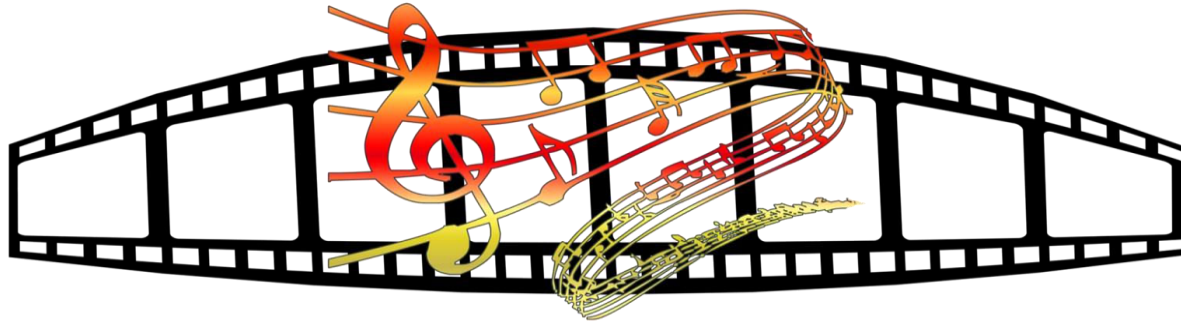


Eduqas GCSE Music

AoS3 Film and AoS1 Orchestral Music

Extended Question Guidance



L.O

- Understand how to plan for the 10-mark extended question
- Complete a practice extended question including detailed descriptions of the musical elements.

Extended Question Guidance

1. 10 marks available.
2. Use musical vocabulary, referring to the musical elements.
3. Space to plan your answer- use it!
4. List the musical elements down the side - as you listen note down key features relating to each element.
5. Write your answer in full sentences, and structure by referring to an element at a time.
6. Make sure you link back to the question.
7. You will be marked on your ability to write cohesively, with accurate, descriptive details linking back to the question.
8. The question will always state: *In your answer refer to: (i) Musical elements (ii) The purpose and intention of the music*
9. Write in bullet points, but use extended, detailed sentences for each bullet, referring to a specific feature of the music, referring to the musical element, and linking back to the question. **POINT- EVIDENCE- EXPLAIN- LINK**

PLAN!

Use this box for rough work

Melody- *conjunct/ disjunct/ ascending/ descending/ ornaments/ chromatic/ triadic/ high/low pitch*

Harmony- *Consonant/ dissonant/ functional/ perfect cadences/ power chords*

Tonality- *major/ minor/ modulations/ diatonic/ chromatic*

F&S- Form and Structure- *repetition/ contrast/ beginning/ ending/ climax*

Dynamics- *piano/ forte/ crescendo/ diminuendo/ sudden or gradual changes*

Sonority- *strings/ percussion/ woodwind/ brass/ electric/ acoustic/ use of technology and effects*

Texture- *homophonic/ monophonic/ polyphonic/ imitation/canon/ call and response/ layering/ octaves/ doubling*

Tempo,Rhythm,Metre- *fast/slow/ moderate- and Italian terms, changes of tempo, syncopation, dotted rhythms, note-values, simple/ compound time*

How is the Question Marked?

Evaluate how effective in portraying the action/emotion

Use **specialist vocabulary**

Identify and explain **musical features**

AO4	
Use appraising skills to make evaluative and critical judgements about music	
Mark	Criteria
9-10	A perceptive answer which gives detailed explanation of the musical features including critical judgements about how the content is appropriate and effective in portraying the action. There is accurate use of specialist vocabulary in the response.
7-8	A generally secure answer which gives a competent account of the musical features, including general judgements about how the content is appropriate and effective in portraying the action. There is generally accurate use of specialist vocabulary in the response.
5-6	An inconsistent answer, with some identification of the musical features, offering some judgements about how the content is appropriate in portraying the action. There is some accurate use of specialist vocabulary in the response.
3-4	A limited answer with elementary detail of the musical features, including few relevant judgements about how the content portrays the action. There is limited accurate use of specialist vocabulary in the response.
1-2	A very limited answer, with little or no detail of the musical features and insufficient judgements about how the content is appropriate in portraying the action. There is little or no accurate use of specialist vocabulary in the response.
0	No information offered of value

Example Plan and Structure

Planning Box::

Use this box for rough work

Melody- *conjunct/ disjunct/ ascending/ descending/ ornaments/ chromatic/ triadic/ high/low pitch*

Harmony- *Consonant/ dissonant/ functional/ perfect cadences/ power chords*

Tonality- *major/ minor/ modulations/ diatonic/ chromatic*

F&S- Form and Structure- *repetition/ contrast/ beginning/ ending/ climax*

Dynamics- *piano/ forte/ crescendo/ diminuendo/ sudden or gradual changes*

Sonority- *strings/ percussion/ woodwind/ brass/ electric/ acoustic/ use of technology and effects, specific instruments*

Texture- *homophonic/ monophonic/ polyphonic/ imitation/canon/ call and response/ layering/ octaves/ doubling*

Tempo,Rhythm,Metre- *fast/slow/ moderate- and Italian terms, changes of tempo, syncopation, dotted rhythms, note-values, simple/ compound time, sustained notes*

ANSWER (example structure and sentences)

Main points using the elements

- Melody - moves chromatically to show sneaking around
- Harmony- uses dissonance to create tension
- Tonality- is mainly minor to create dark atmosphere
- (F&Structure)- you cannot necessarily comment on this in general
- Dynamics- The dynamics gradually get louder to create the impression that something is about to happen
- Sonority- tremelo strings create a nervous, edgy effect. Timpani and trombones sound menacing.
- Texture- starts with just a solo cello to create a sense of loneliness but gradually builds with more and more instruments.
- Tempo, rhythm, metre - lower strings use long, sustained notes in an unclear metre then the upper strings play faster-moving quaver scales to add energy and a 4/4 metre is established to move the music forward towards the climax.

Conclusion

Make a critical judgement about which elements have been most effective in creating an effect

Marking a 10 mark response (GCSE)

Insuring PEEL-constructed bullet points / sentences



POINT - Refer to the musical element 'within the melody of the piece'

EVIDENCE - Be specific eg The trumpets at the start

Describe how it is played eg play rising triads

EXPLAIN - eg which sound powerful

LINK - eg and are suitable for a battle scene

Complete example: How is Jack's theme suitable for a drunk pirate?

At the end of the opening cello solo, the rising glissando and upper mordent create a sense of confusion and light-headedness.

Linking terms - Connectives

Adding	Time	Cause/effect	Contrasting
and moreover also as well as furthermore	next then finally meanwhile eventually	because therefore so consequently as a result of	however alternatively although except unless

- Creating
- Depicting
- Reflecting
- Representing
- Conjuring the feeling of...
- Displaying
- Demonstrating
- Showing
- Expressing
- Telling the story of...
- Portraying

The minor tonality creates a subdued atmosphere which intensifies the feeling of hopelessness experienced by the main character in the film as they are defeated in battle.

Exemplar- How would you mark this /10?

- (c) The film is about a superhero who vows to defend and protect the human race. **Explain how** the music introduces the **character as a hero**. You should use musical vocabulary in your answer. [10]

In your answer refer to:

- (i) musical elements
- (ii) the purpose and intention of the music as outlined above

Begin your answer here:

The extract begins with only the trumpet and percussion then other instruments are introduced which causes a build in ~~extreme~~ texture which makes it exciting. The music also builds excitement by crescendoing. It is homophonic throughout.

By having an ascending melody with sudden disjunct movement it creates a triumphant tone. This is also because of the major key and allegro tempo which make it sound lively. The melody uses sequencing which ascends. There is also use of a leitmotif which is common for main characters in film music.

There is a strong military rhythm which sounds triumphant heroic. This contrasts the short staccato notes.

Example Question

1. Explain how Klaus Badelt and Hans Zimmer create a **heroic, adventurous** mood through the use of musical elements in the theme music of 'Pirates of the Caribbean'.

In your answer refer to:

- Musical elements
- The purpose and intention of the music

<https://www.youtube.com/watch?v=BuYf0taXoNw>

Listen to the first 1 minute of the soundtrack.

Use this box for rough work

Melody-

Harmony-

Tonality-

F&S- Form and Structure-

Dynamics-

Sonority-

Texture-

Tempo, Rhythm, Metre-

ANSWER

Main points using the elements

Conclusion