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| **What will we be learning?**HOW CAN YOU ADD ‘STYLE’ TO YOUR PERFORMANCE?**Year 9 GCSE-Ready – Ensemble 2** | **Why this? Why now?**This unit revisits good rehearsal technique and individual preparation for a group performance established in the **Ensemble** topic covered at the start of the course. The focus shifts from the role of the chosen instrument to more advanced techniques that are instrument specific and how to add expression and style. The unit prepares students for the ensemble and solo performance elements in GCSE Music **AOS1 – My Music** and also introduces them to musical devices that are stylistic features in **AOS5 – Conventions of Pop Music** | **Key Words:**MelodyAccompanimentRhythmHarmonyFluencyDynamicsArticulationExpressionTimbreInstrumental techniqueIntonationLead SheetDoublingChordsBass line Drum grooveFillsIntroOutroVerseChorusBridgeSoloImprovisationRiffPhrasingDynamic shaping |
| **What will we learn?**WHAT MAKES A GOOD PERFORMANCE?WHAT FEATURES DO ALL SUCCESSFUL SONGS HAVE?WHAT FEATURES HELP YOU IDENTIFY THE STYLE OF MUSIC?HOW CAN YOU ADD STYLISTIC FEATURES INTO YOUR PERFORMANCE?  |
| **What opportunities are there for wider study?**Performing and studying an instrument are supported through the Music Enrichment programme. Students are expected to join one of the school ensembles to help gain confidence performing with others.Students are encouraged to take up music lessons with a specialist instrumental teacher either through the school or privatelyAll members of the school ensembles will have the opportunity to perform regularly in school events and at events in the wider community. Students can book the practice rooms to rehearse an independent performance either as a soloist or as a group and audition for the Christmas/summer concerts, Live Lounge or Chip Friday events |
| **How will I be assessed?**2 video feedback recordings, one of work in progress and one of the final performance. Students will self-evaluate by adding comments to the video WWW/EBI/CTG |

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| **Success Criteria** |
| Excellence |
| **Technical Control and Fluency:*** The performance is confident, accurate and fluent with good technical control appropriate to the demand of the music. Intonation and tone production are good.

**Expression, interpretation & ensemble awareness:*** A highly expressive performance that is communicated musically and stylishly.
* A high level of ensemble awareness is evident.
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| Secure |
| **Technical Control and Fluency:*** The performance is predominantly fluent, with technical control adequate to the demand of the music. Intonation and tone production are generally secure.

**Expression, interpretation & ensemble awareness:*** The performance communicates some appropriate dynamics and articulation
* The performance has clear co-ordination with the other performers.
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| Developing |
| **Technical Control and Fluency:*** The performance has some fluency with mostly correct rhythms and pitches. Intonation is partially secure.

**Expression, interpretation & ensemble awareness:*** The performance has some dynamic contrast and has a sense of direction.
* The performance shows some awareness of other performers.
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| Foundation |
| **Technical Control and Fluency:*** There is an understanding of fluency and the performance shows evidence of working towards correct rhythms and pitches

**Expression, interpretation & ensemble awareness:*** The performance is communicated in a simple way with some success.
* The performance shows awareness of the pulse with some support as necessary.
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