

GUILDFORD COUNTY SCHOOL
Music ILT Spring Term 2010

Year 9g3 &9c3

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

* 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?

4.

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

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?

4.

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

verse or in the chorus?

Now find a second clip of the same song but by a different singer or band. This clip needs to show a really "Bad" performance!

* Explain why this performance is not as good

_____ 4.

Why have you chosen this particular performance?

2.

Total 16

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 :

Date
Signed

Signed

Date

Sun

Sun

| | |
|-------------|-------------|
| <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.

Year 9 Performance Assessments 2010

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

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