



A LEVEL MUSIC @ WOKING COLLEGE – SUMMER PREPARATION:

If you have any questions while you are working through this pack please contact Anna Power, Music Department on apo@woking.ac.uk

1. **Please write a piece in continuous prose about yourself as a musician** – including what first got you interested in music, what instruments (including voice) you play and to what level, who inspires you and what activities you are /have been involved with in school and outside. Please also tell us if you have passed grade 5 theory and/or GCSE Music and the grades you got for these exams. Outline what you hope to gain from the A level course and what you hope to do in the future – musical or otherwise.
2. **Complete the grade 5 theory paper attached to the end of this document.** Please do not worry if there are questions you cannot do – just indicate this for any that you struggle with. It is not a test, it is to give us an indication of any theoretical gaps that might need filling when you start.
3. **Obtain a copy of each of the following films: Alfred Hitchcock’s ‘Psycho’ (1960), Tim Burton’s ‘Batman Returns’ (1992) and Saul Dibb’s ‘The Duchess’ (2008).** You could either use Netflix or other online film streaming platform (such as Amazon or Apple) or buy the DVDs from Amazon (which are usually very cheap – around £2-3).
4. **Watch these films** so you are familiar with the plots.
5. **Research the composers Danny Elfman, Rachel Portman and Bernard Herrmann and write a paragraph about their musical backgrounds, what/who influenced their musical style and what/who did they have an influence upon.** Try to make it more musical than purely biographical (we don’t need to know if they had any children etc!). **Here are some resources to get you started.**

Danny Elfman	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/AS-Elfman-Batman-set-work-support-guide.pdf https://www.dannyelfman.com/batmanreturns https://en.wikipedia.org/wiki/Danny_Elfman
Rachel Portman	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/AS-Rachel-Portman-Duchess-set-work-support-guide.pdf http://rachelportman.co.uk/ https://en.wikipedia.org/wiki/Rachel_Portman https://www.bbc.co.uk/music/artists/550508e3-efae-47de-83cc-e50cc471d7e4
Bernard Herrmann	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/A_level_Herrmann_Psycho_set_work_support_guide.pdf https://en.wikipedia.org/wiki/Bernard_Herrmann https://www.imdb.com/name/nm0002136/

6. Research the films themselves and write a paragraph about each film, the background to it, a plot overview and any other useful information using the information gained from the resources in the box above and any other research you are able to find.

7. Access the music for the cues we will be studying in detail here:

Batman Returns	https://www.youtube.com/playlist?list=PLn4pF7lIZ5nk-U-HqTZeU5cf0jyGTyBPS
The Duchess	https://www.youtube.com/playlist?list=PLn4pF7lIZ5nmF3QP0oD9q2MAuwW4PEvCi
Psycho	https://www.youtube.com/playlist?list=PLn4pF7lIZ5nn0MkzcMLQ1maB38hb5ulFw

The individual cues are as follows:

Danny Elfman: Batman Returns (Main Theme: Birth of a Penguin Part II, Birth of a Penguin Part I, Rise and fall from grace, Batman vs the Circus).

Rachel Portman: The Duchess (The Duchess and End Titles, Mistake of your life, Six years later, Never see your children again).

Bernard Herrmann: Psycho (Prelude, The City, Marion, The Murder, Toys, The Cellar. Finale)

8. Research the cues you have listened to (in the brackets) and find out about the context of each cue (e.g. where it occurs in the film, what has just happened and what happens after that) and write a short paragraph. Try to locate the cue in the film and re-watch it.
9. For each cue write a short paragraph about how the music creates atmosphere (using musical terms such as timbre/instrumental and vocal forces, texture, melody, harmony, rhythm, tonality, structure). Use specific musical terminology and use the Edexcel support materials to help you here:

Batman

Returns:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/AS-Elfman-Batman-set-work-support-guide.pdf>

The

Duchess:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/AS-Rachel-Portman-Duchess-set-work-support-guide.pdf>

Psycho: [https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/A level Herrmann Psycho set work support guide.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/A%20level%20Herrmann%20Psycho%20set%20work%20support%20guide.pdf)

Other things to do before we start Music A level in September.

- A) **Please subscribe to the Music Department's online YouTube Channel.** This gives you playlists for all the set works (including the set works themselves) and wider listening for all set works, plus some really interesting music documentaries so please explore the channel over the summer, listen to as much music as possible and definitely listen to all the set works! **Here is the link:**
https://www.youtube.com/channel/UCybQ8DtZpR2ipQ3hfVP4Tgg?view_as=subscriber
- B) **Do some composing and bring this either in recorded form or be prepared to play it to the class in the first two weeks of lessons (you don't have to score it at this stage if you are not able to) – you could:**
- **Choose a cue from one of the films you have been looking at and** compose some alternative music for this cue.
 - **Choose music for a different film or documentary** (for example any of the Attenborough documentaries are great for this) and write some music for this.
 - **Write a pop song or other type of song (perhaps about being in lockdown!).** Many established musicians have done this so there is plenty of inspiration online!
 - **Write a study for your instrument aimed at improving a particular aspect of your playing.** Look at technically difficult pieces that already exist for some ideas e.g. Chopin studies for piano, Paganini for violin, John Coltrane for saxophone, Steve Vai for guitar, Steve Gadd or Dave Weckl for drums etc.
 - **Write an avant-garde piece for your instrument** – experiment with how many unusual ways you can come up with of making sounds on your instrument (maybe try taking off the mouthpiece of a wind/brass instrument and only playing the mouthpiece or putting something else onto the mouthpiece!). Have a look on YouTube and research unusual ways of playing your instrument – if you have electronic means such as a microphone and effects pedal you could try using that in conjunction with a normally acoustic instrument such as a piano or violin. You could also invent your own way of notating these techniques. Look up the vegetable orchestra on Youtube
https://www.youtube.com/watch?v=kKrx1gWI_Vk
 - **Or you could choose your own compositional idea.**
- C) **Choose a solo piece to perform to your fellow class members in a class concert during the first week back** - this can be any standard from grade 5 upwards (doesn't have to be a grade piece) and can be in any style.

Please purchase the following, preferably before the start of term as you will need these as part of the course:

1. An Edexcel AS/A Level Anthology (this will see you through the two years as it contains all of the necessary pieces) Music 2016



Here is a link for these items, although you may be able to find them more cheaply on Amazon or similar.

<http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Music/16plus/EdexcelASALevelMusic2016/buy/buy.aspx>

2. A memory stick with a large capacity (at least 16GB) which you will use for all your Music work. As we will be using it to back up your performances and compositions they can be large file sizes so it is best to keep all your music work on a dedicated memory stick.
3. A lever arch file with file dividers labelled with the following headings:
 - a. Performing
 - b. Composing
 - c. Harmony and theory
 - d. Vocal Music
 - e. Instrumental Music
 - f. Music for Film
 - g. Popular Music and Jazz
 - h. Fusions
 - i. New Directions
 - j. Manuscript and lined paper
4. Lined and manuscript paper and stationery equipment.

Other very useful publications include:

Study Pack – A Level Music Listening Tests, Study Guide and Revision Guide

<http://www.rhinegoldeducation.co.uk/product/edexcel-a-level-music-exam-pack/>

Please also get the Grade 5 theory book and textbook here if you have not yet taken and passed Grade 5 theory. This is a compulsory enrichment if you have not passed it.

Please go to the following pages for the grade 5 theory paper to complete.



Theory Paper Grade 5 Sample X July 2017

Duration 2 hours

Candidates with labels: fix name label here.
All other candidates: write names in full.

Candidate

Entered by

TOTAL MARKS
100

This paper contains SEVEN questions, ALL of which should be answered.

Write your answers on this paper - no others will be accepted.

Answers must be written clearly and neatly - otherwise marks may be lost.

1 (a) The following extract begins on the first beat of the bar. Put in the missing bar-lines.

15

Adagio Mozart, Piano Sonata in C minor, K. 457

(b) Look at the following extract and then answer the questions below.

Moderato Haydn, Piano Sonata in B \flat , Hob. XVI/18

(i) Describe the chords marked **A**, **B** and **C** as I, II, IV or V. Also indicate whether the lowest note of the chord is the root (a), 3rd (b) or 5th (c). The key is B \flat major.

Chord **A** (bar 3) (2)

Chord **B** (bar 5) (2)

Chord **C** (bar 6) (2)

(ii) Name each of the ornaments in the right-hand part of bars 1 and 3.

Bar 1 (2)

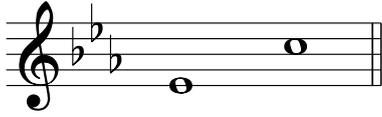
Bar 3 (2)

(iii) Give the technical name (e.g. tonic, dominant) of the note in the right-hand part marked **X**. Remember that the key is B \flat major.

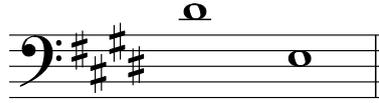
X (bar 4) (2)

2 (a) Describe fully (e.g. minor 3rd, perfect 5th) each of these melodic intervals.

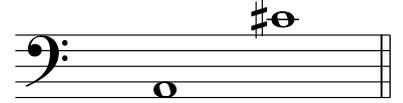
10



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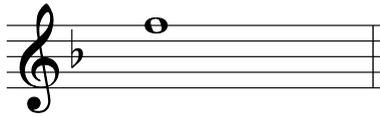


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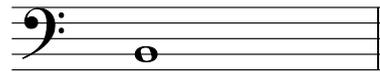


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(b) After each of these notes write a *higher* note to form the named *melodic* interval.



perfect 4th



perfect 5th

3 Look at this extract, which is adapted from a piece for violin and piano by Adam Carse, and then answer the questions that follow.

Andante grazioso ♩. = 52

The musical score is for a piece in D major and 6/8 time, marked 'Andante grazioso' with a tempo of ♩. = 52. It consists of 8 measures. The Violin part starts with a piano (*p*) dynamic and includes a fermata over the final note of measure 4. The Piano part also starts with a piano (*p*) dynamic and includes dynamic markings of crescendo (*cresc.*) and decrescendo (*dim.*). Measure 8 is marked 'poco rit.'.

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Reproduced from *Fiddle Fancies*.

(a) (i) **Mark clearly on the music**, using the appropriate capital letter for identification, one example of each of the following. Also give the bar number of each of your answers, as shown in the answer to **A**.

10

A an instruction to get gradually quieter. Bar ...4...

B in bars 1-4 of the violin part, a supertonic note in the key of D major (circle the note concerned). Bar (2)

C in bars 1-4 of the right-hand piano part, a note that is *not* in the key of D major (circle the note concerned). Bar (2)

D in bars 5-8 of the piano part, a note that is an enharmonic equivalent of E \flat (circle the note concerned). Bar (2)

(ii) Rewrite the first right-hand piano chord of the extract so that it sounds at the same pitch, but using the tenor C clef. Remember to put in the clef and the key signature.

(4)

(b) (i) Describe the time signature as:

10

simple or compound

duple, triple or quadruple

(2)

(ii) Complete the following statement:

The violin is the highest-sounding member of the string family of orchestral instruments, and the lowest-sounding member of this family is the

(2)

(iii) Now name a *different* family of standard orchestral instruments and state its highest-sounding member.

Family Instrument

(4)

(iv) Give the meaning of \square (violin, bar 1).

.....

(2)

(c) (i) Tick one box for each term.

10

Andante means:

grazioso means:

quick

playful, merry

at a medium speed

majestic

slow

graceful

gradually getting quicker

sweet

(4)

(ii) Answer TRUE or FALSE to each of the following:

The largest melodic interval in the violin part is a major 6th.

(2)

All the notes in the left-hand piano part of bars 5–7 can be found in the scale of E major.

(2)

(iii) Which key has the same key signature as D major?

(2)

6 Look at this extract and then answer the questions below.

Langsam

Bassoon

mf

f mit Ausdruck

etc.

(a) Give the technical names (e.g. tonic, supertonic) of each of the notes marked **X** and **Y**.
The key is D minor.

X (bar 1) (2)

Y (bar 2) (2)

(b) Rewrite bar 1 in notes of *half the value*. Remember to include the new time signature.

(4)

(c) Rewrite the first note of bar 4 so that it sounds at the same pitch, but using the alto C clef.
Remember to put in the clef and the key signature.

(3)

(d) Tick one box for each term.

Langsam means:

- slow
- moderately
- lively
- smoothly

mit Ausdruck means:

- with force
- with vigour
- with expression
- with love

(4)

7 Indicate suitable progressions for two cadences in the following melody by writing I, II, IV or V in the boxes underneath the staff. Use **one** chord per box.

10

Staff 1: Treble clef, key signature of one sharp (F#), 3/4 time signature. The melody consists of four measures. The first measure has a whole note chord. The second measure has a dotted quarter note followed by an eighth note. The third measure has a quarter note followed by a dotted quarter note. The fourth measure has a quarter note followed by an eighth note. Brackets are placed under the second, third, and fourth measures, with empty boxes below them for chord identification.

Staff 2: Treble clef, key signature of one sharp (F#), 3/4 time signature. The melody consists of four measures. The first measure has a dotted quarter note followed by an eighth note. The second measure has a quarter note followed by a dotted quarter note. The third measure has a quarter note followed by a dotted quarter note. The fourth measure has a quarter note followed by an eighth note. Brackets are placed under the third and fourth measures, with empty boxes below them for chord identification.