

Examination Details

Edexcel
1426

Assessment Details

Controlled Assessment – 2 performances and 2 compositions (60%)
Written Examination – Listening Paper (40%)

Course Information

Component 1 Performing (30%)

In this module you will be expected to perform one solo piece and one ensemble piece. This can be rehearsed and performed/recorded at any time during the course. You are able to use any instrument and/or voice that you like. You can also use GarageBand as your 'instrument' by submitting a sequenced performance, and record others as part of your Ensemble submission in the role of 'Sound Engineer'. *Performances are marked by the Teacher Examiner and moderated externally.*

Component 2 Composing (30%)

In this paper pupils develop musical ideas in the form of compositions or arrangements. They compose two contrasting pieces lasting at least two minutes. Both pieces are composed according to a brief which may be set by the teacher or chosen by the candidate. The brief should be linked to one of the topics taken from one of the areas of study listed below. *The compositions will be marked by the teacher examiner and moderated externally.*

Component 3 Listening and Appraising examination (40%)

In this paper pupils sit an examination lasting 1 hour 30 minutes. Students must respond to eight listening questions based on the twelve set works, and answer one of two essay questions.

AREA OF STUDY 1 Western Classical Music 1600-1899	AREA OF STUDY 2 Music of the 20 th Century	AREA OF STUDY 3 Popular Music in Context	AREA OF STUDY 4 World Music
<ul style="list-style-type: none"> Baroque, Classical and Romantic composers Handel: Messiah Mozart: Symphony 40 Chopin: Prelude 15 	<ul style="list-style-type: none"> Expressionism Minimalism Broadway Musical Schonberg: Peripetie Bernstein: West Side Story Reich: Electric Counterpoint 	<ul style="list-style-type: none"> 12 Bar Blues American Folk Music Technological influences M Davis: All Blues J Buckley: Grace Moby: Why does my heart feel so bad? 	<ul style="list-style-type: none"> British Folk Music Indian Rag African Drumming Capercaillie: Skye Waulking Song A Shankar: Rag Desh Koko: Yiri

Controlled Assessment information:

One Solo and one Ensemble Performance. Students may submit sequenced solo performance and a recording in the role of 'sound engineer' instead of performing live.

Two compositions to be completed at the end of Year 10 and Spring Term in Year 11. Students must submit a recording and a manuscript or written commentary.

All controlled assessment will be marked by the teacher examiner and external moderators.

1	Arrange to have individual instrumental tuition – the performing component is worth 30% of the course!
2	Choose your performance pieces well in advance. This should be a piece which you enjoy playing and is well within your capabilities, although level of difficulty should be taken into account.
3	Organise as many opportunities as possible to perform in public. This will help build your confidence and give you experience of performing in front of an audience. Join as many extra curricular groups as you can.
4	Get into the good habit of practising every day. Undertaking regular practice is by far the most effective method for improvement.
5	Learn all of the key vocabulary from each topic thoroughly; the more words you know, the better!
6	Listen to a wide variety of music e.g. Radio 3, Classic FM, Jazz FM etc. If you make the effort to listen to as many forms of Music as you can, it will make the course more enjoyable.
7	Go to Classical Concerts (the Hounslow Music Service provides free tickets to GCSE music students for their concerts).
8	The Music Department now has sequencing and score-writing software (GarageBand, Logic and Sibelius 6) available on Apple Mac computers. Make as much use of this as you can to help you to produce good quality compositions.
9	Use lunchtimes and after school to get involved in music making inside school and to receive additional help for your compositions.
10	Make friends with as many performers in school as you can. You never know when you might need them!
11	Listen to the set works until you are familiar with them. Understand how the pieces are constructed using the musical elements.
12	Construct diagrams, e.g. spider diagrams, to help you visualise each set work and its components.

Useful websites:

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/index.htm

Interactive Keyboard

<http://www.good-ear.com/>

Ear trainer

<http://www.edexcel.com/quals/gcse/gcse09/music/Pages/default.aspx>

Edexcel music

<http://www.gmajormusictheory.org/Fundamentals/workbooks.html>

Music theory, Basic

<http://www.musictheory.net/lessons>

Music theory, Intermediate/ advanced