

Why study Music?

Music is academically challenging, life-enhancing, and creative. A Level Music is highly regarded at many universities, and is a must for anyone wishing to read Music at university/degree level.

A Level Music ensures that a student develops as a complete musician - as a performer, a composer, and as a music analyst and explorer.

Who we are looking for?

You will be passionate and non-judgmental about all genres, styles and traditions of music. You will be happy to explore classical opera, David Bowie and the musical experiments of John Cage, as well as the film music of Herrmann and the symphonies of Berlioz. Your iPod or phone will be full of very eclectic music, which will inspire you, your peers and your teachers!

You will be happy to perform to a large audience, and be a creative composer with a thirst for exploring the nuts and bolts of music by composers.

You will play a large part as a role model in the music department - mentoring younger students, leading lunchtime groups, and performing in concerts, assemblies, at local community events and in primary schools.

Entry requirements

You will have achieved a minimum of an A at GCSE Music, be able to play your instrument at a minimum of Grade 5 standard, and fluently read staff notation in both treble and bass clefs. You will be able to understand theoretical concepts at Grade 5 also.

At interview, you will be required to perform a recent piece with an accompaniment or backing track (possibly one you are performing for GCSE Music or at a recent practical exam) and complete part of a Grade 5 theory paper.

Our specialist staff and department

Ms Rachel Barnes (BA Hons Music, Certificate in Performance, MMus, PGCE) has led London secondary school music departments for over 8 years. She has successfully delivered Edexcel AS and A Level music, and many of her students have gone on to read music at university.

Ms Barnes is a professional classical performer (a recorder player) who has studied in the UK and the Netherlands, and has commissioned and recorded new works from contemporary composers.

The music department at Hackney New School and Sixth Form comprises two music classrooms/spaces, a recording studio, a music technology classrooms (Apple Macs with Garageband, Sibelius 8 and Logic Pro X), and 11 practice rooms with pianos, keyboards, and drum kits (both acoustic and electronic).

The department has many instruments also: from classical to classroom, double basses to boomwhackers!

We work closely with many outside music providers such as Hackney Music Service (who provide many of our instrumental teachers), LSO. St. Luke's, and Match & Fuse, and invite musicians into school to give practical workshops and concerts.

We have 12 peripatetic teachers who teach these instruments:

- Flute, clarinet, saxophone
- Violin, cello, double bass
- Trumpet, French horn, trombone
- Piano
- Voice
- Guitar - classical and bass
- Drumkit

Students have the opportunity to take ABRSM and Trinity Guildhall instrumental exams in the Summer term, where appropriate.

Students are loaned instruments for a one-off fee of £10.

Students receive an annual instrumental lesson report.

What will you study in music?

We will deliver the Edexcel A Level specification. This is split into 3 components:

		Content Overview	Assessment Overview
			Every component is externally assessed, by Edexcel
Performing	30%	Approaches to performing	A public recital of one or more pieces, performed as a recital in front of an invited audience.

			<p>This can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.</p> <p>The recital must be a minimum of 8 minutes, and will take place in Year 13, between March and May. (60 marks)</p>
Composing	30%	Approaches to composing	<p>Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.</p> <p>One composition must be from either a list of briefs related to the areas of study, or a free composition. This composition must be at least 4 minutes in duration. (40 marks)</p> <p>One composition must be from a list of briefs assessing compositional technique. This composition must be at least 1 minute in duration. (20 marks)</p> <p>The total time across both submissions must be a minimum of 6 minutes.</p> <p>The compositions will be submitted to Edexcel before May 15, in Year 13.</p>
Appraising	40%	<p>Knowledge and understanding of musical elements, contexts and language.</p> <p>Application of knowledge through the context of six areas of study, each</p>	<p>The Appraising component is a two hour written exam, in which every candidate receives his or her own CD which contains extracts from both the set works and unfamiliar music.</p> <p>This paper comprises two sections: A and B.</p> <p><u>Section A: Areas of study and dictation</u> (50 marks)</p> <p>Three questions related to the set</p>

	<p>with three set works:</p> <p>Vocal Music (Bach, Mozart, Vaughan Williams)</p> <p>Instrumental Music (Vivaldi, Brahms, Berlioz)</p> <p>Music for Film (Herrmann, Badelt & Zimmer, Elfman)</p> <p>Popular Music and Jazz (Beatles, Courtney Pine, David Bowie)</p> <p>Fusions (Debussy, Cubanismo, Rahman)</p> <p>New Directions (Cage, Britten, Schoenberg)</p> <p>Application of knowledge to unfamiliar works.</p> <p>The areas of study are: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusion, New Directions.</p>	<p>works (audio and skeleton score provided).</p> <p>One short melody/rhythm completion exercise.</p> <p><u>Section B: Extended response (50 marks)</u></p> <p>Two essay questions – essay one (20 marks) and essay two (30 marks)</p> <p>Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.</p> <p>Essay two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.</p>
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