

Music Department

Year: 10

Topic: Ensemble Performance

Learning Journey

Prior learning:

Students have performed as soloists in the previous term and throughout KS3. They have gained experience reading staff notation and tab.

| Learning sequence – topic title | | | | | | | Endpoint |
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| Main learning steps | Students will choose a piece of music that they would like to learn for their ensemble performance. This piece should be a suitable level of demand for the student based on their previous experience as a musician. Each group will work on a different piece that is individual to them. This should be | Students will rehearse the first half of their chosen ensemble 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 and pitch accurately for | Students will then work on adding dynamic and expression markings to their performances. 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 ensemble piece to the rest of the class and they will give feedback to another group using the GCSE criteria. | Students will then work on the second section of their ensemble performance 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 ensemble performance pieces. They will then perform the second half of the piece to the rest of the class. | Students will perform the full ensemble piece and they will be marked by the teacher against GCSE criteria. |

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| | agreed with the teacher in the first lesson. | 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 need to record ensemble performances in Y11 that will be submitted for their final coursework. They will need to build on their performance skills.