

Year 9 Music Assessment 1 - Performance

Mission Heights Junior College

This year for Year 9 Music, one of your assessments is to record **or** perform a piece of music as either a **soloist, as part of a duo or within a small ensemble**.

Performance dates:

- **Term Two**; Tuesday Week 8 (for recordings) - *17th June*
- **Term Two**; Thursday Week 8 and Monday Week 9 (for live performances) - *20th & 24th June*
- You can also arrange a performance outside of class (discuss with Mr Bartlett)

Performance

To complete this assessment, you will complete one performance. You can choose to record this performance away from an audience, or perform your piece in front of a live audience. You are encouraged to take up opportunities to perform outside of our music class if you are confident and prepared. Your performance should sound *complete and polished*.

The choice of piece to perform is *up to you*. This however should be discussed with a teacher in advance (Mr Bartlett, Mr Picot and/or your tutor from outside of school). The piece you choose should be of an appropriate difficulty for you; not too difficult for your current level, but not too easy that you can learn it in a day.

Skills

Throughout the term we will be setting goals and planning for this performance. A lot of what you plan and practice will relate to the skills that are required to perform music.

Through your performances you should demonstrate, as best you can, these skills in action - that being:

- Demonstrating the appropriate technique on your instrument
- A good sense of rhythm and playing to the beat at the correct tempo
- Appropriate presentation on stage

Time management and effective goal setting is important in helping you to work towards a great public performance.

A good musician practices all these skills to a high level and combines them in a performance. '*Making it look easy*' on stage comes as a result of both comfort in these skills, and comfort in the material that you are presenting.

Introduction

Before your performance, you need to provide the audience with an introduction to your music. The aim of your introduction is to provide the audience with some context around the significance of what you are performing. You are also introducing yourself (and group members, if any) as the performers. Your introduction should be about one minute long.

Assessment TAAB Rubric

Performance	You have not completed a performance	You have completed a performance either through recording, or live performance to a small audience	You have performed to the class with a good level of confidence and sufficient duration	You have performed to the class (or larger audience) with a high level of confidence and proficiency
Skills	You have demonstrated few of the skills required of a performing musician	You have demonstrated some timing and instrument technique in your performance	You have demonstrated good timing and instrument technique	You have demonstrated excellent timing, technique and stage presence to effectively convey the music
Introduction	You have not introduced your music to the audience	Your introduction provided limited context to the audience	Your introduction provided the audience with sufficient context to understand the music	You have shown excellent understanding of the significance of your music through delivering a confident introduction
Time management	You have not performed by the due date	You have performed by the due date	You have performed by the due date	You have performed by the due date
Overall	Working TOWARDS expected curriculum level	Working AT expected curriculum level	Working ABOVE expected curriculum level	Working BEYOND expected curriculum level

Working towards = not yet performing at Y9 standard

At = performing at Y9 standard

Above = performing at Y10 standard

Beyond = ready to begin NCEA Level 1 standard

Frequently asked questions

Q: Do I have to be in a group or can I perform by myself?

A: If you wish to perform in a group, you must discuss this with the teacher first. Be aware that performing in a group presents many other challenges that a solo performer doesn't encounter so a rule of thumb is: if you are **comfortable** and **capable of playing** as a *soloist*, you are ready to play in a group.

Q: If I am in a group, is it a group grade or individual grades?

A: Individual.

Q: I'm too nervous - do I *have* to perform in front of the whole class?

A: To earn an At, you can choose to record your performance instead, or perform to a small audience of around five friends. To earn an Above or Beyond, you must perform to the whole class (or a larger audience outside of class).

Q: What piece or song should I perform?

A: Refer to the [repertoire spreadsheet](#) as a start, and discuss with Mr Bartlett or Mr Picot further if needed.

Performance Format

Our music sessions where the performances take place will look like this:

1. All bags and devices need to be put away at the beginning of the session. **All phones must also be in bags - recording of performances is strictly prohibited.** *If you wish to have your performance recorded, let the teacher know in advance.*
2. At the beginning of the first session, a random order generator will be used to determine the order of performances.
3. The first two groups that are performing will head to practice rooms to warm up for 10 minutes. All remaining students stay in class - you can use the time to go over your music, listen to your song again or practice your introduction.
4. The first performance will be called in after 10 minutes and will follow this structure:
 - Set up gear
 - Sound check by teacher
 - Introduction (audience claps after the introduction)
 - **Perform**
 - Audience claps at the conclusion of the performance; performer(s) can pack down and leave the stage
5. The next group on the list that needs to warm up will do so while the next performer comes onto stage. Repeat until all performers have finished.

In the event that a person is absent and the group cannot perform, that group won't perform until the next session when (hopefully) all group members are present. If in the (rare) event that every session a group member is away, the group **must** work out a way to perform before the end of term - even if a group member is absent. If you don't perform before the end of the term, you will receive a Working Towards.