the Architecture (ANSWERS)

BAROQUE:



MODERN:



CLASSICAL:



ROMANTIC:



Sort the Composers

BAROQUE (1600-1750)

CLASSICAL (1750-1820)

ROMANTIC (1820-1900)

MODERN (1900-2000)



Haydn



Berlioz



Vivaldi



Stravinsky



Chopin



J.S. Bach



Cage



Handel



Beethoven



Clara Schumann



Mozart



Reich

Sort the Composers (ANSWERS)

BAROQUE:

- ☐ JS Bach
- ☐ Handel
- ☐ Vivaldi



J. S. Bach



Handel



Vivaldi

CLASSICAL:

- ☐ Mozart
- ☐ Beethoven
- ☐ Haydn



Mozart



Haydn



Beethoven

ROMANTIC:

- ☐ Berlioz
- ☐ Clara Schumann
- ☐ Chopin



Berlioz



Clara Schumann



Chopin

MODERN

- ☐ Cage
- ☐ Reich
- ☐ Stravinsky



Cage



Reich



Stravinsky

Match the Era to the Features (BLUE)

BAROQUE (1600-1750)

CLASSICAL (1750-1820)

ROMANTIC (1820-1900)

MODERN (1900-2000)

- Extremely detailed performance directions
- Extremes of dynamics
- Expansion of the orchestra
- Highly ornamented melody
- Busy, polyphonic textures
- Virtuosic solos
- Constantly changing key
- Clear, memorable melody
- Gradual changes in dynamics
- Dramatic contrasts
- Obvious structures
- Heavy dissonance
- Simple, homophonic accompaniment
- Dense textures
- No clear melody
- Experimental timbres

Extension:
Can you work out **WHY** these features might match up? Think about what was going on in history/culture at the time...

Match the Music to the Features (ANSWERS)

BAROQUE:

- Extremes of dynamics
- Constantly changing key
- Highly ornamented melody
- Busy, polyphonic textures



CLASSICAL:

- Clear, memorable melody
- Simple, homophonic accompaniment
- Obvious structures
- Gradual changes in dynamics



ROMANTIC:

- Expansion of the orchestra
- Dramatic contrasts
- Virtuoso solos
- Dense textures



MODERN:

- No clear melody
- Heavy dissonance
- Experimental timbres
- Extremely detailed performance directions



Sort the Music (YELLOW)

□ Extension:

Can you work out **WHY** each piece fits into each category?

CD 1 Track 9-12

CD 1 Track 14

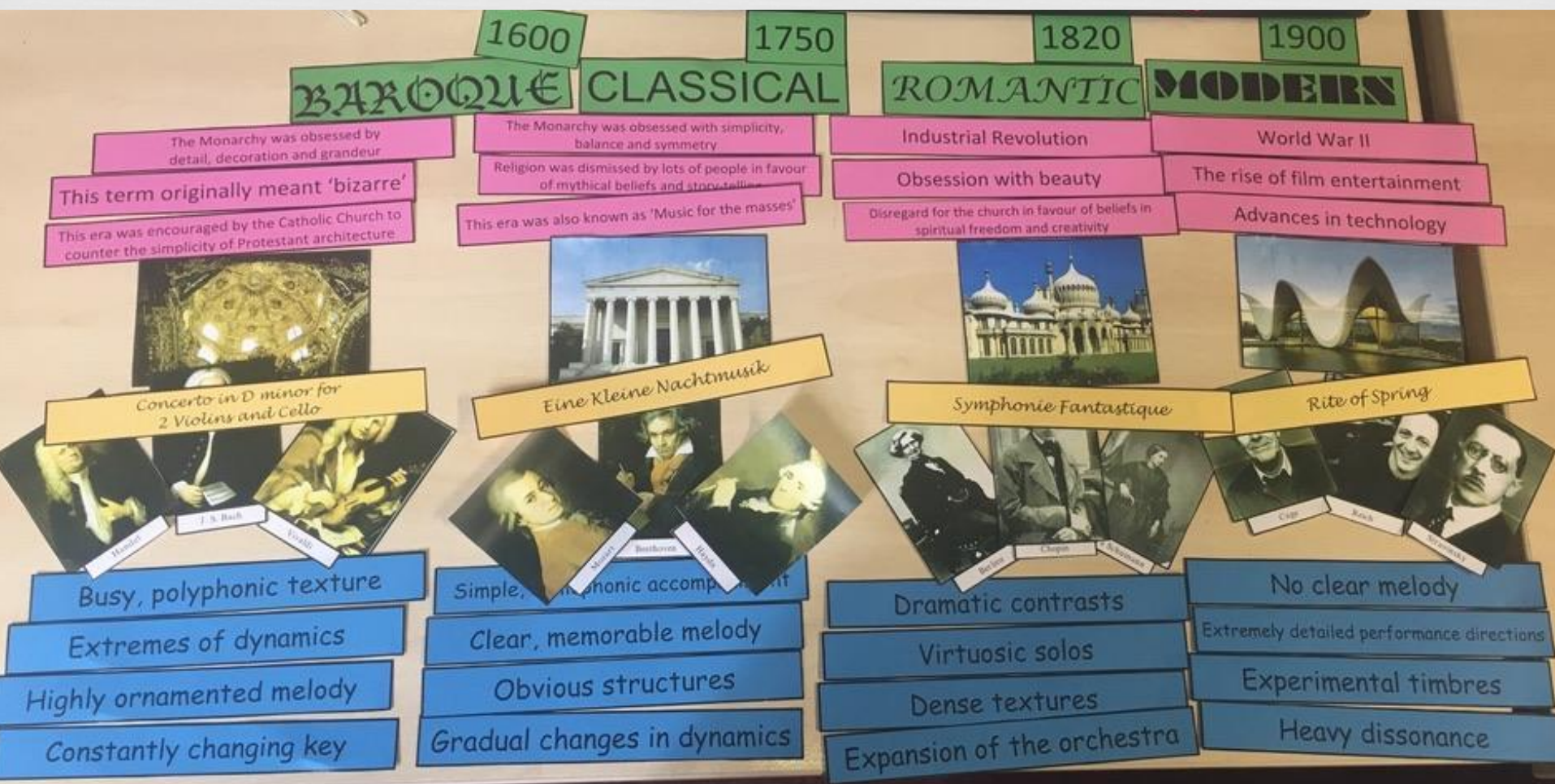
CD 3 Track 9-11

<https://www.youtube.com/watch?v=FCi2u265wxQ>

Sort the Music (ANSWERS)

- Baroque:
Vivaldi – Concerto in D minor for 2 violins and cello
- Classical:
Mozart – Eine Kleine Nachtmusik
- Romantic:
Berlioz – Symphonie Fantastique
- Modern:
Stravinsky – Rite of Spring

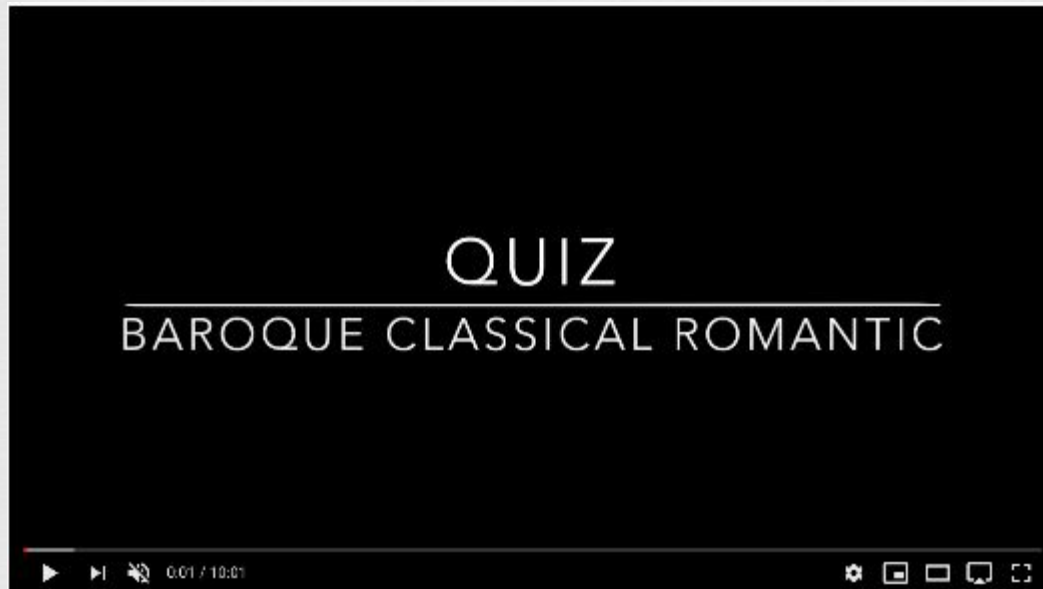
Finished Timeline



Test Yourself



- <https://www.youtube.com/watch?v=PIUB2GCaTig>
- Baroque, Classical or Romantic and WHY?





Top Tips

□ PERFORMANCE:

1. Practise as much as you can – build up stamina (8 mins!)
2. Get involved with as many ensembles as you can...tricky at the moment!

□ COMPOSING:

1. Start thinking about a style of music that you REALLY like and could spend a long time working on.
2. Think about styles of music that suit you in terms of your performance ability and instrumental experience

□ APPRAISING:

1. Listen to a wide variety UNFAMILIAR of music, particularly from the 6 areas of study
2. Practise listening to music and discussing the musical elements:
CONTEXT, STYLE/GENRE INSTRUMENTATION, TEMPO/RHYTHM/METRE, MELODY, TEXTURE, HARMONY/TONALITY, STRUCTURE, DYNAMICS
3. You need to be at least Grade 5 theory – make sure your theoretical knowledge is up to scratch!



PERFORMANCE:

- Prepare a performance on the instrument of your choice.
- It should be at least 3 minutes long and can be any genre.
- Please bring a photocopy of your music for your teacher.
- If you require a backing track, please bring it on a CD or USB stick.



THEORY:

- In preparation for your baseline assessment in September, revise Grade 5 theory.
- The AB Guide to Music Book I is a useful resource
- as is:

<https://gb.abrsm.org/en/our-exams/music-theoryexams/music-theory-grade-5/>



LISTENING:

- Find one piece of music from each of these genres/eras:
VOCAL MUSIC, INSTRUMENTAL MUSIC (1500-1999), MUSIC FOR FILM, POPULAR MUSIC AND JAZZ, FUSIONS, NEW DIRECTIONS (20TH/21ST CENTURY ART/AVANTE GARDE MUSIC
and explain: what musical characteristics of that era are found in that piece; and why it is a good example of this era
- This is a written task and the contents will form part of a class discussion.



A-Level course

- Miss Williams: awi@cooperscoborn.co.uk
- Mrs Alford: hal@cooperscoborn.co.uk
- Mrs White: kwh@cooperscoborn.co.uk

Instrumental lessons

- Mrs McArdle: jmd@cooperscoborn.co.uk



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Questions?

