

GUILDFORD COUNTY SCHOOL  
Music ILT      Spring Term 2010

Year 7g2 & 7c2

# Performance Assessments

Introduction

Task One: Research & Analysis of  
Performances

Task Two: Performance Preparation

Task Three: Evaluation of Performances.

Marking Criteria & Levels

# Introduction

The purpose of this ILT is to focus your attention on preparing for our annual performance assessments.

There are *three* areas for you to complete and these are called tasks.

## Task One : Research & Analysis of Performance-

This is an opportunity for you to find examples of solo artists, bands or instrumental ensembles / orchestras and comment upon their performances, by answering the questions in this booklet.

You are asked to use the internet by either accessing itunes or Utube. You will be asked to provide the link for us so that we can mark your work by watching the *same* clips!

## Task Two: Performance Preparation-

In this section, you are asked to focus on *your* performance, telling us what you will be playing or singing. *Read this carefully:*

\* **You may** select any style of music but you *may not* play or sing over the top of the original artist, otherwise we wont hear you!

\***You may** perform with a backing track, or “karaoke “ style or ask your class music teacher to accompany if *you* ask them in advance.

\***You may** perform with someone else, but you must sing or play part of a piece on your own. Perhaps sing a verse each and then a chorus together?

\***You may** perform in a band situation, but this needs organising as the drum kits are in use 4 out of 5 days a week for lessons, so rehearsals will be tricky.

\***You may** use any pieces that we have performed in any of the choirs

\***You may** use any class songs.

\***You may** use any keyboard pieces we have covered in class.

You will be asked to complete the practice diary which will require signatures from your parents and from your class music teacher.

We will devote the lesson before our assessments to practice so that you can make sure that you are fully prepared. *You do not have to only practice at home. if this is difficult for you please talk to your class music*

teacher.

**Task Three: Results & Evaluation -** This section will be completed once you have performed. It will give you the chance to read your teachers comments, understand your mark & level and it will provide you with the chance to reflect upon your work.

### Task One: Research & Analysis of Performance

\* How can you tell when you have heard a really enjoyable performance? Describe what the performer does to show the audience the character or mood of the song?

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Using either Utube or iTunes, select an example of a song that you rally enjoy. This can be by your favourite singer or band.

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Name the artisit / Band \_\_\_\_\_

Song \_\_\_\_\_

iTunes / UTube ref: \_\_\_\_\_

*As you answer these questions, try to use the musical terms that we have used during class music lessons.*

REMINDERS! - Pitch = High / Low Tempo = Fast / Slow Dynamics = Loud / Soft

Texture = Thick / Thin ( how many layers of sounds) Duration = Long / Short sounds

\*How does the singer use their voice to show the audience the emotion / mood / character of the song?

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\_\_\_\_\_ 4.

Which words does the singer draw to your attention to in the song? Is this in the

verse or in the chorus?

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\_\_\_\_\_ 4.

What is the overall structure of the song? E.g. Intro / verse etc

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\_\_\_\_\_ 4.

Now find a second clip of the same song but by a different singer or band. This clip needs to show a really "ineffective" performance! E.g. under rehearsed / out of tune / etc ***This may not be a home video posted on Utube!***

Explain why this performance is not as good. ( consider what is missing / lacking)

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\_\_\_\_\_ 4.

Why have you chosen this particular performance? What aspect of a less effective performance does this show?

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\_\_\_\_\_ 4.

Total / 24

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## **Task 2: Performance Preparation** *This task is all about the piece that you will be performing in our class assessments.( remember your class teacher will help you if you are stuck!)*

\*Give the title of your piece\_\_\_\_\_

Why have you chosen this piece?\_\_\_\_\_

\_\_\_\_\_

How do you want the audience to feel when they are listening to you?  
What do you want to communicate ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*You will need to fill out this Practice Grid :*

<i>Date</i>	<i>Signed</i>	<i>Date</i>
<i>Signed</i>		
<i>Sun</i>		<i>Sun</i>
<i>Mon</i>		<i>Mon</i>
<i>Tues</i>		<i>Tues</i>
<i>Wed</i>		<i>Wed</i>
<i>Thur</i>		<i>Thur</i>
<i>Frid</i>		<i>Frid</i>
<i>Sat</i>		<i>Sat</i>

*You are required to complete x7 slots of rehearsal time and have each one signed during the two week [period prior to our assessments. These take place the week beginning \_\_\_\_\_ March. We will include time to rehearse during class lesson times.*

### **KS3 Performance Examinations 2008**

- \*All KS3 classes are required to perform a solo piece.
- \*All performances are marked according to the following criteria:
- \*Accuracy ; Fluency and expression. Extra marks are awarded for any pupil performing from memory what ever their level.
- \*All performance will reflect one of four levels of difficulty.

#### **Year 7**

- |                   |               |  |
|-------------------|---------------|--|
| <b>Level one;</b> | <b>Basic</b>  | <b>e.g. sings / plays a nursery rhyme; chopsticks ; frere jacques</b>  |
| <b>Level two:</b> | <b>Medium</b> | <b>e.g. New World Theme: Sings “recipe Of Life ( year 7 song book) single line but extended in length and or involving slightly more complex rhythm.</b> |

**Level three:**                      **Difficult**                      **e.g Plays Chariots of Fire: sings Mountain Bike Rider / hooked on school Greensleeves ( full version )**

**Level Four:**                      **Advanced**                      **e.g. Grade 1 or above. Two handed**  
**piece. Independent part in vocal duet if offered.**

You will also receive a mark out of 10. This is then multiplied to get your final mark which is out of 40.

e.g. Level 3 x 7 / 10 = 21 / 40

### National Curriculum Levels

The government guidelines suggest that Year 7 should reach Level 4 by July.

A final mark of:

1- 10 = Level 2

2 - 20 = Level 3

21-30 = Level 4

31 - 40 = Level 5

It is expected that some Year 7 students will gain higher levels than a level 5. It is perfectly possible for any students in any year group to gain the highest possible levels. We will mark according to your individual ability and performance.

## **Task Three: Evaluation & Teachers Comments**

*This section is to be completed **after** your performances and during class lesson time. When you complete an evaluation you are being asked to reflect ( which means thinking over all that you have been asked to do in this ILT) and share your thoughts about you performance, the way in which you prepared and how you feel you could improve.*

*This is about **your** personal progress and development. Please give honest and thoughtful answers. Pay attention to your spelling, especially when you use musical terms and vocabulary as these words can be quite tricky to spell!*

What are aspects of your performance are you most proud of? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What were the most difficult or challenging aspects for you?

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How did you work out / overcome these difficult or challenging aspects ?

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What did you find straight forward and easy to do?

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When you do this again next year, what would you do differently and why?

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What advice would you give a younger student on how to prepare for this assessment ?

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## Teachers Comments & Marks

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