

EDEXCEL GCSE Music Revision Guidance



There are several aspects to the course to work towards:

- Exam - Listening and Appraising
- Composing
- Performing

Listening and Appraising

Students will focus on revision techniques and continue to prepare for the exam, focusing on revising all 8 of their set works.

Students will prepare through the following:

- Exam skills – how to write for the exam
- Knowledge and understanding of the genre
- Aspects unique to the genre
- Practice papers for homework and starter activities
- Knowledge of different styles of music and comparison skills for the wider listening
- Aural training and notations/theory for AO3
- Exam skills – how to write for the exam
- Analysis and extended writing skills for A04

Set Works

- Please use the MADTSHIRT resources to help you revise and analyze the pieces you have learned so far. Be clear on the stylistic features of each genre of music studied. All resources from in class can be found on teams.

Take yourself through the questions for each element on the 'Analysing music' sheet and consider how the pieces are built.

- Score analysis - The best way to get to know a piece is by listening and continuing with your score analysis
- Mind maps - create a mind map with key vocab for each musical element with your pieces
- Stylistic features and genres - make note of the genre/style for each of the set works and create a list of the key features of this style

General exam preparation

- Key vocab – Look through the MADTSHIRT analysis words page and ensure you are familiar with all of the key terms. Please also look through the official Edexcel key vocab list which can be found on teams.
- Dictation – Listen to different pieces of music and get to know the keys and intervals. Have a look through the exercises on Teoria [Melodic Dictation \(teoria.com\)](https://teoria.com).
- Theory – Check through the resources on musictheory.net. listen to the pieces and practice on the piano; intervals, scales, keys, cadences, reading musical rhythms and pitches
- Unfamiliar/ wider listening – Use MADTSHIRT to analyse unfamiliar pieces and compare these to your set works. Please see a list of recommendations below.

Set Works

Instrumental Music - 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba em Preludio

Coursework to continue working towards (60%)

Component	Information
Solo performance	<p>Students perform a solo and ensemble performance, each with a minimum of 1 minute duration. The two performances combined must be a minimum of 4 minute</p>
Ensemble performance	<p>Students perform a solo and ensemble performance, each with a minimum of 1 minute duration. The two performances combined must be a minimum of 4 minutes.</p> <p>Ensemble - a Minimum of 3 separate parts with little/no doubling of parts.</p>
Free Composition	<p>Students must compose a piece of music to a brief chosen by themselves. Their composition must be at least one minute in duration, with the combined total of both compositions being at least 3 minutes. The composition must be accompanied by a score/commentary.</p>
Composition to set brief	<p>Students must compose a piece of music to a brief set by the exam board. They will choose from 4 different briefs, each one linked to an area of study. These briefs are released to the learners at the beginning of year 11. Their composition must be at least one minute in duration, with the combined total of both compositions being at least 3 minutes.</p> <p>The composition must be accompanied by a score/commentary.</p>