

BTEC MUSIC

UNIT 5 – PERFORMING

Name:

- The sheets in this work book are exactly the same as the sheets available on google classroom. It is your choice if you prefer to download and edit the sheets on your device, or write your answers in the workbook.
- For either work completion method you **MUST SAVE** your work in order to use later in the year – **THIS IS YOUR COURSE WORK!** So if work is downloaded - save in a labelled folder on your device, or if answers written in workbook - keep the work book in a safe place.
- Further explanation to some of these sheets will be available on google classroom.
- Some sheets may be done in a different order from the workbook, or other work may need to be completed before the next sheet. Please regularly check on google classroom which task needs to be done, don't just work from start to end of the work book.
- If completed in work book, you may need to e-mail your teacher some of your answers, either as a written message or with a clear picture of the page from your workbook.

INTRO QUESTIONNAIRE. Please read the INTO TO BTEC MUSIC power point before completing this page. Name: _____ Year: _____

Answer the Qu sensibly/honestly. It will help me plan the course over the next few months.

1. What is your main instrument?

2. How long have you played this for?

3. Have you taken any exams on this instrument? If so, which grades?

4. Do you play any other instruments? Please list them and state how long you have played/any exams you have taken?

5. Do you have instrument lessons and on which instruments?

6. If you don't have instrument lessons, would you like to start them at school when school reopens?

7. Are you a confident performer who is able to perform in front of a group of people, eg the BTEC class?

8. Would you be willing to perform in a school concert? If yes, as a solo/duet/group?

9. Would you be willing to perform in a school/Year group assembly?

10. Do you have experience of performing with others in a group? Please give details.

11. What styles of music do you enjoy playing?

12. Finally, write a short sentence about why you have chosen BTEC Music and what you hope to achieve by the end of the course – Pass, Merit or Distinction?

PERFORMANCE TECHNIQUES/TERMS: Fill in the definition of each term related to performing. See if you can work them out without looking them up 1st, then check up the answers for those you do not know.

<u>Technique</u>	<u>Definition</u>
Accuracy	
Pitching/intonation	
Key Signature/Key	
Transpose	
Rhythm	
Timing	
Metronome	
Technical exercises	
Expression/ Interpretation	
Dynamics	
Phrasing	
Range/ Tessitura	
Sight reading	
Improvisation	
Breath Control	
Vibrato	
Confidence	

Tuning	
Repertoire	
Musical interaction	
Stage presence	
Tempo	
Articulation	
Fluency	
Texture	
Genre	
Structure	
Melody	
Accompaniment	
Tonality	
Ensemble	
Solo	
Lead sheet	
Harmony/Chords	
Rehearse	

WHAT MAKES A GOOD PERFORMANCE? YOU TUBE LISTENING TASK

You tube links for pieces are on next page.	Accuracy: Did they play/sing the right notes? Did they recover from errors? In tune/ in time?	Interpretation: Discuss Dynamics, tempo, articulation, phrasing & stage presence.	Level of difficulty: Was the piece too hard/ too easy/ just right for the performer?	Other questions for just this video clip.	Score /10 10 = best
Piece 1:				Why were the judges expecting it to be bad?	
Piece 2: Watch 2:12 – 4:03				Do you agree with the judges? Why? Compare this with 1 st performer.	
Piece 3:				This is a professional, what went wrong? Comment on backing performers.	
Piece 4: Watch 3:06 – 4:17				Discuss the difficulty level. Where is her music book?	
Piece 5:				This is a professional, what went wrong? Discuss staging.	

Piece 1	https://www.youtube.com/watch?v=RxPZh4AnWyk
Piece 2	https://www.youtube.com/watch?v=uNW0hyScGnw Watch 2:12 – 4:03
Piece 3	https://www.youtube.com/watch?v=hwbzxENP2eE
Piece 4	https://www.youtube.com/watch?v=l4nyqRiVDOw Watch 3:06 – 4:17
Piece 5	https://www.youtube.com/watch?v=czSSByhTrnk

Task 1: Complete the listening grid on previous page using the you tube clips provided.

Task 2: Create a list or a mind map below to show ‘What makes a good performance?’. Use the headings and questions on previous page to help.

CREATING QUESTIONS FOR EXPERIENCED MUSICIANS

Your questions will be e-mailed to more experienced performers/music teachers.

You need to think about what you would like to learn from them. They will have spent time and effort to develop their skills; they will have encountered problems and had experiences that you could learn from. They could provide valuable tips and advice.

Use the table below to create some questions which will be forwarded on. Everyone must think of at least one question each which you must tell to your teacher. Copy in the questions that other students suggest once you know them and also the answers provided so you have a good Q&A list to use as advice.

Question	Answer

TIPS FOR DECIDING YOUR GOALS

Make sure you have completed the skills audit and strengths & weaknesses (SEPARATE BOOKLET 'TARGET REVIEW BOOKLET') before trying to set goals, this will highlight what areas you need to improve.

Make sure your goals are SMART (see below), there is no point setting a goal of passing grade 8 when you are only on grade 2, or setting a goal to learn 1 piece which you will complete in a few weeks.



Some examples from previous years:

- Expand repertoire
- Expand vocal range
- Work on stage presence
- Work on breath control
- Become more fluent moving between chords in pieces
- Tackle nerves when performing in front of others
- Work on intonation (being in tune)
- Work on timing with backing tracks
- Work on vibrato in singing
- Pass grade 3
- Make more use of warm up exercises
- Learn scales and arpeggios
- Learn not to stop when I make a mistake
- Work on volume at high pitch range (not become too quiet)

BTEC MUSIC - Unit 5 - Choosing your Performance pieces

Make a list of 8 pieces of music that you could perform in at least 2 different styles (you will need to perform 2 of these pieces at the end of this unit). These pieces should reflect your current level of skill. You also need to find printed music (these could include music scores or chord charts), or an audio recording of the original of each piece to prove how they go. If you are a singer, you can either use a backing track or accompany yourself on another instrument, but only attempt this if you can confidently do both at the same time. You will need to find an appropriate backing track yourself.

Instrument

No:	Title of Piece	Composer	Printed example or audio recording	Backing track found (if needed)
1				
2				
3				
4				
5				
6				
7				
8				

UNIT 5: RESEARCH YOUR CHOSEN PIECES.

TITLE	EXAMPLE GRID	Use this column to mention similarities and differences to your other pieces. This will show how you have considered your final choice of pieces.
COMPOSER	Include full name and date composed.	
GENRE/STYLE	Blues, reggae, Britpop etc	
CONTEXT	Why was the music written? Was the music written for a film or event?	
STANDARD	What level of difficulty is it? What do you think might be challenging for you?	
RHYTHM	Point out specific rhythm features that may be important OR pose difficulties	
TEMPO	State the tempo in bpm/term at start. Does it vary or stay the same?	
DYNAMICS	Range – quiet/loud. List the dynamics used	
EXPRESSION	List any expression markings that are included.	
HARMONY	Major, Minor, what key. You should include any key changes as well.	
FEATURES	Any features that you think are important or unusual.	
INSTRUMENT	Instruments used. Was this piece originally written for YOUR instrument?	
PERFORMED	Has anyone significant performed this?	

DO NOT WORRY IF YOUR INITIAL LIST OF 8 CHANGES LATER ON, JUST DESCRIBE YOUR CURRENT CHOICE OF 8

PRACTISE DIARIES FOR THESE (AND ANY OTHER PIECES YOU LEARN/PLAY) ARE CONTAINED IN THE 'TARGET REVIEW BOOKLET'

TITLE		
COMPOSER		
GENRE/STYLE		
CONTEXT		
STANDARD		
RHYTHM		
TEMPO		
DYNAMICS		
EXPRESSION		
HARMONY		
FEATURES		
INSTRUMENT		
PERFORMED		

TITLE		
COMPOSER		
GENRE/STYLE		
CONTEXT		
STANDARD		
RHYTHM		
TEMPO		
DYNAMICS		
EXPRESSION		
HARMONY		
FEATURES		
INSTRUMENT		
PERFORMED		

TITLE		
COMPOSER		
GENRE/STYLE		
CONTEXT		
STANDARD		
RHYTHM		
TEMPO		
DYNAMICS		
EXPRESSION		
HARMONY		
FEATURES		
INSTRUMENT		
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TITLE		
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FEATURES		
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STANDARD		
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GENRE/STYLE		
CONTEXT		
STANDARD		
RHYTHM		
TEMPO		
DYNAMICS		
EXPRESSION		
HARMONY		
FEATURES		
INSTRUMENT		
PERFORMED		

BTEC MUSIC – UNIT 5 - RESEARCH TASK

This task is to research the musical development of a professional musician of your choice. You should aim to find out about the following:

- when they were introduced to music, and how
- what musical tuition they had
- when they first achieved success
- how their career developed
- different musical styles they have performed in
- the way their musical ability developed and matured throughout their career.

BTEC MUSIC – UNIT 5 - Reviewing your Short and Long term Goals

Write in what your goals were:	Write in date & progress made towards goals so far: (you should have several date entries for each goal)
Short Term Goal 1:	

Write in what your goals were:	Write in date & progress made towards goals so far: (you should have several date entries for each goal)
Short Term Goal 2:	

Write in what your goals were:	Write in date & progress made towards goals so far: (you should have several date entries for each goal)
Short Term Goal 3:	

Write in what your goals were:	Write in date & progress made towards goals so far: (you should have several date entries for each goal)
Long Term Goal:	

RECORD A REHEARSAL & COMMENTS

- Perform your piece, or part of it and then make comments about your performance.
- Make sure you record the performance as well as the questions in front of the camera. You might have them written down or get a family member to hold the camera and read out the questions once you have finished performing.
- Make the question relevant... here are some examples though you may add others.
- Which parts of the piece are you finding hard?
- What do you need to do to master this?
- Where do you need louder/softer dynamics?
- Where would a change of tempo suit?
- How do you think it went?
- What could you do to improve this piece?
- What key skills/techniques are needed to play this piece?
- MAKE SURE YOU SAVE THIS VIDEO SOMEWHERE SAFE AS WILL BE USED AS PART OF YOUR COURSEWORK



Self-assessment

Learning aim A

Name:	Date of performance:	Title of piece(s):
<p>Accuracy:</p> <ul style="list-style-type: none"> • Did you make mistakes? • If so, were these mistakes of pitch, rhythm, or both? • Did you choose an appropriate tempo? • Do you feel that nerves played a part in your performance? • Did the flow of the music get interrupted at any point? • Were you able to carry on and hide mistakes? 		
<p>Interpretation:</p> <ul style="list-style-type: none"> • Did your performance have appropriate dynamics? • Did your performance have appropriate phrasing? • Did your performance have appropriate articulation? • Was your performance in the right style? 		
<p>Targets:</p> <ul style="list-style-type: none"> • What do you feel are the most important things for you to work on for your next performance? 		



Name:	Date of performance:	Title of piece(s):
<p>Accuracy:</p> <ul style="list-style-type: none"> • Did you make mistakes? • If so, were these mistakes of pitch, rhythm, or both? • Did you choose an appropriate tempo? • Do you feel that nerves played a part in your performance? • Did the flow of the music get interrupted at any point? • Were you able to carry on and hide mistakes? 		
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<p>Targets:</p> <ul style="list-style-type: none"> • What do you feel are the most important things for you to work on for your next performance? 		

Documenting progress

Use this form to rate your improvement/skill level at the following aspects of performance.

5 = excellent, 1 = needs lots of improvement.

Date	Scales and arpeggios	Accuracy and fluency	Interpretation (dynamics, articulation, phrasing)	Confidence and control of nerves	Focus and concentration during rehearsal
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					

Documenting progress

Use this form to rate your improvement/skill level at the following aspects of performance.

5 = excellent, 1 = needs lots of improvement.

Date	Scales and arpeggios	Accuracy and fluency	Interpretation (dynamics, articulation, phrasing)	Confidence and control of nerves	Focus and concentration during rehearsal
Week 11					
Week 12					
Week 13					
Week 14					
Week 15					
Week 16					
Week 17					
Week 18					
Week 19					
Week 20					

Documenting progress

Use this form to rate your improvement/skill level at the following aspects of performance.

5 = excellent, 1 = needs lots of improvement.

Date	Scales and arpeggios	Accuracy and fluency	Interpretation (dynamics, articulation, phrasing)	Confidence and control of nerves	Focus and concentration during rehearsal
Week 21					
Week 22					
Week 23					
Week 24					
Week 25					
Week 26					
Week 27					
Week 28					
Week 29					
Week 30					

HOW YOU WILL BE GRADED:

PERFORMING GRADES

This will be based on videos of performances/ live performances once back at school.

- **Pass** – Demonstrate **competent** use and control of technical and interpretive music performance skills in practice and development.
 - **Merit** – Demonstrate **competent** use and control of technical and interpretive music performance skills, showing **consistency in focus, response and effort** in practice and development.
 - **Distinction** – 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.
-

PRACTISE DIARIES & GOALS GRADES

When you have completed your practise sessions: Fill out on your practice diaries AND your reviewing goals sheet in detail and how it may have helped you to achieve your goals.

- **Pass** – Present a review of music performance skills, **describing** strengths and areas to develop.
 - **Merit** – Present a review of music performance skills, **explaining** strengths and areas to develop.
 - **Distinction** – Present a review of music performance skills, making **qualitative judgements** about strengths and areas to develop.
-

WARNING, THERE IS A LOWER GRADE....

If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met. You must work regularly on your practising and regularly complete practise diaries to prevent becoming a level 1 grade.

PERFORMING SKILLS

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

PRACTISE DIARIES & GOALS

- **Identify, with guidance,** strengths and areas to develop in own technique.

USEFUL WEBSITES:

- www.youtube.com - wide range of videos for developing instrumental/vocal techniques, including technical exercises.
- <https://www.gmajormusictheory.org/> - free piano sheet music and classical guitar music
- <https://www.8notes.com/> - free music for many instruments, theory lessons, instrument tuners
- <https://gb.abrsm.org/en/exam-support/apps-and-practice-tools/> - apps only available to download on apple devices
- <https://www.ultimate-guitar.com/> - has loads of songs as lyrics and chords, can be used for any chord playing instrument not just guitar.
- <https://www.youtube.com/channel/UCc4sOlyxxoXNba2CYCRQJGw> - JACOBS VOCAL ACADEMY on you tube with lots of great warm up techniques