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| **What will we be learning?**WHAT IS YOUR JOB ROLE IN THE BAND?**Year 9 GCSE-Ready – Ensemble Performance 1**  | **Why this? Why now?**The first unit of the GCSE-ready course revisits good rehearsal technique for ensembles explored in the previous topics of **Africa** and **Folk.**  Starting from building on an understanding of the individual instrumental roles within an ensemble from the **Orchestra** and **Find Your Voice** topics, students choose the instrument that they will study and begin to explore its function within a collaborative music-making setting.The unit prepares students for the ensemble and solo performance elements in GCSE Music **AOS1 – My Music**  | **Key Words:**MelodyAccompanimentHarmonyFluencyDynamicsArticulationExpressionInstrumental techniqueIntonationLead SheetDoublingChordsBass line Drum grooveFillsIntroOutroVerseChorusBridge |
| **What will we learn?**Essential performing skills of an ensemble musician, including:WHAT IS THE FUNCTION OF YOUR INSTRUMENT IN AN ENSEMBLE?HOW DO YOU READ WRITTEN MUSICAL PARTS?HOW SHOULD YOU PREPARE FOR A REHEARSAL?HOW DO YOU ADD EXPRESSION ON YOUR INSTRUMENT?  |
| **What opportunities are there for wider study?**Performing and studying an instrument are supported through the Music Enrichment programme. Students are expected to join one of the school ensembles to help gain confidence performing with others.Students are encouraged to take up music lessons with a specialist instrumental teacher either through the school or privatelyAll members of the school ensembles will have the opportunity to perform regularly in school events and at events in the wider community. Students can book the practice rooms to rehearse an independent performance either as a soloist or as a group and audition for the Christmas/summer concerts, Live Lounge or Chip Friday events |
| **How will I be assessed?**2 video feedback recordings, one of work in progress and one of the final performance. Students will self-evaluate by adding comments to the video WWW/EBI/CTG |

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| **Success Criteria** |
| Excellence |
| **Technical Control and Fluency:*** The performance is confident, accurate and fluent with good technical control appropriate to the demand of the music. Intonation and tone production are good.

**Expression, interpretation & ensemble awareness:*** A highly expressive performance that is communicated musically and stylishly.
* A high level of ensemble awareness is evident.
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| Secure |
| **Technical Control and Fluency:*** The performance is predominantly fluent, with technical control adequate to the demand of the music. Intonation and tone production are generally secure.

**Expression, interpretation & ensemble awareness:*** The performance communicates some appropriate dynamics and articulation
* The performance has clear co-ordination with the other performers.
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| Developing |
| **Technical Control and Fluency:*** The performance has some fluency with mostly correct rhythms and pitches. Intonation is partially secure.

**Expression, interpretation & ensemble awareness:*** The performance has some dynamic contrast and has a sense of direction.
* The performance shows some awareness of other performers.
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| Foundation |
| **Technical Control and Fluency:*** There is an understanding of fluency and the performance shows evidence of working towards correct rhythms and pitches

**Expression, interpretation & ensemble awareness:*** The performance is communicated in a simple way with some success.
* The performance shows awareness of the pulse with some support as necessary.
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