

## Unit 5: Introducing Music Performance

# Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 30

Duration of lessons: 1 hour

Learners should spend lesson time and non-supervised time working on projects, research and directed study.

Lesson	Unit content	Activities*	Links to other units
<b>Learning aim A Develop your music performance skills and review your own practice</b>			
1	Unit introduction What makes a good performance?	<p>Teacher to explain that this unit requires learners not only to perform, but also to examine and document their rehearsal process and practice regime.</p> <p>Teacher first to establish what instrument/voice each learner will be performing on, and record this information in order to prepare for lesson 2.</p> <p>Teacher to inform the learners that they will need to prepare a piece of music to perform in lesson 13. This will be to establish a baseline before the final performance.</p> <p>Teacher to play (either live, recorded or video) three performances of varying standards. It is best if these performances are of different levels of difficulty and show different levels of accuracy and interpretation. Learners are to rate the performances on how good they are, after the teacher has prompted them with questions such as:</p> <ul style="list-style-type: none"> <li>• Was it accurate?</li> <li>• Was it the right level of difficulty for that performer?</li> <li>• Did the performance show good interpretation?</li> </ul> <p>Learners to record their thoughts.</p> <p>Teacher-led discussion on what makes a good performance. Learners to summarise this into a list of bullet points that they will attempt to show in their own work.</p> <p><b>Homework:</b> learners to prepare questions for a more experienced musician.</p>	Unit 11: Developing Solo Performance

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2	How to practise/rehearse (workshop session)	<p>Before this session, the teacher will need to have lined up some experienced musicians who play some of the same instruments as the learners (which were identified in lesson 1), for example:</p> <ul style="list-style-type: none"> <li>• the teacher or other members of staff</li> <li>• sixth-form learners</li> <li>• peripatetic music teachers</li> <li>• local musicians.</li> </ul> <p>These musicians should be advised, prior to the lesson, that they will need to give a short talk on practice techniques they use on their instrument. Learners should attend this lesson with their own instrument, so that ideally the class will split up into smaller groups, each of them with an experienced musician, to participate in some technical exercises, sight-reading tasks, warm-ups and other practice techniques in a workshop setting.</p> <p>The purpose of this lesson is to inspire, so it is important to think carefully about the musicians who are invited in. During this lesson, the teacher will move between the visiting musicians, to take part in discussions and answer questions as appropriate.</p> <p><b>Homework:</b> learners to choose pieces to play.</p> <p><b>NB:</b> it is important to ensure that all relevant school policies for child protection are followed when bringing in visiting musicians.</p>	
3–12	<b>Assignment 1:</b> Time to practise!	<p>Teacher to set learners the task of producing a practice video diary. Each week, for ten weeks, one music lesson will be devoted to learners rehearsing and practising their instrument, and each learner must record a five-minute video diary during or after each session, focusing on how they are addressing the content in the specification and giving examples of themselves playing various pieces, exercises and/or warm-ups. Learners should record their progress.</p> <p>At one appropriate point during this time, learners will record their performance. This could be using any available technology, e.g. mobile phones or laptops. Learners will then review this performance and complete a self-assessment.</p>	Unit 9: Introducing Choral Studies
13	Time to perform!	<p>Learners are to perform one piece of music on their own instrument/voice to an audience of their classmates. They will receive feedback from three of their classmates and should record this peer feedback. (Make sure all learners contribute feedback to their peers.)</p> <p>Performances will be recorded, either with audio or video technology. Learners to complete a self-assessment following their own performance.</p>	Unit 6: Introducing Music Recording

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<b>Learning aim B Use your music performance skills within rehearsal and performance</b>			
14–20	<b>Assignment 2:</b> Prepare a performance	Using one music lesson per week, learners are to plan a performance. They will each take part in an individual tutorial with an experienced musician (who could be the class teacher or a guest musician, similar to or the same as the people used in lesson 2). Learners are to keep a log of these lessons, and all practice sessions. Learners will give a milestone performance in lesson 21.  Learners should document their work thoroughly, including improvements.	Unit 11: Developing Solo Performance
21	Milestone performance lesson	Learners will perform their work so far. This may be incomplete or under development, but will give an opportunity for learners to listen to each other and gain confidence in performing to others.  As in lesson 13, learners will receive feedback from two of their peers. Learners should document peer feedback.	
22–29	Finish the performance	Using one lesson per week, learners will continue to work on their performance. They will again take part in an individual tutorial with an experienced musician (who could be the class teacher or a guest musician, similar to or the same as the people used in lessons 2 and 15–16) and prepare music for public performance.  Learners should document their progress.  During this time, learners can also complete a research task on a professional musician. Teachers may suggest an appropriate musician for this, or learners may choose their own.	
30	Performance!	All learners will perform in a formal concert. An audience (of peers, parents, friends, etc.) will enhance the importance of the event. Performances will be recorded using either audio or video technology.	Unit 6: Introducing Music Recording
<b>TOTAL: 30 hours</b>			