**Solo Perform Level 1 AS91090**

“Perform two pieces of music as a featured soloist”

6 Credits

*Tick and date each part as you complete it.*

☐ Read the student instructions and highlight all key points

☐ On moodle watch the examplars and read through the examiners comments and decide if you agree or disagree if the examiners comment and justify your decision. Write your answers on the Examplars Review sheet attached.

☐ Select two pieces that are from the upper level of your ability. Check that each piece meets the requirement recognised in points 1 and 2 above.

☐ Find either audio/video recordings or the print music of the version that you are going to play for each piece and email Mrs Fleming a copy.

☐ Research into the background of your chosen pieces – when and why did the composer write them, what emotions should you portray, what environment would this piece normally be played in. This will help you set the right tone for your performance.

☐ Decide, when you are going to perform your assessments. See year planner for performance opportunities. Book your dates onto the assessment dates in Mrs Flemings planner.

☐ Find a backing track to perform with or an accompanist to play with you. If you are using an accompanist give them the performance date and plan practice sessions.

☐ Plan practice times on weekly sheet so that you can meet your short-term goals – collect a practice sheet if needed.

☐ Use You Tube to listen to other performances of your pieces.

TWO WEEKS BEFORE YOUR PERFORMANCE ASSESSMENT.

☐ Organise a practice performance for friends or family or for Mrs Fleming. Ask for positive and negative feedback so that you can identify areas to work on. If you cannot get an audience, video yourself and pass it onto Mrs Fleming for advice.

☐ Plan how over the next two weeks you are going to solve the issues identified.

ONE WEEKS BEFORE YOUR PERFORMANCE ASSESSMENT.

☐ Check out your performance space – check that all equipment needed will be available – plan how you want your performance space to be. If you need to organise someone to press start for backing track, do so now, make sure they know how to use your equipment.

☐ Write your introduction. Must include name, name of piece and composer or artist name. Remember if you are using an accompanist to acknowledge them in your introduction and to thank them.

☐ Practice walking on, introducing , taking a bow and walking off.

☐ Video yourself playing your whole performance (introduction, walk on and off).

☐ Watch the video and mark yourself against the marking schedule.

☐ Give Mrs Fleming a copy of your sheet music or an audio/ video recording of the music you will be playing.

THE DAY OF YOUR PERFORMANCE ASSESSMENT.

☐ Make sure your attire/ uniform is neat and tidy

☐ Make sure you have spare reeds, leads, strings, picks, etc; to grab if there is a problem.

☐Make sure your instrument is tuned and you have every thing you need.

☐ Plan yourself a treat for afterwards to celebrate completing your performance.

IN THE WEEK AFTER YOUR PERFORMANCE ASSESSMENT.

☐ Collect a copy of your performance video from Mrs Fleming.

☐ Watch the video and fill in evaluation form in depth.

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**Level 1 Solo Performance: Exemplars Review.**

Watch videos on Moodle, Arts, Year 11 Music, Performance

**Exemplar 1: Drums (Excellence)**

|  |  |
| --- | --- |
| Examiners Comment*This exemplar shows a student working at the secure Excellence level for this curriculum level although the evidence is on the short side. The performance is assured, fluent and accurate with a secure internal sense of rhythm. The music has been well communicated and expressed by a convincingly performance. Another piece performed at the same skill level would secure an Excellence judgement.* | Your Opinion |

**Exemplar 2: Piano (Excellence)**

|  |  |
| --- | --- |
| Examiners Comment*This is an example of a performance that is convincing, assured and expressive (after three years of tuition through itinerant lessons). Attention to technical and musicianship dimensions are “secure” and musical with some nice pedalling and dynamics. The choice of repertoire here provides the opportunity for this student to attain the standard at the Excellence level. The balance between musical challenge and achievability is well balanced.* | Your Opinion |

**Exemplar 3: Guitar (Merit)**

|  |  |
| --- | --- |
| Examiners Comment*With a little extra evidence (i.e. a supplementary piece) this learner would be pushing towards the Excellence level. The performances show an effective (almost convincing) sense of musical skills and communication. Secure technical skills are demonstrated across the two pieces. The performances are fluent with some confidence. On the evidence it would appear that the student has a developed a clear internalised sense of the pieces through listening.* | Your Opinion |

**Exemplar 4: Guitar (Merit)**

|  |  |
| --- | --- |
| Examiners Comment*The repertoire is demanding for this level but musical skills are not always clearly communicated, especially in regard to rhythmic consistency. The technical skills are generally secure but are not always reliable, for example, clarity of articulation, finding harmonics etc. There was appropriate stage craft but communication was often a little disengaged. Overall the performances are “effective” rather than “convincing.* | Your Opinion |

**Exemplar 5: Flute (Achieved)**

|  |  |
| --- | --- |
| Examiners Comment*These performances are fluent and mostly accurate for this curriculum level. Skills to be developed include assured confidence and a more convincing sense of musicianship that would move this work to Excellence. There is a wide range of technical skills demonstrated that provided the mechanism for some effective musicianship to be demonstrated, for example the damping of the bass strings with the thumb to limit overtones in the second piece. Not all the bends are in tune and there is some missed position work that suggests the skills are not yet quite secure. Despite this there is sufficient evidence here for a high Merit grade.* | Your Opinion |

**Exemplar 6: Voice (Achieved)**

|  |  |
| --- | --- |
| Examiners Comment*Being attached to the music in the first song is a presentation limitation here. The student’s presentation skills are appropriate, but not yet confident. There are consistent intonation issues overall that require further development despite some consistency of tone. Musical skills are demonstrated, yet there is little sense of phrase, rather a very note-by-note rendition particularly in the second piece.* | Your Opinion |

**Exemplar 7: Guitar (Not Achieved)**

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| --- | --- |
| Examiners CommentTo preserve the student identity, the audio version only of this “Not Achieved” performance is provided. The level of technical and musical skills acquired by this student does not reflect a third year of study through itinerant lessons. There is some hesitancy and the music is not generally accurate enough for an Achievement at this level. An additional piece at a higher skill level may have secured Achievement grade. | Your Opinion |

Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Level 1 Solo Performance: Four Week before Review – Piece 1**

Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Composer/Artist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Positive Comments given by audience

Negative Comments given by audience

Self review of what went right

Self review of areas that need work

|  |  |
| --- | --- |
| Problems | How to fix them |

☐ Have added to weekly planning sheet

**Level 1 Solo Performance: Four Week before Review – Piece 2**

Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Composer/Artist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Positive Comments given by audience

Negative Comments given by audience

Self review of what went right

Self review of areas that need work

|  |  |
| --- | --- |
| Problems | How to fix them |

☐ Have added to weekly planning sheet

Music

Workbook

**Solo Perform Level 1 AS91090**

“Perform two pieces of music as a featured soloist”

6 Credits



Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Level 1 Solo Performance: One Week before Self Marking – Piece 1**

Assessment schedule: Music 91090 Solo Perform

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| --- | --- | --- |
| **Evidence/Judgements towards Achievement** | **Evidence/Judgements towards Achievement with Merit** | **Evidence/Judgements towards Achievement with Excellence** |
| Live presentation of two pieces of music to an audience.The pieces may be performed on different occasions.Appropriate repertoire that enables the featured soloist to:* be easily heard and seen
* have a central or leading role,
* play a separate or uniquely identifiable part.

Each piece of sufficient length to demonstrate skills reflecting at least a third year of study through group itinerant tuition. Accompaniment is optional.Musical repertoire may include traditional forms of Māori music and improvisation  |
| The performances demonstrate:* **technical skills** (e.g. general accuracy with the music being mostly in tune, some control of bowing, some control of embouchure, some control of breathing, some consistency in changing registers, some playing techniques appropriate to the instrument, some consistency of tone), *and*
* **musical skills** with respect to phrasing, dynamics, rhythm and feel, *and*
* **presentation skills** appropriate to the genre and style of the music, including appropriate posture and stagecraft.
 | The performances are **effective** by demonstrating * **secure technical skills** (e.g. awareness of instrumental tuning and pitch appropriate bowing, appropriate embouchure, effective breathing, consistency in changing registers, playing techniques appropriate to the instrument, generally consistent tone) *and*
* **musical skills** that demonstrate anappropriate sense of style including phrasing, dynamics, rhythm and feel, *and*
* **confident communication** appropriate to the genre and style of the music, including appropriate posture and stagecraft.
 | The performances are **convincing** by demonstrating:* **assured technical skills** are fluent, accurate and secure(e.g. controlled instrumental tuning and pitch, secure bowing, reliable embouchure, secure breathing, consistency in changing registers, secure playing techniques appropriate to the instrument, consistency of tone), *and*
* **musical expression and interpretation** through communicating clear understanding of the musical style, including phrasing, dynamics, rhythm and feel.
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**Grade**: Not Achieved Achieved Merit Excellence

Piece \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Artist/Composer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Level 1 Solo Performance: One Week before Self Marking – Piece 2**

Assessment schedule: Music 91090 Solo Perform

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| --- | --- | --- |
| **Evidence/Judgements towards Achievement** | **Evidence/Judgements towards Achievement with Merit** | **Evidence/Judgements towards Achievement with Excellence** |
| Live presentation of two pieces of music to an audience.The pieces may be performed on different occasions.Appropriate repertoire that enables the featured soloist to:* be easily heard and seen
* have a central or leading role,
* play a separate or uniquely identifiable part.

Each piece of sufficient length to demonstrate skills reflecting at least a third year of study through group itinerant tuition. Accompaniment is optional.Musical repertoire may include traditional forms of Māori music and improvisation  |
| The performances demonstrate:* **technical skills** (e.g. general accuracy with the music being mostly in tune, some control of bowing, some control of embouchure, some control of breathing, some consistency in changing registers, some playing techniques appropriate to the instrument, some consistency of tone), *and*
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 | The performances are **effective** by demonstrating * **secure technical skills** (e.g. awareness of instrumental tuning and pitch appropriate bowing, appropriate embouchure, effective breathing, consistency in changing registers, playing techniques appropriate to the instrument, generally consistent tone) *and*
* **musical skills** that demonstrate anappropriate sense of style including phrasing, dynamics, rhythm and feel, *and*
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 | The performances are **convincing** by demonstrating:* **assured technical skills** are fluent, accurate and secure(e.g. controlled instrumental tuning and pitch, secure bowing, reliable embouchure, secure breathing, consistency in changing registers, secure playing techniques appropriate to the instrument, consistency of tone), *and*
* **musical expression and interpretation** through communicating clear understanding of the musical style, including phrasing, dynamics, rhythm and feel.
 |

**Grade**: Not Achieved Achieved Merit Excellence

Piece \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Artist/Composer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_