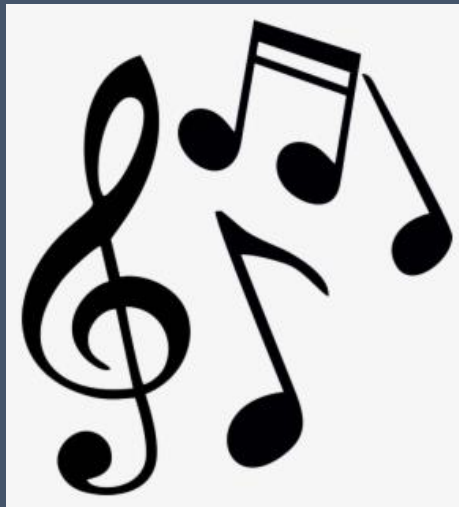
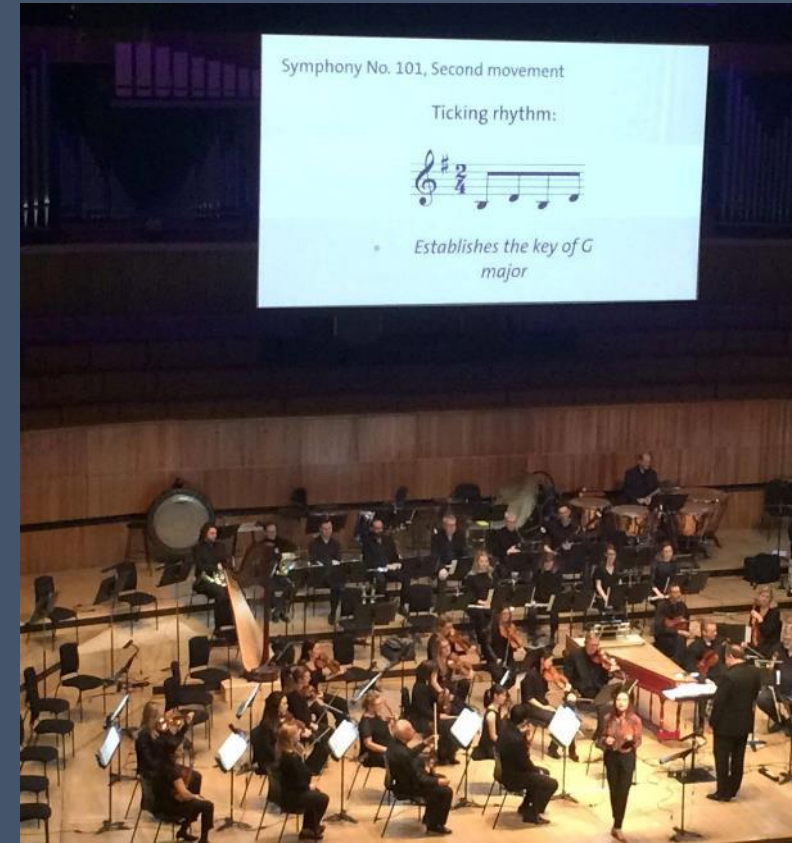


# Music



# Why Should I Study Music?

- **Transferable Skills** - Music is a highly academic subject in its own right, but it actually benefits other subjects too. It enhances learning skills, communication, creativity, teamwork, discipline, cultural awareness, respect for others, and self-esteem through personal accomplishment.
- Both employers and universities see creative subjects as assets – particularly Music as it's considered one of the most useful subjects for developing cross-curricular skills.
- Finally, and perhaps most importantly: students are more likely to succeed and achieve a higher grade if they study something they are good at and enjoy!



# What Will I Study?

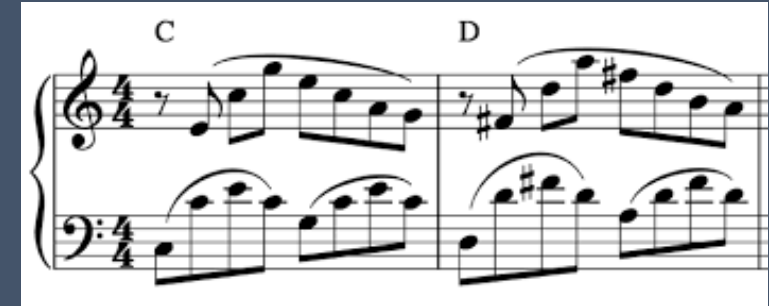


## AQA GCSE Music

- Performing 30%
  - Composing 30%
  - Understanding Music 40%
- 
- There is one exam – the rest is coursework.

# How Will I Be Assessed?

## AQA GCSE



2

Section A: Listening

Question 1: Area of study 1 Western classical tradition 1650 - 1910 19 marks

This excerpt will be played **four** times.

You may find it helpful to tick a box each time you hear the excerpt.

This is the melody for the first part of this excerpt.

0 1 - 1 Identify the keyboard instrument used in this excerpt.  
.....

0 1 - 2 Here are four statements about the upper, right hand part played on the keyboard. Circle the correct answer to say if each of these statements is **True** or **False**. [4 marks]

- an ostinato pattern True / False
- notes are in step - conjunct True / False
- there are four notes in each group True / False
- arpeggio shapes True / False

0 1 - 3 On the score, fill in the missing notes in **bar 7** using the given rhythm.



- Composing and performing – completed by end of March in Year 11
- Listening paper – 1 hour and 30 minutes sat in year 11

# What current students say about Music GCSE?

- Why did you choose Music? *Sounded fun, I enjoy Music*
- What do you enjoy most about Music? *Composing, the 'fiddle time' (practical), the theory – it's interesting*
- What is homework like? *Fun, it doesn't feel like homework!*
- What surprised you about the course? *How much listening and composing there is. Enjoying the theory bits.*
- How does Music link to other subjects? *Links to drama, maths and science.*
- Do you feel supported by your teacher? *100%, lots of feedback*
- Would you recommend taking Music? *Yes, definitely! But make sure you have been playing your instrument for over 3 months!*

# What Does Work Look Like In Music?



With a Little Help from My Friends

General: Song by Ringo Starr (written by Lennon and McCartney)  
 Ringo was insecure about vocals but they always allowed him to be recorded. Receiving hits very late due to Ringo's vocals.  
 Second song on album (After the overture) but it's the only one to be released. Receiving hits very late due to Ringo's vocals.  
 Sequences from the overture which no pause by a 6/8 time progression (E-D-E) and the lyrics "Billy Shears" (Ringo's alter ego)

**Melody**  
 - Additional melody creates balance.  
 A very simple melody (due to Ringo's insecurity of vocals and small range) - Range is only 5 notes long in the whole melody (apart from lost note and backing vocals).  
 Melody mainly in a conjunct/semi-se notes.  
 Has a narrow range of notes which is comparable for Ringo's own voice (E-B).  
 Harmonies are provided by John, Paul and George. Adds depth and enhances the song.  
 Chorus contains 'real' - carrying line in the song, often like the line of the chorus / answer line.  
 Answer fill at the end of first chorus, followed by answer fill at the end of lines (alone, own).  
 Short drum solo.  
 Vocal melody at ends of lines (alone, own).  
 Repeat in the melody of the chorus - so.  
 The bridge provides a contrast as the backing vocals ask the questions in an expanded vocal range.  
 The questions are answered in 'verse 2' by the band.

**Rhythm and Metre**  
 The signature is 4/4 through.  
 Moderate tempo (110 bpm).  
 A companion - simple counter movement in the melody is symphonic, playful, emphasis on the words. Mark 1 song line, walk and me.  
 Chorus play shuffle rhythm.  
 Driving beat and by repeated melody counter create a companion.  
 Using quarter throughout (first three longer second).

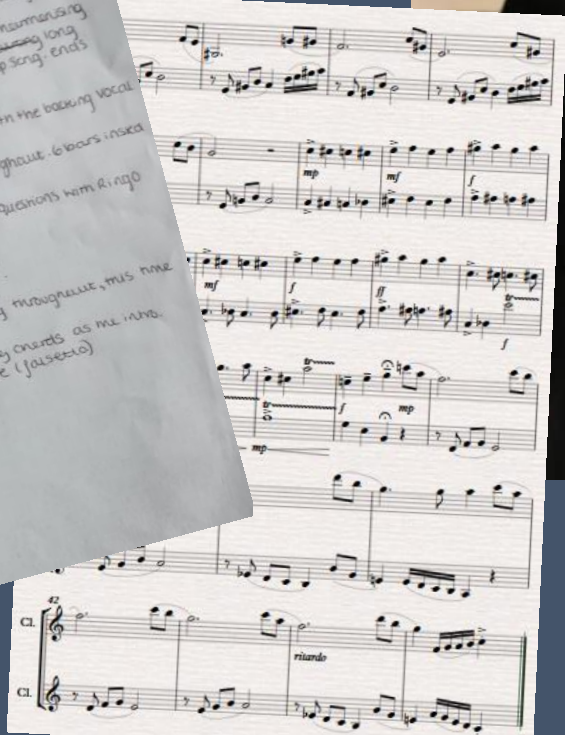
**Harmony**  
 Key: E Major (Brightest sounding key).  
 Uses only use chords G, B, D, F#m, F#m7.  
 Chords harmonise rhythm and bass of bassline.  
 Chords - G major odd, usually used after up key but none.  
 Verse ends on regular cadence.  
 Harmony core.  
 Chords: E(I) - G(III) - A(IV) - E(D) #2 (Plagal cadence).  
 A(IV) - E(I) - G(V).  
 Ends on imperfect cadence & sets up a perfect cadence back to the verse.  
 Plagal chord III is a dominant chord - very unusual for pop music as the time.  
 Bridge - (E - F# - G) only modulation to Gm moving at home to E major.  
 E - G - B (loses modulation and just gets back to tonic) E major.  
 Bassline - doesn't always use root notes so odd intervals to chords.  
 Very melodic.  
 Final cadence (B7(II) - I) not v. 1.

**Texture**  
 Melody and accompaniment.  
 In original - Paul McCartney piano.  
 George Harrison - electric guitar.  
 John Lennon - bass.  
 Ringo Starr - drums.  
 In 2000s (BBC Sound) added to previous recording.  
 Tom Petty - Ringo Starr.  
 Peter Dinklage - piano.  
 George Harrison - electric guitar.

**Structure**  
 Intro: 'Billy Shears' in harmony of backing vocals (answer).  
 Verse one: 2 bar without solo followed by Ringo Solo.  
 Chorus: Ringo solo with backing vocals harmonising on the third repeat. Only 6 bars (3x2 bar phrase) - not typical for a pop song. Ends with a 2 bar pause then on B.  
 Verse 2: Ringo alternating questions with the backing vocal answers in harmony. (Antiphony).  
 Chorus: In vocal harmony throughout. 6 bars (used of eight. No pause on B).  
 Bridge 1: backing vocals asking questions with Ringo answering.  
 Verse 3: Same as verse two.  
 Chorus: Same as chorus 2.  
 Chorus 4: in vocal harmony throughout, this time B notes leading to...  
 Outro: Some nice ascending chords as the intro. Ringo has the highest note (F#5/6).



• The orchestra music of Haydn, Mozart & Beethoven.  
 Describe a Classical Orchestra?  
 A large instrumental ensemble which combines instruments from different families, including bowed strings instruments such as the violin, viola, cello and double bass, brass instruments and woodwinds accompanied by an orchestra.  
 What is a concerto?  
 A musical composition for a solo instrument or instruments accompanied by an orchestra.  
 What is an overture?  
 A composition for an instrumental soloist, often with a piano accompaniment, typically in several movements with one or more in an orchestral piece at the beginning of an opera.  
 What is a minuet?  
 A slow, stately ballroom dance for two in triple time.  
 What is ternary and rondo forms?  
 Ternary: A-B-A  
 Rondo: A-B-A-C-A  
 A symphony, and how many movements are there?  
 A symphony is a large-scale orchestral work intended to be played in the concert hall. It is usually in 4 movements.  
 Remember to use DR



# FAQs

- I don't play an instrument, but I sing - is that ok?
- I'm teaching myself - is that ok?
- Do I have to have taken grades in my instrument?
- To get a really good mark in performing, what standard piece should I perform?
- I've heard that Music is hard; composing is hard.
- I don't read Music because I've learnt my instrument by ear – does that mean I will find it hard?
- In the ensemble piece, can I perform with my friend who is in another school?
- Is GCSE like KS3 lessons?

# How Do I Find Out More Details?



- Speak to the subject lead: Yvonne Hammond
- Email [hammondy@wallingfordschool.com](mailto:hammondy@wallingfordschool.com)
- Speak to older students who are already taking the course