

Unit 5: Hand-in Helpsheet

Tasks

Assignment Brief 1: Getting Better

1. Initial Skills Audit

This begins as a checkbox document that analyses your skills as a musician at your starting point on this unit. You then need to go on to talk about your strengths and areas for developments:

Strengths:

- What experience do you have in which you have demonstrated these skills?
- Are there any personal qualities you have that support your claim that these are strengths? Can you give examples.

Areas for Development: **THIS IS THE VERY FIRST PLACE I'LL LOOK TO SEE IF YOU HAVE MANAGED YOUR OWN DEVELOPMENT THROUGHOUT THE ASSIGNMENT!**

- What are you intending to work on during this assignment?
- Why do you think that improving in these areas will make you a rounded musician?

2. Target Setting

These targets are set initially and must be referred back to constantly.

- What is your overall goal (from area for development?)
- What smaller targets are you going to work towards to achieve this overall goal?
- How will you know if you've been successful?
- What support will you need?
- When will you review your target? (e.g. each week, each month etc)

You now need to continually revisit these targets and 'MAKE QUALITATIVE JUDGEMENTS' about your progress against them. A qualitative judgement is a balanced judgement that comes from you and can include hard evidence (e.g. I performed at the interim performance on 7.11.2020) or softer evidence (e.g. I now feel more confident in this.)

Remember to hit full criteria you should be focussing on development of the following aspects of music performance:

Technical skills:

e.g.

- Finger patterns or breath control
- Articulation – vibrato, slurs, staccato
- Scales and arpeggios
- Warm-up exercises
- Sight reading

Interpretation skills:

e.g.

- Dynamic control
- Phrasing (breaking music into sentences)
- Stylistic qualities (e.g. performing blues compared to classical)
- Expression and adding emotion and feel (to create a good sense of musicality)

3. Weekly Review of Progress

Your weekly review should document the following

1. A quick one-sentence review of where you were last week.
2. What target/s did you focus on this week?
3. What exactly did you do and why? (technical exercises, breaking a piece into chunks etc.)
4. How did you approach the rehearsal and was it successful? E.g. time/focus
5. Did you meet your target or does it still need more work?
6. Have you got any closer to reaching your final goal?
7. What do you need to do next and do you need any support?
8. Any video evidence to support?

4. Ongoing Target Reviews

Every couple of months you should add a paragraph called 'Review of Targets':

- What targets have you hit and how did you ensure you hit them (i.e. what can you take forward about your working practice e.g. 'I now know that by improving my ability to play scales is helping me play more complicated faster runs in this piece because I'm becoming more used to correct finger patterns.'
- What do you still need to do to hit your goal?
- Are you going to set any more targets at this stage?

5. Review of Interim Performance (w/b 18th November 2019)

Following teacher feedback, complete a self-review of your performance (keep it brief) but say if you agree with your feedback. Then say what you plan to do moving forward (set targets if you need to)

6. Rehearsal Videos

You should present a range of videos that document the following:

- How to warm up in a rehearsal (explaining how this helps you)
- Technical exercises you are working on
- How you break your rehearsal up into chunks to help you.

7. Annotated Music Scores & Certificates

Include any music scores/technical exercises you've scribbled on. It's a good idea to photocopy these and reference them in your weekly log.

8. A Final Skills Audit and Review

Re-complete a skills audit (do a save-as) to show how you have improved over time. Some aspects may be the same if you haven't worked on them but others should have moved up.

Final explanatory paragraph

Briefly summarise your progress throughout the assignment. You can also reference the work you've done for your two final performance pieces.

9. Check your assessment criteria

Does your work consistently show the following:

2A.D1	Demonstrate competent use and control of technical and interpretive music performance skills, incorporating <u>stylistic qualities</u> and a high level of focus, response and effort in practice and development. <u>Stylistic Qualities: How have you varied your playing to suit the needs of different styles?</u>
2A.M1	Demonstrate competent use and control of technical and interpretive music performance skills, showing consistency in <u>focus, response and effort</u> in practice and development. <u>Focus, Response and Effort: How have you maintained control of your own development and stayed focussed on your overall goals.</u>
2A.P1	Demonstrate <u>competent use and control</u> of technical and interpretive music performance skills in practice and development. <u>Competent use and control: How have you been developing your musical skills to be able to use these in performances.</u>
2A.D2	Present a review of music performance skills, making qualitative judgements about own strengths and areas to develop. <u>Qualitative judgements: Explain strengths and weaknesses each week but then draw a fair and balanced conclusion afterwards, justifying your judgement about your progress. BE CRITICAL BUT FAIR.</u>
2A.M2	Present a review of music performance skills, explaining strengths and areas to develop. <u>Explain your strengths and weaknesses each week by using 'because' and 'so that.'</u>
2A.P2	Present a review of music performance skills, describing strengths and areas to develop. <u>Say what you are good at and what you need to improve.</u>

10. Annotated Sheet Music and Weekly log

Make it explicit in your weekly log when/how you are working on your final two pieces and not just improving your music skills holistically! There will be crossover here. Talk about rehearsals in general but then follow the steps in Task 3 (above) to ensure you are writing about these chosen pieces.

11. Rehearsal Videos (at least 3 per piece)

Show me how you are learning your pieces and improving the different elements based on your own feedback and feedback from your teacher. These should be clearly labelled and referenced in your weekly log book.

12. A full video of a 10-15 minute rehearsal (warm up, what you are working on, practice, and evaluation)

A suggested timeline for your rehearsal:

- Explanation of the rehearsal (what do you want to achieve in the rehearsal, how are you going to break up time?)
- Warm-up and technical exercises
- Working on your two pieces
- A review of how your rehearsal went
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13. Check your assessment criteria

2B.D3	<p>Demonstrate a <u>high level</u> of personal management skills with competent, confident, fluent and sustained application of music performance skills in rehearsal.</p> <p><u>High level: You take advice from your teachers but completely take control of your skills development in rehearsals.</u></p>
2B.M3	<p>Demonstrate <u>consistent</u> personal management skills with competent and confident application of music performance skills in rehearsal.</p> <p><u>Consisted: You show week after week that you are focussed on your skills development in rehearsals, using guidance from your teachers.</u></p>
2B.P3	<p>Demonstrate <u>personal management skills and competent application of music performance skills in rehearsal.</u></p> <p><u>Make sure that you are using rehearsal time to develop your skills.</u></p>
2B.D4	<p>Perform music with confidence, consistency and ease, using relevant technical and interpretive performance skills competently and fluently and fully demonstrating stylistic qualities.</p> <p><i>Evidenced in video of final performance</i></p>
2B.M4	<p>Perform music with confidence and consistency, using relevant technical and interpretive performance skills competently to demonstrate stylistic qualities.</p> <p><i>Evidenced in video of final performance</i></p>
2B.P4	<p>Perform music using relevant technical and interpretive performance skills competently.</p> <p><i>Evidenced in video of final performance</i></p>