

GUILDFORD COUNTY SCHOOL
Music ILT Spring Term 2010

Year 9g1 & 9c1

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 an instrumental or vocal *duet* but this must include singing together in harmony, not merely one after the other.

***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 may not** play the same piece that you performed in year 7 or in year 8!

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

Answer the following questions about performance *in this booklet*. **You should aim to use musical language where ever possible e.g.**

Pitch Rhythm Tempo Timbre Dynamics Texture Structure Articulation

Credit will be given to students who can also make use of more sophisticated musical language that covers different processes e.g.

Reverb ; Echo; Compression; Distortion = effects added to the sound

Balance; Accompaniment (what is playing and or what makes the accompaniment e.g. chords / broken chords etc) other devices - harmonies / riffs / ositnato etc

When you see or listen to a “good” performance, how does it make you feel?

2

How does the performer (singer / band) create a sense of confidence? What do they do?

2

How does the singer / artist communicate their interpretation or emotional intentions?

4

How and what do you intend to communicate in your performance? (e.g. Fluency? a mood ? or an emotion expressed through lyrics?) How do you intend to prepare for this?

Using either Utube or iTunes, select an example of a performance that has had a positive impact on you. One that you feel demonstrates an effective and successful performance.

If you have selected a song, follow the questions marked A

If you have selected an instrumental piece follow the questions marked B

A Name the artist / Band _____

Song _____

iTunes / UTube ref: _____

When answering these questions make use of musical language - Pitch (high / Low) Tempo (speed) Dynamics (volume) Articulation (short / Long) Texture (how many layers of sound) Key (major / minor) as well as your own adjectives to describe the performance.

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

4.

Which words does the singer draw to your attention (highlight?) How do they do this? How can you tell?

4.

Does the song itself have a narrow or large range of notes? (range refers to the distance between the lowest and highest notes.)

_____ 2.

Listen to the verses and then compare the *range* (see previous question) to that sung in the chorus. Is it the same or different? Explain.

2.

Why do you think the melody changes between the verse and the chorus?

_____ 2.

Listen to the whole song and explain the *structure* .

(this is the shape of the song , verse . chorus etc)

_____ 4.

Does the performer move on this clip? If so, do you think this enhances or detracts from the overall impact of the performance?

_____ 2.

Why have you chosen this particular performance?

_____ 4.

B Name the artist / orchestra _____

Title of the piece _____

iTunes / UTube ref: _____

When answering these questions make use of musical language - Pitch / Tempo / dynamics / articulation / texture / Key / as well as your own adjectives to describe the performance. etc

* What happens in the music to communicate the emotion / mood / character of the piece?

_____4.

Are there any contrasts in articulation ? E.g. the way the instruments are played to help communicate the mood?

_____4.

Does the piece have a narrow or large range of notes ?(range refers to the distance between the lowest and highest notes.)

2.

Can you hear one or more clear melodies / ideas? How are they contrasting from one another?

2.

Listen to the whole piece and explain the *structure* .

(this is the shape of the piece , intro,section A section B etc)

4.

Does the performer move during this clip ? Do you feel this is appropriate and therefor enhances the performance or do you feel that is detracts from the performance? Explain

_____4.

Why have you chosen this particular performance?

_____ 4.

Comparison of performances *in class recently, we have been creating cover versions of the piece "Toccata" comparing style and musical features.*

Keeping the same song or instrumental piece that you have already written about, find a *different* version of this and compare the performances by answering the following:

Name the artist / Band _____

Compare the tempo of the second version. Is it the same, faster or slower?

_____ 2

Is the second version in a different style/ genre?

Explain _____

_____ 2

Does the second version have a different instrumental backing or a different number of singers? Explain.

_____ 4

Which version do you prefer and why?

2. _____

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.

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Your teacher will guide you through this before you take your assessment.

*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.

Level one; Basic e.g. A melody line and simple chords e.g. "New world"

Level two: Medium e.g. Song with greater range E.g. "Dream Catch me" Keyboard piece that demonstrates quaver and or dotted / note rhythms in places. "Kingston" Reggae Chord scheme - with repeats

Level three: **Difficult** e.g A more complex piece using two hands with a greater range of a 10th. A more complex song.e.g. Somewhere Out there” “Don’t Look Back in Anger”

Level Four: **Advance** e.g. Grade 3 or above. Two handed piece using a two octave range. Independent part in vocal duet Song with greater range and or rhythmical complexity e.g. “Over the Rainbow”

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 8 should reach Level 5.

A final mark of

1 - 10 = level 3

2 - 20 = Level 4

21 - 30 = Level 5

31- 40 =Level 6

It is expected that many Year 9 students will exceed the level 6 and reach level 7 and 8. If you would like to be graded according to the GCSE mark scheme in addition to the above, please ask your class teacher.

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?

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

What did you find straight forward and easy to do?

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

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

Teachers Comments & Marks
