

Section 1

Composition Coursework - Main information.

30% of qualification -36 marks

Minimum 2 minutes All learners are required to create and develop musical ideas in relation to a brief.

Learners will compose a piece of music in a style of their own choice **or** choose a brief set by the exam board. (See below) The brief itself is not assessed; however, learners are assessed on **their musical response to the brief**. Composition briefs, both those set by Eduqas and those set by the learner, will always provide details of the **audience** or **occasion** plus **additional musical details**.

4 Briefs set by exam board



OR

Ideas for OWN CHOICE brief



Section 5 - Additional Material

Composition Log

You need to fill in a composition log- this explains the process you went through - your ideas, influences and your chosen brief- this is really important for the examiner to understand your work. Look at two examples below.

[Example 1](#) [Example 2](#)

Score

As well as the audio for your composition you need to convert your Logic File into a score (sheet music) this is submitted to the exam board and needs to be accurate! Carefully follow the instructions in this Powerpoint to create your score.

[LINK](#)

Section 2- How to begin..

1. Choose your brief either from the board or your own.
2. Research the features of your chosen genre- listen to examples- what elements of music are common- what **structure** does it use, **instruments**, **time signatures**, **harmony** etc
Start by choosing some instruments that fit your style.
4. Decide on your **structure** now...
 - What is the length of the piece?
 - How many sections will it have?
 - Will sections repeat, and in what order?
 - What form will the introduction and ending take? Will they use extracts from other sections?
 - Will there be a contrasting middle section or bridge? Is the structure of the piece appropriate for the style of music?
5. Choose a **key** and **look at what chords you can use**- (see section 3)
6. Experiment with different chord progressions (try not to use I, IV, V, VI) as this is the most typical chord progression and the exam board do not like it.

Thinking of writing a piece/track name- follow this step by step guide below

1234

Composition Examples

[Haunted House](#)

[Film Music](#)

[Sherlock Holmes Mystery](#)

[Rock Music](#)

[Rondo Piano](#)

[Waltz](#)



Composition Coursework 30%



Section 3- Building your composition

Chords In All Major Keys

Major Keys	I	ii	iii	IV	V	vi	vii°
C	C	Dm	Em	F	G	Am	B°
C#	C#	D#m	E#m	F#	G#	A#m	B#°
D	D	Ebm	Fm	G	A	Bbm	C°
D#	D#	E#bm	F#m	G#	A#	B#bm	C#°
E	E	Fm	Gm	A	B	Cbm	D°
E#	E#	F#m	G#m	A#	B#	C#bm	D#°
F	F	Gm	Am	Bb	C	Dm	E°
F#	F#	G#m	A#m	B	C	D#m	E#°
G	G	Am	Bm	C	D	Em	F°
G#	G#	A#m	B#m	C#	D#	E#m	F#°
A	A	Bm	Cm	D	E	Fm	G°
A#	A#	B#m	C#m	D#	E#	F#m	G#°
B	B	Cm	Dm	E	F	Gm	A°
B#	B#	C#m	D#m	E#	F#	G#m	A#°

The chord chart above lists all the common triads belonging to each key.
Triads are made up of three notes: a root, a third, and a fifth.

Chords In All Minor Keys

Minor Keys	i	ii°	III	iv	v	VI	vii°
Cm	Cm	D°	Em	Fm	Gm	Ab	Bb
C#m	C#m	D#°	E#m	F#m	G#m	A#b	B#b
Dm	Dm	E°	Fm	Gm	Am	Bb	C
D#m	D#m	E#°	F#m	G#m	A#m	B#b	C#
Ebm	Ebm	F°	Gbm	Abm	Bbm	Cb	D
Em	Em	F°	Gm	Am	Bm	C	D
Fm	Fm	G°	Abm	Bbm	Cm	Db	E
F#m	F#m	G#°	A#bm	B#bm	C#m	D#b	E#
Gm	Gm	A°	Bbm	Cbm	Dm	Eb	F
G#m	G#m	A#°	B#bm	C#bm	D#m	E#b	F#
Am	Am	B°	Cbm	Dbm	Ebm	Fb	G
A#m	A#m	B#°	C#bm	D#bm	E#m	F#b	G#
Bbm	Bbm	C°	Dbbm	Ebbm	Fbm	Gb	A
Bm	Bm	C°	D	E	Fm	G	A

The chord chart above lists all the common triads belonging to each key.
Triads are made up of three notes: a root, a third, and a fifth.

PIANO CHORDS

Key	Triad	Interval	Interval	Interval	Interval	Interval	Interval
A	A	B	C	D	E	F	G
B	B	C	D	E	F	G	A
C	C	D	E	F	G	A	B
D	D	E	F	G	A	B	C
E	E	F	G	A	B	C	D
F	F	G	A	B	C	D	E
G	G	A	B	C	D	E	F
A	A	B	C	D	E	F	G
B	B	C	D	E	F	G	A
C	C	D	E	F	G	A	B
D	D	E	F	G	A	B	C
E	E	F	G	A	B	C	D
F	F	G	A	B	C	D	E
G	G	A	B	C	D	E	F
A	A	B	C	D	E	F	G
B	B	C	D	E	F	G	A

Not sure how to play one of these chords - or do you want to make it more interesting by adding a 7th or a 9th
Look up every chord and how to play them.

[LINK](#)

Chords

Different ways to **develop your chords**-Rhythms, inversions, broken chords etc

[LINK](#)

Melody

Different ways to **develop your melody**- adding Notes, sequence, inversion, retrograde

[LINK](#)

Bass Lines

Your bass line can be made from the root of the chord (the bottom note)-but you can develop this

[LINK](#)

Structure

You need to know what structure you are using
Look at this to help you decide what is suitable

[LINK](#)

Modulation

Change key for a last chorus or to show development between sections- **here are 5 different ways**.

[LINK](#)

Section 4- Reflection

- To what extent does your piece fulfil the composition brief?
- Does it 'make sense' as a piece of music?
- If there are some less attractive sounding sections, why is this?
- Can you identify exactly what needs to change? Is it the instrumentation? Is it the texture? Don't be afraid to revisit previous stages of the composition process as many times as you need to in order to refine your music.
- If you have written a SONG it needs to have vocals (you don't need to write your own lyrics)

Successful GCSE compositions usually contain the following elements:

- distinctive melodies - or rhythms - with well-shaped phrases
- harmonies that work with the melody
- melodies that are well developed
- a clear structure
- effective instrumentation that is suited to the music.

Run out of ideas?

[Have a look at this Composition Checklist](#)

Key Words
[LINK](#)



Extended reading
[LINK](#)



Assessment Criteria
[LINK](#)



Video links
[LINK](#)



Revision techniques
[LINK](#)

