

A LEVEL MUSIC

How will A Level Music help me in the future?

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted Creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

Developing skills

The word “music” covers a huge range of different styles and genres, and each one of us has our own preferences and interests. WJEC AS and A level specifications recognise this through the varied areas of study and the choice of routes through the course:

- Areas of study include a choice of The Symphony or Religious Choral Music; a choice of Rock and Pop Music, Jazz, or Musical Theatre; and at A level, either Impressionism or Chamber Music in Wales.
- The Area of Study “Chamber Music in Wales” includes works by living male and female composers giving an insight into the current music industry.
- At A Level, the popular Music options become more focussed into Popular Music in Wales, American Musical Theatre and Jazz Legends, with specified performers and composers.
- There are one or two movements from a Symphony to study as a set work, or a section from a Requiem, and three short twentieth or twenty-first century pieces, but beyond this the choice of classroom repertoire is left to the teacher who will select music which is relevant to their teaching points and which will be interesting and accessible to the learners in their class.
- Performing is assessed by a visiting examiner, giving a much more realistic scenario than a recording, allowing students to demonstrate their communication of the music to the listener, and giving a real sense of occasion.

- Composition is assessed through two pieces: one written in a Western Classical Style in response to a chosen brief, and one free piece which can be in any style, allowing candidates to demonstrate and develop their personal specialisms.
- Students at A level can choose whether they wish to be assessed on a longer performance or submit a third composition, allowing them to develop their preferred specialism.

What could I do next?

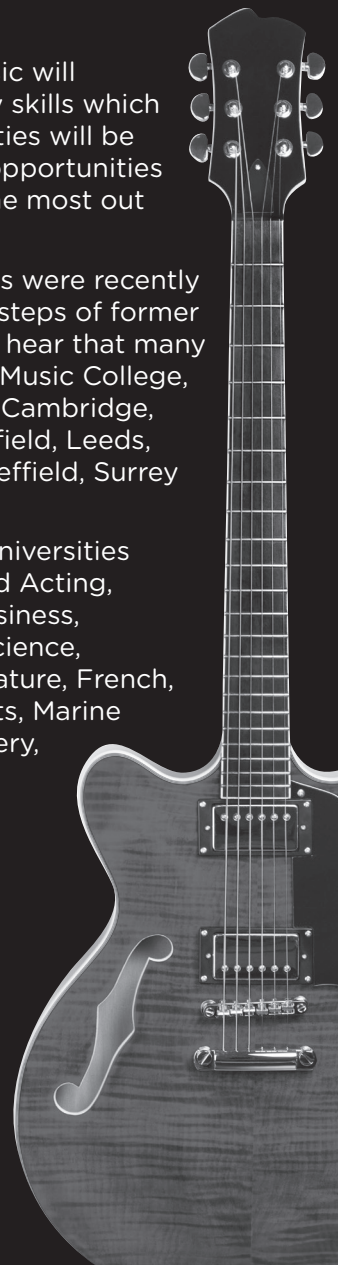
The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities will be looking for. It can also give you opportunities to travel, meet people and get the most out of life.

WJEC and Eduqas Music teachers were recently asked to give details of the next steps of former students. It was not a surprise to hear that many had continued to study Music at Music College, or Universities including Bangor, Cambridge, Cardiff, Derby, Durham, Huddersfield, Leeds, Liverpool, Newcastle, Oxford, Sheffield, Surrey and York.

Others had gone on to various Universities (including Russell Group) to read Acting, Art, Arts Journalism, Biology, Business, Chemistry, Classics, Computer Science, English and Drama, English Literature, French, Geography, Japanese, Liberal Arts, Marine Biology, Maths, Medicine, Midwifery, Modern Languages, Journalism, Occupational Therapy, Physics, Politics, Primary Education, Psychology, Sports Science, and Veterinary Medicine.

Others had started Apprenticeships in Accountancy, joined the Royal Marines or other Armed Forces.

At least one is starring in the West End, and others have started (or continued) careers in performance and tuition.



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What will I do?

The WJEC A Level Music course has three components: Performing, Composing and Appraising (Listening.) The following chart shows you a summary of what you will study for the exam.

The Western Classical Tradition (Compulsory)		
<p>AS: either The Symphony (1760-1830) or Religious Choral Music (1730-1800) Detailed study of two movements of a symphony or a section from a Requiem mass, and general study of the genre, within the social, historical and cultural context. Haydn, Symphony 103 in D major, Drum Roll. (movements 1 and 2) or Mozart, Requiem (<i>Requiem, Dies Irae, Tuba Mirum and Rex Tremendae.</i>)</p>	<p>AL: either The Symphony (1830-1910) or Religious Choral Music (1800-1890) Detailed study of one movement of a symphony or a section from a Requiem mass, and general study of the genre, within the social, historical and cultural context. Brahms, Symphony No.1 in C minor, opus 68, movement 4. or Verdi, Requiem (<i>Dies Irae including Tuba mirum, Liber scriptus, Quid sum miser, Rex tremendae and Recordare ending b.446.</i>)</p>	
Optional areas – choose 1		
<p>AS: Rock and Pop 1960-2000 Pop (Including funk and disco) Rock (including progressive rock and heavy metal) Soul Country</p>	<p>AS: Musical Theatre Cole Porter Richard Rodgers Claude-Michel Schonberg Andrew Lloyd Webber</p>	<p>AS: Jazz 1920-1950 Big band (including swing) Be-bop Cool jazz</p>
<p>AL: Popular Music in Wales Gruff Rhys Super Furry Animas Manic Street Preachers Kizzy Crawford</p>	<p>AL: American Musical Theatre Stephen Sondheim Stephen Schwartz</p>	<p>AL: Jazz Legends Duke Ellington Miles Davis</p>
Optional areas – choose 1 at A Level only		
<p>Impressionism Detailed study of 1 set works and 2 subsidiary pieces: Debussy <i>Reflets Dans L'eau</i> (Images vol 1,) Piano Debussy <i>Colloque Sentimental</i>, Voice and piano Ravel <i>Mother Goose, Prelude</i> from the ballet</p>	<p>Chamber Music in Wales Detailed study of 1 set works and 2 subsidiary pieces: Plowman: <i>Night Dances</i>, flute and piano Wilson-Dickson: <i>Tango Passacaglia</i>, flute and piano Samuel: <i>Ariel</i>, flute and piano</p>	

Your teachers will decide how best to cover all that you need to do, but typical classroom activities could be:

- Performing on your own and in a group. This could be in any style, on any instrument or voice, including band and orchestral instruments.
- Exploring how great pieces of music were put together, then applying some of these techniques when composing your own music. This could involve using computer software, writing for a specific purpose, writing songs etc.
- Listening to a variety of music and analysing what you hear, making connections between different pieces and describing how styles have evolved.

Reasons to choose Music

- You can develop your existing performance ability and use this towards achieving an A level.
- If you already enjoy writing your own music or songs, you can use this ability and experience, and learn how to develop your ideas into successful pieces.
- If you love listening to music, you will learn more about what makes the music you enjoy work so well.