



Year 11 – 12 Bridging Work

All work can be sent to Mr Cutress at mjc@bournside.gloucs.sch.uk

Coursework related work

You will have to perform to a minimum of Grade 6 standard at A Level. Therefore, it is vital that you continue to practice your instrument or singing while off school. Please continue with any musical tuition you may be having and use the extra time you have to really hone your performance skills.

- If you send me videos of your performance work I am more than happy to give you feedback

Area of Study 1

This work will you prepare you for OCR A Level Area of Study 1 – Instrumental Music of Haydn, Mozart and Beethoven.

Assignment 1

What are the characteristics of Classical Music in terms of its key musical features?

(Make sure that you expand on the information given below)

- Resources – Instruments and ensembles
 - piano / violin / clarinet / orchestra / string quartet
- Structure
 - Ternary / Rondo / Theme and Variations / Sonata Form / Fugue
- Tonality
 - Modulations / Closely related keys / links with structure
- Melody
 - Diatonic / conjunct / scalar / broken chord / chromatic decoration / ornaments
- Harmony
 - Diatonic / Cadences / Inversions / Tonic chord / Dominant 7th chord
- Texture
 - Melody dominated homophony / Alberti Bass
- Rhythm and Metre

Present the information in any way that works for you – essay / fact sheet / chart / mind map / powerpoint / recorded or videoed lecture!

Assignment 2

Create 3 separate timelines showing events in the life of Haydn, Mozart and Beethoven. Include some of their key works as well.

Assignment 3

Write a definition for each of these types of Classical Music

- Chamber Music
- Symphony
- Concerto
- Sonata

Describe the output of Haydn, Mozart and Beethoven for each of these different types of piece.

Assignment 4

I would like you to start learning about how important Mozart was as a Classical composer. Watch these two videos:

Why is Mozart Genius?

<https://www.youtube.com/watch?v=CN3v4fEZcQw>

Why is Mozart Genius? – Balance and Perfection

<https://www.youtube.com/watch?v=8CWANfV26JY>

Using information from these videos, answer the question: What made Mozart a musical genius?

Include the following things:

- Details of his life, particularly his early years
- His skills as an improviser
- What were his main pieces (symphonies, concertos, operas and his Requiem Mass)
- His gift for melody
- Turning the simple into the sublime
- His development of the concerto
- Diatonicism and Chromaticism
- His operas

Assignment 5

Research the Classical Symphony. Present your information in any way you like. Make sure you cover the following key points:

- How many movements did it have and what was each one like?
- How many symphonies did Haydn, Mozart and Beethoven each compose?
- How did the symphony change over the Classical period?
- How was a Haydn symphony different from a Mozart one etc.
- How did the orchestra change over the Classical period

Assignment 6

Watch the video about Sonata Form and make your own notes about this important form, invented at the start of the Classical period.

<https://www.youtube.com/watch?v=HzHS7QL-B-c>

Area of Study 2

This work will prepare you for OCR A Level Area of Study 2 – Popular Song: Blues, Jazz, Swing and Big Band

Assignment 1

Characteristics of Popular Song from 1900 – 1966

To give you a broad overview of the type of music you'll be studying in this module please complete this research based task:

- For each of the 4 following styles create a mind map/powerpoint/written piece of work etc on the main features of the genre:
 - Blues
 - Jazz (w/ singer)
 - Swing
 - Big Band
- You should include information on the following headings:
 - When did this style develop?
 - Where did all of these styles develop?
 - Name a musician associated with this style. (Stay within the time period)
 - Comment on the following musical elements
 - Resources (Instruments used and their roles)
 - Structure
 - Melody
 - Harmony
 - Rhythm

To help you I've included a link to a piece of music that is representative of each style to give you an idea of what we're going to be studying. Please feel free to listen around the styles.

- Blues - <https://www.youtube.com/watch?v=24isoA6xdL0>
- Jazz - <https://www.youtube.com/watch?v=KtKLJBHPSIM>
- Swing – <https://www.youtube.com/watch?v=WQQfK8Bqkw0>
 - <https://www.youtube.com/watch?v=bGiPJZ-wRb4>
- Big Band - https://www.youtube.com/watch?v=P9JP_smNS7U

Assignment 2

- Compose a melody
 - Using whatever means you prefer, compose an 8 - 16 bar melody and then send it to me via email
 - You could do this on your instrument and record it
 - On score writing software
 - Both Musescore and Sibelius First are free
 - Sung and then recorded
 - Recorded on Garageband using your iPad.
 - If possible, can you have a go at notating that melody (either by hand or using technology). Do not worry if you can't, it's not a requirement.

- DO NOT ADD CHORDS TO IT YET
- It does not need to be great, just commit to something, we're using this as a composition exercise.
- Harmonising a melody
 - Once you've sent me your melody, I will have a look at it and then I will give you some instructions to get you started with adding chords to your melody

Assignment 3

Analysing a piece in detail – Anything Goes – Ella Fitzgerald

- Using the lead sheet attached and the audio I want you to create a piece of work that tells me as much as you can about this piece. You may want to include sections on the following:
 - Resources (Instruments)
 - Vocal Style
 - Is it smooth/harsh?
 - Does she use any specific vocal techniques (vibrato/slide etc)
 - Structure
 - How many sections are there?
 - How long are they?
 - Do they repeat?
 - Tonality (Key)
 - Does it change?
 - *Extra if needed:*
 - *Harmony*
 - *Diatonic/non-diatonic*
 - *Extended chords?*
 - *Melody*
 - *Conjunct/disjunct*
 - *Is there repetition?*
 - *How long are the phrases?*

Assignment 4

Comparison exercise – Anything Goes – Ella Fitzgerald and Frank Sinatra

- Using the lead sheet and audio attached in the folder and have a go at comparing two performances of the same song, this is the song you did work on in the previous cycle so hopefully you will be familiar with it.
- You'll want to think about the following things:
 - Arrangement
 - Resources
 - Do the two performances use the same instruments?
 - How are they used similarly/differently in each piece?
 - Style
 - Are they in a different style?
 - Structure
 - Do the pieces follow the same structure?
 - Are there extra sections in any of the pieces?
 - Are the sections in a different order?
 - Rhythm

- Are there different rhythms used? Specifically think about the accompaniment instruments?
 - Tempo
 - Is the tempo different?
 - Tonality
 - Is the key different?
 - Does it change at all?
- Vocal Interpretation
 - How do they sing the song differently to each other?
 - Do they change the melody?
 - Do they use different?
 - Do they use different timbres (tones) within their voice?
 - Is one smoother or harsher?
 - Any special vocal techniques for example a use of vibrato or sliding?
 - How do the different performances use things like phrasing and breath control differently?