

# PEARSON/EDEXCEL A LEVEL MUSIC SET WORKS AND MASTERING THE APPRAISING PAPER

CODE 7743

## ABOUT THIS COURSE

This new course is designed for all Edexcel/Pearson A level Music teachers who wish to maximize their students' marks in the Appraising Paper. Run by an A level Examiner and former Head of Music, last year's course received outstanding feedback, including one delegate who described it as 'a transformational experience'.

Beginning with key messages from the recent examination, the course will suggest ways of integrating these going forward. A detailed exploration of the remit of the Appraising Paper will be followed by an exploration of each set work that, in addition to existing resources, will focus on alternative perspectives, teaching ideas and embedding historical, social and cultural context in the essays.

Delegates will not need anthologies.

## PROGRAMME

TIME

### Overview of the Appraisal papers and what is need to succeed

10.00 – 10.40am

- Feedback and reflection on the 2019 exam
- Understanding the structure of the Pearson/Edexcel AL Music Appraisal papers
- Map of the two year teaching course: how to build up analytical skills and musical knowledge throughout Y12 and Y13

Discussion: coffee break

10.40 – 11.00am

### Developing Students Analytical and Musical Skills to Critically Appraise Music

11.00 – 11.45am

- Developing, shaping and practising analytical skills, building up technical terms for accurate usage, and discussing harmony, tonality, and texture in complex scores.
- Contextual understanding – placing the set works in context and shaping transferable knowledge
- Level 5 essays – developing students skills in writing academically including the art of embedding wider listening and contextual understanding in essays
- The end game: how to target the likely difficulties in an exam question and score optimal marks

### Analysis; Instrumental and Vocal Music

11.45 – 12.45pm

Examples drawn from AoS1 and AoS2

- Contextual questions – what skills are required?
- Ways into explaining form and structure using key terminology
- Wider listening to demonstrate the differences between styles
- What kind of key features – harmony, tonality, texture – will come up in exam questions?
- Techniques to support students in unfamiliar music AoS1 and AoS2 questions to expect and recognise common musical devices
- How to translate the key features of a work into a coherent Level 5 essay response

Lunch and informal discussion

12.45 – 1.45pm

### Analysis: Ao3 and Ao4: Music for Film and Popular Music and Jazz

1.45 – 2.30pm

- Examining a variety of analytical approaches to enhance student understanding
- How historical and contextual awareness might work for this Area of Study
- Mastering communicating about these styles of music;
- Relevant wider listening, and embedding this and contextual understanding for a Level 5 response;
- Finding new ways to elicit confidence in students

Discussion: afternoon tea

2.30 – 2.35pm

### AnalysisAo5 and AoS6: Fusions and New Directions

2.35 – 3.20pm

- Examining a variety of analytical approaches to enhance student understanding
- What are the key factors for students to understand in Fusion and New Directions
- How historical and contextual awareness might work for this Area of Study
- How to help students apply the appropriate knowledge to the actual question on Fusions and new direction

LOCATION/DATE

Online

Tuesday 10 November 2020

## COURSE LEADER

**Alexander Aitken** was Head of Academic Music and Choirmaster at Stowe School until December 2017, and is an A level examiner with Edexcel. He was on the review team for Edexcel's GCSE Music textbook, having also written the analysis of Defying Gravity.

## WHO SHOULD ATTEND?

- Heads of Music
- Teachers of Edexcel A level Music
- Teachers of A level Music looking to change boards

## BENEFITS OF ATTENDING

- Explore feedback and reflections on the 2019 Appraisal papers
- Gain fresh approaches to building up analytical skills and musical knowledge through Years 12 and 13
- Take away new ideas for eliciting deep understanding of set works
- Understand what is required of the Question 5 and 6 essays to gain high marks
- Gain new approaches for teaching analysis to Years 12 and 13 students
- Gain effective exam techniques, including how to shape preparation and revision