

Music Subject Specialist – Marie Bessant

- Music Subject Specialist and lead for Music GQ Reform
- Formerly music teacher, HoD, secondary school and FE college
- Role:
- To support the live qualifications
- To lead development of the reform qualifications

At a glance

- Revised subject content by the DfE
- Revised assessment objectives, weightings and assessment regulations by Ofqual
- Main area of change is the increase of examined assessment to 40% of the qualifications with 60% NEA
- Emphasis on increasing challenge and demand across the range

Assessment Objectives GCSE

AO1: Perform with technical control, expression and interpretation	30%
AO2: Compose and develop musical ideas with technical control and coherence	30%
AO3: Demonstrate and apply musical knowledge	20%
AO4: Use appraising skills to make evaluative and critical judgements about music	20%

Requirements for GCSE Music

60% Non-Examined Assessment		40% Exam (written)
Performance (AO1) 30%	Composition (AO2) 30%	AO3 20% AO4 20%
2 Performances: <ul style="list-style-type: none">• 4 mins TOTAL duration• Of which 1 min minimum ensemble piece• Internally assessed, externally moderated	2 Compositions: <ul style="list-style-type: none">• 3 mins TOTAL duration• 1 must be to a board set brief• Internally assessed, externally moderated	
<ul style="list-style-type: none">• Subject Content requirement:• Western Classical Music!		

The Vision

- Increase post 14 uptake of music studies
- Contemporary, accessible, creative
- Clear progression
- Support, resources and training central to success of our qualifications
- Integration – Listening, Performing, Composing
- Options
- Clear pathways for technology students
- Involve teachers and stakeholders

OCR GCSE Music

- Clear and accessible options for all instrument players, whether classical or contemporary, including music technologists, DJs and MCs.
- Integration of skills of performing, composing and listening to create a fully immersive learning experience.
- Two portfolios – one to be learner choice regarding performance and composition, the other to fulfil the regulatory requirements of ensemble performance and composition to an OCR set brief.
- We have worked closely with teachers, learners and other stakeholders to ensure creation of an exciting qualification.
- Variety of interactive and flexible digital and physical resources for teachers.

GCSE Components

Content Overview	Assessment Overview	
<p>Performance on the learner's chosen instrument.</p> <p>Composition to a brief set by the learner.</p>	<p>Integrated portfolio (01 or 02)</p> <p>60 Marks</p> <p>Non-exam assessment</p>	<p>30%</p> <p>of total GCSE</p>
<p>Ensemble performance.</p> <p>Composition to an OCR set brief.</p>	<p>Practical component (03 or 04)</p> <p>60 Marks</p> <p>Non-exam assessment</p>	<p>30%</p> <p>of total GCSE</p>
<p>Listening and appraising.</p> <p>A written paper, with CD.</p> <p>Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.</p>	<p>Listening and appraising (05)</p> <p>80 Marks</p> <p>1 hour and 30 minutes written paper</p>	<p>40%</p> <p>of total GCSE</p>

Areas Of Study

1. My Music – where learners focus on their choice of instrument and composition
2. The Concerto Through Time – development of this genre from 1650 – 1910
3. Rhythms of the World – exploration of exciting genres including samba and calypso
4. Film Music – anything written for a film soundtrack, including video games!
5. Conventions of Pop – Rock n Roll, Rock Anthems, Pop Ballads and Solo Artists

Assessment

- AoS 1 will be assessed through Component 1
- The other areas of study will be assessed through:
 - The listening paper
 - The board set brief composition

Content of the Integrated Portfolio (01 & 02)

- One performance
 - Solo: accompanied or alone
 - Accompanied by a live backing or a backing track
 - Group piece of any style
 - Multi-tracked piece where the learner plays at least one part
 - Sequenced: all parts input by the learner
- One completely free composition in any style for any combination

Content of the Practical component (03 & 04)

- One ensemble performance
 - This can be in any genre and with any group
 - The learner's part must not be doubled
 - The music must be provided
- One composition from the choice of board set brief

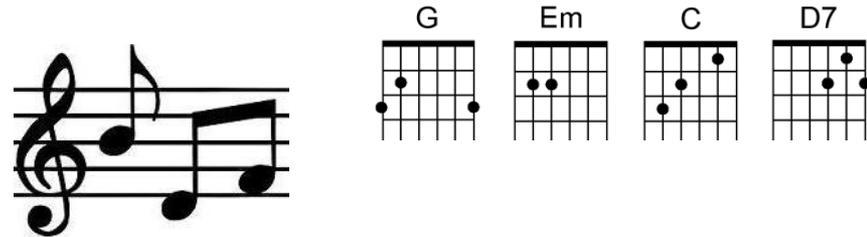
Composing: Regulation reminder!

- A score must be provided
- A recording must be provided
- Joint compositions are not permitted
- Additional performers must play the part exactly as written – without stylistic enhancement
- Combined composition length for Component 1 and 2 is 3 minutes total.

The OCR Set Brief

- **First** choose a brief - there will be **four**, one from each area of study

Then:



- They should choose a stimulus for their starting point:



Roses are red.

Violets are blue.

I'm out of my head

With thinking of you.

Once upon a time, there was.....

The Sample Brief

- **Area of Study 2: The Concerto Through Time**
 - Create a melodic solo and accompaniment composition, suitable for presentation at a Performing Arts Showcase evening.
- **Area of Study 3: Rhythms of the World**
 - Create a composition (melodic and/or rhythmic) that suggests a world style that you have learnt about. Your composition should be suitable for playback on a student run radio station.
- **Area of Study 4: Film Music**
 - Create a descriptive composition suggested by the theme of the storyline or image that would be suitable for accompanying a short film to be shown at a film festival.
- **Area of Study 5: Convention of Pop**
 - Create a rock or pop style song, or piece, suitable for performance at an informal gig or concert.

The Stimuli

- **Two Note patterns**
 - Always 7 notes but in different keys
- **Two Rhythmic phrases**
 - One regular metre and one irregular metre
- **A short story**
 - Open ended
- **An Image**
- **A set of words**
 - A single stanza
- **A four chord sequence**

Component 1: Composing to a learner set brief

Same criteria as for Composition2, but mark bands are wider as there is no separate brief related criteria.

26 - 30	Musically accomplished and stylish; excellent development of ideas
21 - 25	Musically successful; good musical understanding shown through the development of ideas.
16 - 20	Development of ideas shows musical understanding, but the ideas lack imagination. For example, the melodies and harmonies work, but feel predictable – constructed rather than created.
11 - 15	Mostly successful piece, but lacking extension of ideas – perhaps some sections are better than others
6 - 10	Musically simple piece – short (or excessively long and meandering)
1 - 5	Limited success – e.g melodies and harmonies clash; awkward length phrases.

Composition 2

Characteristics of the marking bands

21 - 24	Musically accomplished and stylish; excellent development of ideas
17 - 20	Musically successful; good musical understanding shown through the development of ideas.
13 - 16	Development of ideas shows musical understanding, but the ideas lack imagination. For example, the melodies and harmonies work, but feel predictable – constructed rather than created.
9 - 12	Mostly successful piece, but lacking extension of ideas – perhaps some sections are better than others
5 - 8	Musically simple piece – short (or excessively long and meandering)
1 - 4	Limited success – e.g melodies and harmonies clash; awkward length phrases.

Relationship to the brief criteria (Composition 2 only)

- How the learner uses the chosen stimulus to meet the brief – this will be explicit in the wording of examination materials for this specification.

6	Imaginative use of the given brief through the use of the stimulus
5	Effective use of the given brief with, with the composition being clearly derived from the stimulus
4	Successful use of the given brief and the stimulus is used as the basis of the composition
3	Some successful use of the given brief and the stimulus is evident within the composition
2	An attempt to use the given brief, with the stimulus used
1	Little or no evidence of relationship to the given brief and/or stimulus

Assessment Objectives GCE

	AS	A Level
AO1: Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context.	30%	25-35%
AO2: Create, develop and refine musical ideas with technical and expressive control and coherence.	30%	25-35%
AO3: Demonstrate and apply musical knowledge	25%	10%
AO4: Use appraising skills to make evaluative and critical judgements about music	15%	30%

Assessment of AS Music

60% Non-Examined Assessment		40% Exam (written)
<p>Performance (AO1) 30%</p> <p>Performances:</p> <ul style="list-style-type: none">• 6 mins TOTAL duration• Solo, ensemble, or both• Externally assessed	<p>Composition (AO2) 30%</p> <p>2 Compositions:</p> <ul style="list-style-type: none">• 4.5 mins TOTAL duration• 1 must be to a board set brief• Externally assessed	<p>AO3 25%</p> <p>AO4 15%</p>

Assessment of A Level Music

60% Non-Examined Assessment		40% Exam (written)
<p>Performance (AO1) Solo, ensemble, or both</p> <p>25%</p> <ul style="list-style-type: none"> • 6 mins TOTAL duration <p>30%</p> <ul style="list-style-type: none"> • 8 mins TOTAL duration <p>35%</p> <ul style="list-style-type: none"> • 10 mins TOTAL duration 	<p>Composition (AO2)</p> <p>25%</p> <ul style="list-style-type: none"> • 2 Compositions: • 4 mins TOTAL duration • 1 must be to a board set brief <p>30%</p> <ul style="list-style-type: none"> • 2 compositions • 6 mins TOTAL • 1 must be to a board set brief <p>35%</p> <ul style="list-style-type: none"> • 3 compositions • 8 mins TOTAL • 1 to a board set brief 	<p>AO3 10%</p> <p>AO4 30%</p>

Areas Of Study

1. Instrumental Music of Haydn, Mozart and Beethoven
2. Popular Song: Blues, Jazz, Swing and Big Band
3. Developments in Instrumental Jazz 1910 to the present day
4. Religious Music of the Baroque Era
5. Programme Music 1820 – 1910
6. Innovations in Music 1900 to the present day

AS NEA – Composition

- Composition Section 1: Board Set Brief – 35 marks
Response to brief and ideas (15 marks)
- Compositional techniques (10 marks)
- Communication (10 marks)

- Composition Section 2: Learner Defined Brief – 40 Marks
- Effectiveness of the learner–set brief (5marks)
- Response to brief and ideas (15 marks)
- Compositional techniques (10 marks)
- Communication (10 marks)

A Level NEA – Composition

- Option A – 35% composition - combined duration of at least 8 minutes
 - >One to a brief set by OCR
 - >One to a brief written by the learner
 - >Three short technical exercises
- Option B – 25% composition - combined duration of at least 4 minutes
 - >One to a brief set by OCR
 - >One to a brief written by the learner

A Level NEA – Composition

- Option A – (105 total)

Section 1: Board Set Brief – 35 marks	Section 2: Learner Set Brief – 40 Marks	Section 3: Technical Exercises – 30 marks
<ul style="list-style-type: none">• Response to brief and ideas (15 marks)• Compositional techniques (10 marks)• Communication (10 marks)	<ul style="list-style-type: none">• Effectiveness of the learner set brief (5 marks)• Response to brief and ideas (15 marks)• Compositional techniques (10 marks)• Communication (10 marks)	<ul style="list-style-type: none">• Language (10 marks)• Technique (10 marks)• Compositional coherence (10 marks)