

HIGHFIELDS SCHOOL

CURRICULUM OVERVIEW 2023-2024



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SUBJECT: A Level MUSIC

EXAMINATION BOARD: EDUQAS

AUTUMN TERM - YEAR 12	SPRING TERM - YEAR 12	SUMMER TERM - YEAR 12
<p>Component 1: Performing Students will study the capabilities and limitations of their instrument, voice or technology including:</p> <ul style="list-style-type: none"> • Its range and characteristic timbre • The techniques required to play it and any techniques that are specific to it • How it might be used in different genres • What type of ensemble(s) it might be used in • How its use is influenced by context and culture <p>Students will practise and learn to perform at least three pieces in preparation for their solo and ensemble performances (option A for NEA).</p> <p>Component 2: Composing Developing initial ideas for free composition.</p>	<p>Component 1: Performing Continuation of the Autumn Term. Students will shift their focus to the ensemble performance but maintain practise of their solo performance.</p> <p>Component 2: Composing Students build on GCSE composition devices and techniques to look at more challenging set briefs set in the context of the Western Classical Tradition.</p> <p>Students will now need to finalise their brief for their free composition. Students will use lesson time to compose and receive feedback and direction from staff.</p>	<p>Component 1: Performing Continuation of the Autumn and Spring Terms. Students will have a formal mock performance recital for both their entire repertoire. Students will receive clear guidance for how to improve their pieces over the summer ahead of their graded assessment in Year 13.</p> <p>Component 2: Composing Continuation of the Autumn and Spring Terms. Students will need to have completed their free composition by the end of the Summer term to allow them the time to focus on their set brief composition at the start of Year 13.</p>
<p>ASSESSMENT Component 1 Ongoing feedback. Component 2 Ongoing feedback. Performance recitals.</p> <p>All assessments are written in line with the A Level Eduqas Music Curriculum and grade boundaries.</p>	<p>ASSESSMENT Component 1 Ongoing feedback. Component 2 Ongoing feedback. Performance recitals.</p> <p>All assessments are written in line with the A Level Eduqas Music Curriculum and grade boundaries.</p>	<p>ASSESSMENT Component 1 Ongoing feedback. Component 2 Ongoing feedback. Performance recitals.</p> <p>All assessments are written in line with the A Level Eduqas Music Curriculum and grade boundaries.</p>

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<p>Component 3: Appraising Area of Study A: The Development of the Symphony Students begin their three areas of study for component 3 with area of study A. This focuses on:</p> <ul style="list-style-type: none">• The development of the symphony between 1750-1900• General repertoire from the period• Composing tasks related to the inter-related dimensions of music	<p>Component 3: Appraising Area of Study A Set Works: Students continue the study of AoSA but with a focus on the two set works:</p> <ul style="list-style-type: none">• Symphony No. 104 in D Major 'London': Haydn• Symphony No. 4 in A Major 'Italian': Mendelssohn	<p>Component 3: Appraising Area of Study C: Musical Theatre Students continue their areas of study by moving onto area of study C. This focuses on:</p> <ul style="list-style-type: none">• The work of six named musical theatre composers: Richard Rodgers, Leonard Bernstein, Stephen Sondheim, Claude-Michel Schonberg, Andrew Lloyd Webber and Stephen Schwartz• General musical theatre repertoire
<p>ASSESSMENT Listening and Appraising exam style question(s). Musical Dictation exam style question(s). AoSA specific exam style question(s).</p>	<p>ASSESSMENT Listening and Appraising exam style question(s). Musical Dictation exam style question(s). AoSA set works specific exam style question(s).</p>	<p>ASSESSMENT Listening and Appraising exam style question(s). Musical Dictation exam style question(s). AoSC specific exam style question(s).</p>

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AUTUMN TERM - YEAR 13	SPRING TERM - YEAR 13	SUMMER TERM - YEAR 13
<p>Component 1: Performing Students will prepare for the formal assessment and grading of component 1 during spring term.</p> <p>Component 2: Composing The set composition briefs will be released by the exam board in September. Students will begin to compose their chosen brief.</p>	<p>Component 2: Composing Students to continue to complete their composition. Students will need to have completed this composition by the end of this term.</p>	<p>Component 3: Appraising Students to revisit all content and prepare for their formal paper.</p>
<p>ASSESSMENT Assessment of both solo and ensemble performances using the Eduqas A Level Music assessment criteria and grade boundaries. Marks to be internally moderated.</p>	<p>ASSESSMENT NEA: Component 1 recital/ component 2 deadline Set brief composition to be formally assessed using the Eduqas A Level marking criteria and grade boundaries.</p>	<p>ASSESSMENT Students to sit their formal Listening and Appraising paper at the end of the term.</p>
<p>Component 3: Appraising Area of Study E: Into the Twentieth Century Students continue their four areas of study for component 3 with area of study E. This focuses on:</p> <ul style="list-style-type: none"> • The distinct musical styles of the early 20th century • The change and experimentation in music • Debussy, Ravel and others. • Set works: <i>Trio for Basson and Piano, Movement 2: Poulhéc</i> • <i>Three Nocturnes, Number 1, Nuages: Debussy</i> <p>Students will revisit the areas of study from Year 12.</p>	<p>Component 3: Appraising Students to revisit all areas of study ahead of a mock exam during this term.</p>	<p style="text-align: center;">N/A</p>
<p>ASSESSMENT Listening and Appraising exam style question(s). Musical Dictation exam style question(s). AoSE specific exam style question(s).</p>	<p>ASSESSMENT Mock Eduqas A Level Music paper.</p>	