



United College Sixth Form
The best in everyone™
Part of Swindon Academy & United Learning



STEPPING INTO 6TH FORM

Music



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Questionnaire

Take some time to consider your starting point and the areas you need to develop:

- Have you studied any Performing Arts subjects at KS4 level? (e.g. drama, dance, music, music technology)
- If Yes, which subject(s) and what grades did you achieve?
- Do you have any other relevant Performing Arts qualifications? (e.g. graded exams in music or different dance disciplines such as tap or ballet)
- Are you a member of any local Performing Arts organisations? (e.g. dance schools, drama groups, choirs, operatic societies etc.)
- What performance 'experience' do you have?
- What do you feel are your strengths and areas for development in Music?
- Do you regularly attend Performing Arts events in your local area? List any you have seen. (This does not just apply to lavish professional productions. You should also refer to concerts, school/amateur productions etc.)
- What are your reasons for wanting to study Music? Tick as many of the statements below as apply.
 - I enjoy playing and performing music
 - I enjoy writing my own music/songs
 - I enjoy sound production and music technology
 - Music is something I feel I am good at.
 - I feel it will complement my other courses.
 - I find it easy.
 - It is a passion and something I want to pursue as a career.
 - It is something I can imagine pursuing as a leisure time activity.



Understanding Music Theory (Unit 1)

We are starting this course with Unit 1: Practical Music Theory and Harmony. The first task is for you to complete a report on different types of notation.

Complete some initial research on the following topics – answering all questions. Create a word document or presentation.

- **TRADITIONAL NOTATION (TREBLE AND BASS CLEF)**

1. What is this notation? Give a detailed explanation (at least a small paragraph)
2. What does it look like?
3. Find an example of music that uses treble / bass clef (or both together!) and include a screenshot/link to youtube

- **GRAPHIC SCORES**

4. What is this? Give a detailed explanation (at least a small paragraph)
5. What does it look like?
6. Find an example of music that is a graphic score. Include the link to listen to it on youtube.

- **GUITAR TABLATURE**

7. What is this? Give a detailed explanation (at least a small paragraph)
8. What does it look like?
9. Find an example of music that uses guitar tablature. Include the link to listen to it on youtube.

- **TONIC SOL FA**

10. What is this? Give a detailed explanation (at least a small paragraph)
11. What does it look like?
12. Find an example of music that uses tonic sol fa. Include the link to listen to it on youtube.

Ensemble Performance (Unit 3)

Task 1: During this course, you will be performing as an ensemble (band). Write me a paragraph/bullet points describing what skills/personal qualities are important when doing this...

Task 2: Here are two versions of the same song. Comment on the difference between the two. Think of the musical elements: MAD T SHIRT (if you are not sure what some words mean, look them up here <https://dictionary.onmusic.org/>)

DESCRIBING MUSIC USING 'MAD T-SHIRT'

<p style="text-align: center;">MELODY</p> <p>Register– high or low Range – wide or narrow Sequence Ascending/descending Scalic or broken chord movement Steps or leaps Ornaments Melodic ostinato/riff</p>	<p style="text-align: center;">ARTICULATION</p> <p>Strummed Finger-picking Sustained Stab Staccato Legato Slurred Pizzicato/arco Accents</p>	<p style="text-align: center;">DYNAMICS</p> <p>Pianissimo Piano Mezzopiano Mezzoforte Forte Fortissimo Crescendo Diminuendo</p>	<p style="text-align: center;">TIME/TEMPO</p> <p>Number of beats in a bar Tempo Accelerando/ rallentando</p>	
<p style="text-align: center;">STRUCTURE</p> <p>How many sections What order Which sections are the same Ternary form: ABA 12-bar blues Pop song structure: intro/verse/chorus/bridge/ outro</p>	<p style="text-align: center;">HARMONY</p> <p>Major or minor Inversions Consonant or dissonant Key change Added notes in chords Harmonic rhythm Drone/pedal note 'Blue' notes</p>	<p style="text-align: center;">INSTRUMENTS</p> <p>Strings: violin/viola/cello/double bass/harp Woodwind: flute/oboe/clarinet/bassoon/piccolo Brass: trumpet/horn/ trombone/tuba Percussion: timpani/snare/ cymbals (and many others) Voices: soprano/alto/tenor/bass Keyboards: piano/harpsichord/ organ/synthesiser Rock/pop: electric/acoustic guitar/ bass guitar, drumkit, loops/samples</p>	<p style="text-align: center;">RHYTHM</p> <p>Duration: long or short notes Even or uneven rhythms Dotted rhythms Triplets Syncopation On a particular beat of the bar Rests/pauses Rhythmic ostinato/riff</p>	<p style="text-align: center;">TEXTURE</p> <p>Note or chord Bass/chords/melody Thick/thin Simple/complex Melody + accompaniment Counter melody Parallel/contrary motion Unison Imitation Call & response</p>

Version 1: <https://www.youtube.com/watch?v=jD5u6A7XOIo>

Version 2: https://www.youtube.com/watch?v=OmnDEUD9Nyl&list=RDQMC5AX4a4UgRU&start_radio=1

****make your comments in a paragraph or do a table!**

Unit 2: Professional Practice in the Music Industry

Research and define these key terms (use google!)

1. Intellectual Property Rights =
2. Rights of the Copyright Owner =
3. Fair usage =
4. Duration of copyright (UK) =
5. Obtaining copyright permissions =
6. PRS for Music =
7. PPL for Music =
8. Performance Contract =
9. Booking Contract =
10. Recording Contract =
11. Producer Contract =
12. Public Liability Insurance =
13. Equipment insurance =

Unit 6 – Solo Performance Skills

1. Pick a new song to learn on your instrument over the summer. Speak to Miss Welsby for ideas!
2. Research different warm ups on your instrument (e.g. Scale / Vocal Warm ups)

Complete the diary below documenting your progress on PPT, set it up like the example below and include the following things:

Don't Start Now – Dua Lipa

Practice Session 1: 09/12/2022

Length Of The Session: 20 minutes

Aims Of The Session:
In this session, I want to learn the basic structure of the first verse of the piece and the placement of the notes as a slower tempo than the original song. This will help me to effectively learn the melody and correct timing of each note within the song, helping me to play more accurately as I speed the song up in future practice sessions.

What I Did In This Session:
In this session, I learnt the bass line for the first verse of the song – this bass line continues throughout the majority of the song, with some slight changes. However, for this practice session, I learnt the bass line at x0.75 speed using the playback feature on YouTube. This allows me to learn the melody and correct timing of each note within the song effectively before moving on to other parts of the song.

Strengths and Weaknesses (Critical Review and Reflection):
I would say that one of strengths is picking up the basic melody and notes of the song quickly. As I slowed down the tempo of the original song, it allowed me to understand where each note needed to be played clearly. A weakness of mine could be playing the song without any form of notation in front of me: so, being able to play the song off by heart. This is something I will continually work on as I learn the bass line to the song itself.

Next Steps:
As I go into my next practice session, my aim will be to increase the speed of the song so I get a step closer to playing at the original tempo. By using the YouTube playback feature, I can control how fast I increase the tempo, allowing me to do it at my own pace where I best feel comfortable at the time.



1. **Length and date of your practice session**
2. **What was your aim in the session?** A target...
3. **What you did:** warm ups? What did you do to help you progress etc
4. **Strengths and Weaknesses:** what has gone well, what still needs work?
5. **Next steps:** what is your next step? Is there a warm up or exercise that will help you achieve your next step?

DO THIS FOR AT LEAST 10 sessions!!

Future Steps ...

If you are thinking of a possible career in the music industry then studying a BTEC Level 3 course in music can be the perfect place to start!

A frequent dilemma faced by students is whether to take the Music School/Conservatoire or University route. If you want to keep other career options open and continue with a more academic education, then University may be the right choice. Do some research and find out which offer the best courses in areas such as Music, Performing Arts, Musical Theatre, Popular Music, Music Technology etc. UCAS often organises university 'fayres' where you can go and learn more about what is on offer. Once you have narrowed down your preferences to a shortlist, there are usually open days which you can attend and which will help you get a 'feel' for the place and whether you would be happy there.

Music Schools are a more focused and vocational route into the profession (although most reputable schools now offer accredited degree courses) and often agents in the professional industry are invited to final showcases. It can sometimes be more difficult to access funding for MusicSchool training but scholarships and bursaries are available. Check out The Birmingham Conservatoire, BIMM, ACM and Leeds College of Music.

- After looking at both routes, what path do you think you would be interested in pursuing?
- What information have you found out about both pathways?
- What will be the challenges you face looking into both pathways?
- What will be your preferred chosen route and why?
- What skills and techniques will you need to acquire and then develop over the course to be able to access these courses in year 13 at audition level?

