

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 skill 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. The Eduqas A level specifications recognise this through the varied areas of study and the choice of routes through the course:

- Areas of study include the Development of the Symphony; a choice of Rock and Pop Music, Jazz, or Musical Theatre; and at A level, either Into the Twentieth Century or Into the Twenty-First Century.
- The Area of Study “Into the Twenty-First Century” includes works by living male and female composers giving an insight into the current music industry.

- There is a Symphony to study as a set work, and two 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.

Our Tallis Performing Arts Progression officer is on hand to offer information and advice on progression to Music Conservatoires, Universities, and career opportunities.



What will I do?

The Eduqas A Level Music course has three components: Performing, Composing and Appraising (Listening.) The following chart shows you a summary of what you will complete.

Compulsory area of study		
The Western Classical Tradition (The Development of the Symphony 1750-1900) Detailed study of some symphony and general study of Another, within the social, historical and cultural context.		Set works Choose one for detailed study, the other for general study: Haydn, Symphony 104 in D major, London or Mendelssohn, Symphony 4 in A major, Italian
Optional areas – choose 1		
Rock and Pop 1950-2000 Pop Rock (including progressive rock, heavy metal, folk-rock, punk rock) Soul Funk (including disco) Folk and country	Musical Theatre Richard Rodgers Leonard Bernstein Stephen Sondheim Claude-Michel Schonberg Andrew Lloyd Webber Stephen Schwartz	Jazz 1920-1950 Ragtime Dixieland Early jazz Big band (including swing) Be-bop Cool jazz
No set works for these areas of study		
Optional areas – choose 1		
Into the Twentieth Century 1895-1935 Detailed study of 2 set works Impressionism Expressionism including serialism Neo-classicism		Into the Twenty-first century 1980-present Detailed study of 2 set works Representative European composers: Hans Werner-Henze, Witold Lutoslawski, Kaja Saariaho, Sofia Gubaidulina, Sally Beamish, Judith Weir, Mark-Anthony Turnage, Thomas Ades
Poulenc, Trio for Oboe, Bassoon and Piano, Movement II and Debussy, Three Nocturnes, Number 1, Nuages.		Thomas Ades, Asyla, movement 3, Ecstasio and Sally Beamish, String Quartet No 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Beamish)

Typical classroom activities:

- 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.