

Vocabulary

Accuracy of pitch – Correct pitches
Rhythm and timing – The duration of notes and if they are played in time
Technical exercises – Scales/arpeggios
Expression and dynamics - Volumes
Phrasing – Links sections together
Range – How high/low you can play
Sight reading – Playing unseen music
Improvisation – Making it up
Breath control – Breathing well
Vibrato – Wobbling your voice
Confidence – Being confident on stage
Tuning – Being in tune - correct notes
Following an accompaniment – In time with the backing
Learning repertoire – Songs you can play, which styles and genres
Musical interaction – Interacting with the musicians and audience
Stage presence – Your demeanour

Key Information

You need to keep a log of you developing your skills, as well as complete a skills audit and have recorded evidence of you practicing. You will perform 2 contrasting pieces.

What you should already know

*Compositional techniques
 How to evaluate your own skills
 Key terminology*

UNIT 5 – INTRODUCING PERFORMANCE**Information**

In this unit you will:

- A** - Develop your music performance skills and review your own practice
- B** - Use your music performance skills within rehearsal and performance.

Learning aim A covers the learner's development of their musical performance techniques in relation to their instrument or voice. This will be evidenced through recordings of milestone sessions, supported by teacher observation records.

The learner is also required to track their own progress, and identify strengths and areas for development through a unit log. This log can be in written form but could take the form of a blog or video/audio diary.

Learning aim B requires learners to apply the skills they have explored and developed to a performance of a specific piece or pieces of music. Learners could present a solo or work together to produce an ensemble performance, although if a learner is not performing a significant role in an ensemble they may find it difficult to reach the higher grades. All performances should be recorded.

Want to know more

There are many ways to select contrasting piece. You can consider the following:

Tempo, mood, style, genre, key, instrumentation, gender, duet/solo/trio or a song as a band.

Distinction Criteria**LEARNING AIM A**

-Demonstrate competent use and control of technical and interpretive music performance skills, incorporating stylistic qualities and a high level of focus, response and effort in practice and development.
 -Present a review of music performance skills, making qualitative judgements about own strengths and areas to develop.

LEARNING AIM B

-Demonstrate a high level of personal management skills with competent, confident, fluent and sustained application of music performance skills in rehearsal.
 -Perform music with confidence, consistency and ease, using relevant technical and interpretive performance skills competently and fluently and fully demonstrating stylistic qualities.

Links to other subjects

-English – Written skills in log
 -Drama – Performing to others
 -Dance - adding movement to performances