



**Year 10**  
**Unit 5 Introduction to**  
**Performance**



**Home Performance Journal**



*In this booklet...*

- You have **3 tasks** to complete.
- Each task tells you which criteria it links too, what evidence you need to hand in and a guide for how long it should take.
- You also have **rehearsal journal sheets** to complete.
- You also have **performance glossary sheets** at the back to help support you when completing self assessments and rehearsal journal sheets as you progress.

**IMPORTANT:**

- We are using the time you have at home to develop your performance and review skills.
- Some of this work will go towards your final submission of Unit 5: Introduction to Performance.
- Therefore, the work you submit must be of a high quality and detailed.
- You may contact me if you need any support,
- Or some tasks may require to do some self research.

To meet the criteria for Unit 5 you need to show you can **improve on your instrument over time** as well as **review your progress** as you improve using the **correct terminology**.

The **learning aims** and **criteria** for this unit is shown below and on the next page;

**Learning aims**

**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.

When you hand in work, I will be using this criteria complete my marking. Therefore, **use the criteria to help guide you** when completing the tasks.

**Year 10  
Music**

**Unit 5  
Performance**

**Home  
Performance Journal**

**Level 1**

**Level 2 Pass**

**Level 2 Merit**

**Level 2 Distinction**

**Learning Aim A: Develop your music performance skills and review your own practice**

**1A.1** Demonstrate limited use and control of technical and interpretive music performance skills in practice and development.

**2A.P1** Demonstrate competent use and control of technical and interpretive music performance skills in practice and development.

**2A.M1** Demonstrate competent use and control of technical and interpretive music performance skills, showing consistency in focus, response and effort in practice and development.

**2A.D1** 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.

**1A.2** Identify, with guidance, strengths and areas to develop in own technique.

**2A.P2** Present a review of music performance skills, describing strengths and areas to develop.

**2A.M2** Present a review of music performance skills, explaining strengths and areas to develop.

**2A.D2** Present a review of music performance skills, making qualitative judgements about own strengths and areas to develop.

**Learning Aim B: Use your music performance skills within rehearsal and performance.**

**1B.3** Demonstrate limited personal management and music performance skills in rehearsal.

**2B.P3** Demonstrate personal management skills and competent application of music performance skills in rehearsal.

**2B.M3** Demonstrate consistent personal management skills with competent and confident application of music performance skills in rehearsal.

**2B.D3** Demonstrate a high level of personal management skills with competent, confident, fluent and sustained application of music performance skills in rehearsal.

**1B.4** Perform music using limited technical and interpretive performance skills.

**2B.P4** Perform music using relevant technical and interpretive performance skills competently.

**2B.M4** Perform music with confidence and consistency, using relevant technical and interpretive performance skills competently to demonstrate stylistic qualities.

**2B.D4** Perform music with confidence, consistency and ease, using relevant technical and interpretive performance skills competently and fluently and fully demonstrating stylistic qualities.

The tasks below will require you to organise your own rehearsals at home and follow the instructions below, tracking your progress over time.

**Task 1: Baseline self-assessment of your own instrument:**

**Criteria: 1A.1, 2A.P1, 2A.M1, 2A.D1;**

**Length of task; 1 hour (including recording and self assessment).**

1. On your instrument record yourself performing 1 song. Watch it back and self assess yourself using the following;

What musical technical performance skills have you displayed?	What control have you shown when performing?	What interpretive and stylistic skills have you shown when performing?	How can you improve your technical performance, control and interpretation skills? What rehearsal skills would you use to improve?
<p>Example: For singers; breathing technique, posture, pitching, diction (pronunciation), knowing lyrics etc.</p>	<p>Example: For drummers; speed, finger control, timing etc.</p>	<p>Example: Adding personal style by changing some of the melody, phrasing, lyrics, riff(s), etc.</p>	<p>After you have assessed yourself, you should have at least 3 ways you could improve on your performance as well as identifying rehearsal skills to help.</p>

*The recording can be visual or audio. Please ensure these recordings are as clear as possible.*

2. Upload your Performance and self assessment onto Microsoft Teams.

**Instrumental and/or vocal techniques may include:**

- Accuracy of pitch/intonation
- Rhythm and timing
- technical exercises to improve their technique relevant to the voice type or instrument in question, e.g. scales and arpeggios, lip slurs and paradiddles
- Expression and dynamics
- Phrasing
- Range
- Sight reading/singing
- Improvisation
- Breath control
- Vibrato
- Confidence
- Tuning
- Following an accompaniment
- Learning repertoire
- Musical interaction
- DJ techniques, e.g. beats per minute, pitch control, phrasing, spin backs, button stopping, crossfading, drop-ins, cutting
- Stage presence.

**Interpretative skills and stylistic qualities:**

- Emphasis
- Accurate interpretation and reproduction of style
- Awareness and appreciation of accompaniment physical expression
- Communication in performance – with other musicians and the audience
- Use of timing and rhythm
- Intonation
- Phrasing
- Expression and use of dynamics
- Projection
- Confidence
- Focus
- Musicality/sensitivity
- Stage Presence

## **Music rehearsal skills**

**Learners should use music rehearsal techniques such as:**

- Warm-ups
- Physical preparation, e.g. relaxation and breathing techniques and technical exercises (as appropriate)
- Learning repertoire
- Rehearsing with accompanist/band (as appropriate)
- Musical interaction with other performers (as appropriate)
- Receiving and giving constructive and positive feedback.

## **Music skills in rehearsal and performance**

- Accuracy of pitch  
rhythm and timing
- Intonation
- Expression and dynamics
- Phrasing
- Range
- Sight reading/singing
- Improvisation
- Breath control
- Vibrato
- Confidence
- Tuning
- Following an accompaniment
- Learning repertoire
- Musical interaction
- Stage presence.

### **Review**

**To review their own practice, learners should:**

- Identify their strengths and areas for development, e.g. using and responding to teacher feedback, using and responding to feedback from peers and reviewing their own work on video.

## **Personal management skills**

**To effectively operate as a musician, you will be required to demonstrate professional and personal management skills such as:**

- Independent practice
- Attendance
- Time management (adhering to rehearsal schedules)
- Readiness to work (including bringing correct equipment, if necessary)
- Listening to instruction/direction
- Observing safe working practices
- Willingness to try things out
- Concentration and focus within the tasks
- Appropriate interaction with others – trust and cooperation
- Rehearsal discipline
- Showing sensitivity towards others