

Music Department

Year: 10

Topic: Solo Performance

Learning Journey

Prior learning:

Students have performed on a range of instruments at KS3. They have performed from notation (usually tab or traditional staff notation) but they have often had the note names written onto the sheet music. They have performed as part of a group and as a soloist but these pieces have been short. Students have learnt how to read treble and bass clef notation but they may not be fluent with this. They have also learnt how to read basic rhythmic notation such as quavers, crotchets, minims, dotted minims, semiquavers, and semibreves. They have not yet learnt about dotted crotchets or dotted quavers.

Learning sequence – topic title							Endpoint
Main learning steps	Students will choose a piece of music that they would like to learn for their solo performance. This piece should be a suitable level of demand for the student based on their previous experience as a musician. Each student will work on a	Students will rehearse the first half of their chosen performance piece. This may be the first verse and chorus of a song or Section A of a binary piece. Students will focus on accuracy. They should ensure that they are playing rhythm	Students will then work on adding dynamic and expression markings to their performance. They should still only focus on the first section of their piece unless this is already perfected.	Students will perform the first half of their piece to the rest of the class and they will give feedback to one another using the GCSE criteria.	Students will then work on the second section of their piece. This may be the chorus of a song or section B of a piano piece. Students should focus on rhythm and pitch and ensure that these are accurate before they move on.	Student will then add expression and dynamic markings to the second half of their performance pieces. They will then perform the second half of the piece to the rest of the class.	Students will perform the full solo piece and they will be marked by the teacher against GCSE criteria.

	different piece that is individual to them. This should be agreed with the teacher in the first lesson.	and pitch accurately for this section of the music.					
Assessment		Formative, verbal feedback given throughout all of the performance rehearsal lessons.		Formative Assessment – Students will perform the first half of their piece. They will receive formative verbal feedback from the teacher and also from other students in the class.	Formative, verbal feedback given throughout all of the performance rehearsal lessons.	Formative Assessment – Students will perform the second half of their piece. They will receive formative verbal feedback from the teacher and also from other students in the class.	Summative Assessment – Students will perform their solo performance pieces to the rest of the class. This will be assessed against the GCSE Performance criteria but will not count towards their final grade as only performances recorded in Y11 can be submitted.

Where will we use these ideas again:

Students will also have to rehearse and perform as part of an ensemble. This will require a lot of the same skills as solo performance but with an additional focus on balance between instruments and timing.