



# A Level Music



Performance



Composition



Appraising

# Introducing A Level Music

Students choose A Level Music because it offers an exceptional balance of practical creativity, academic rigour, and broad musical exploration. The Eduqas specification is designed to nurture well-rounded musicians through three core areas: **Performing, Composing, and Appraising**. Learners develop confident performance skills on their chosen instrument or voice, preparing a recital that reflects both technical control and stylistic understanding. In composition, students create original work both to their own brief and a brief set by Eduqas using a wide range of musical techniques, supported by focused study of harmony and stylistic conventions.

The appraising component introduces students to an extensive and stimulating selection of **Areas of Study**: The Western Classical Tradition 1650–1910, Musical Theatre, and Twentieth-Century music. Through detailed analysis of set works and wider listening, students build strong critical listening skills and deepen their understanding of how music functions in diverse contexts.

In Area of Study A: The Western Classical Tradition, students learn about the development of Western Classical music from the Baroque period through to the end of the Romantic Period. They also develop their analytical skills through their two set works. They study Haydn's Symphony 100 "Military" in depth and they study Schubert's Symphony 5 at a more surface level in order to give them a strong foundation for comparison.

In Area of Study C: Musical Theatre, students focus on their listening skills and how to identify different musical elements. They learn to draw on their knowledge of different vocal and orchestration techniques which enables them to compare different songs and different versions of songs. Students also learn how to identify the tropes of different musical theatre composers so that they are able to identify who wrote the piece.

In Area of Study E: Into the Twentieth Century, students learn to combine the skills of both Area of Study A and C, enabling them to answer unprepared questions based on their knowledge of different musical elements, and to continue to develop their analysis skills on their two set works: Poulenc's Trio for Oboe, Bassoon and Piano Movement 1, and Debussy's Three Nocturnes, Number 2, Fetes.

## Teaching & Learning

Our approach to teaching A Level Music focuses on developing confident, independent, and creative musicians through a blend of practical exploration, structured guidance, and critical enquiry. Lessons combine analytical study with hands-on music making, ensuring that students experience the specification content in an engaging and applied way.

A wide range of activities supports learning across the course: score analysis of set works, performance workshops, composition tutorials, harmonic exercises, ensemble rehearsals, and guided listening tasks. Students also take part in regular performance opportunities, use music technology to refine their compositions, and engage in discussion-based learning to deepen their understanding of musical context and style.

Throughout the course, learners develop key skills essential for advanced musical study, including score reading and analytical listening, stylistic composition, technical and expressive performance, music-theory fluency, and the ability to communicate musical ideas clearly both verbally and in writing. These skills not only prepare students for success in the Eduqas assessments but also equip them with the musical competence and critical thinking needed for further study and a wide range of creative pathways.

# A Level Assessment

Students can choose the balance of how they would like to be assessed at A Level Music. They have the choice to either weight more of their grade towards performance or composition which together will total 60% of their course grade. Students then have to complete a 2 hour 15-minute exam in which they study three different areas chosen by us.

	Component A: Performance – Externally assessed by a visiting examiner	Component B: Composition – Externally assessed
Option A – Performance specialism	10-12 minutes, worth 35%	4-6 minutes, worth 25%
Option B – Composition specialism	6-8 minutes, worth 25%	8-10 minutes, worth 35%

Component C – Appraising, written exam 2 hours 15 minutes, worth 40%

Area of Study A: Western Classical Tradition

Area of Study C: Musical Theatre

Area of Study E: Intro into Twentieth Century

## Subject Combinations

A Level Music can be studied with a wide range of other subjects.

*A Level Music works well alongside a wide range of other subjects, making it a flexible choice for students with diverse interests and future pathways. Music naturally complements **Drama, Film Studies, and History**, where analytical, creative, and interpretive skills support one another. It pairs effectively with **Mathematics, Physics, and Computer Science**, particularly for students interested in acoustics, music technology, sound engineering, or composition using digital tools.*

*Music also aligns strongly with **Modern Foreign Languages, Art, and English Literature**, where an understanding of cultural context and creative expression enhances cross-disciplinary study. Students may also combine Music with **Psychology** to explore the cognitive, social, and emotional aspects of musical behaviour.*

*Overall, A Level Music is a versatile subject that fits well within both arts and sciences, supporting pathways into higher education in music, the creative industries, and a wide range of academic fields.*

# Progression Routes

*A Level Music provides an excellent foundation for a wide range of progression routes, both within the creative industries and beyond. Students may continue their musical studies at **university or conservatoire**, pursuing degrees in Music, Music Performance, Composition, Musicology, Popular Music, or Music Technology. The course also supports entry into specialised programmes such as **Sound Engineering, Music Production, Music Education, and Music Therapy**.*

*The analytical, creative, and collaborative skills developed throughout the Eduqas course make Music a strong facilitating subject for careers in the wider arts sector, including **arts management, media, film and game scoring, theatre, and broadcasting**. Students wishing to keep music as a lifelong interest also benefit, with pathways into **community music, amateur performance, and ensemble or choir leadership**.*

*Beyond the arts, the discipline of regular practice, problem-solving, and independent study nurtures transferable skills that are valued in a wide range of academic and professional fields, ensuring that A Level Music supports both specialist and non-specialist progression routes effectively.*

## Entry and Skill Requirements

To enable students to access the A Level Music course we require them to have:

- Grade 4 Performing in an instrument or voice, **and**
- Grade 5 in Music GCSE **or** Grade 5 Theory

Students wishing to take A Level Music do not have to have taken it as a subject at GCSE; however, they do have to demonstrate the skills required to be able to pass Grade 5 theory and Grade 4 performance. Students do not have to have passed either their performance exam or their theory exam, but must be able to demonstrate their ability to the course leader.

## What do our students think?

Our students speak very positively about their experience of A Level Music. They particularly value the creative freedom offered in composition and the opportunity to build confidence through frequent performance work. One student highlighted how well the course complements Film Studies, helping them understand the powerful role music plays in shaping narrative, atmosphere, and emotional meaning on screen. Overall, students enjoy the rich balance of practical music-making and the development of sophisticated listening and analytical skills.

## Contact Us

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