

Year 10 MUSIC SUM2: Musical Performance



Scheme Overview:

Students will be learning about working as a Musical Ensemble and developing their performance skills. They will also gain an insight and understanding of the various performance roles in the Music Industry.

| WK | CONTENT | OBJECTIVE |
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| 1 | Introduction to Working as a Musical Ensemble. | To understand the qualities and skills needed to perform in a Music ensemble. |
| 2 | Introduction to job roles in the Music Industry. | To understand performance job roles in the Music Industry. |
| 3 | Rehearsals and skills development. | To understand how to rehearse effectively. |
| 4 | Rehearsals and skills development. | To develop instrumental skills and ability to perform effectively as part of a Musical Ensemble. |
| 5 | Performance and evaluation. | To demonstrate effective performance and ensemble skills. |

FINAL PRODUCT / ASSESSMENT

Students will perform as a Musical Ensemble.

Students will complete a written exam on the Music Industry.

HOMEWORK

See homework menu.

LITERACY: Keywords each lesson, spellings will be tested at the end of term.

NUMERACY: Specific dates and timeline for the Music and artists explored. Time signatures, keeping in time in performances.

DIRT / FEEDBACK

Think Pink Sections within the slides to prompt thoughts and feedback.

Feedback on performances from pupils and teacher.

Pupils will become more familiar with the BTEC assessment criteria by using it to peer and self assess.

SMSC & BRITISH VALUES

Working together.
Equality.
Social: group work, managing conflict.

PAC VALUES

Respect in lessons for each other and for equipment.
Pride in their compositions and performance.
Equality: learning to work with anyone in the group.
Success: perform and learn about different styles.
Team: work together as a musical ensemble.
Work Ethic: allow others to perform and listen/comment.

WIDER READING OR RESOURCES

Pupils will be encouraged to listen to the music of the artists covered.

<https://ccskills.org.uk/careers/advice/article/working-in-an-ensemble>

<http://www.media-match.com/uk/music/jobtypes/job-descriptions.php>

PLC: EVALUATION (Personal Learning Checklist)

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| 1 | I can identify roles and responsibilities of members of musical ensembles. |
| | I can contribute as a member of an ensemble to the preparations for musical performances. |
| | I can demonstrate the musical communication skills required in ensemble performances. |
| 2 | I can identify some performance job roles in the Music Industry. |
| | I can describe the necessary skills for a performance role in the MI. |
| | I can carry out a performance job role from the MI. |
| 3 | I can take part in the rehearsal process. |
| | I can contribute ideas during the rehearsal process. |
| | I can demonstrate some of the processes required in the effective preparation of musical performances. |
| 4 | I can develop my instrumental skills in the rehearsal process. |
| | I can rehearse effectively in my own time. |
| | I can play my own part accurately. |
| 5 | I can demonstrate the musical presentation and musical communication skills required in ensemble performances. |
| | I can use my performance skills to produce a musical ensemble performance. |
| | I can evaluate performances effectively and identify the skills I have developed. |