

SOLO MUSIC PERFORMANCE – 6340
Unit Aim: This unit aims to equip the learner with the skills required to perform a variety of solo pieces.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Evidence
ENTRY 2 (E2)	Be able to perform solo pieces on an instrument/voice	AC1.1 Sing or play short, simple solo pieces AC1.2 Show some technical control of the chosen instrument/voice AC1.3 Show some sense of expression in the performances	✓ 2 pieces ✓ 8-16 bars long. ✓ Up to 5 different notes. ✓ Contain simple rhythms made up mainly of semibreves, minims and/or crotchets if a melodic piece. ✓ Contain more varied rhythms such as dotted and quaver rhythms if played on an unturned percussion instrument.	<ul style="list-style-type: none"> Recording of the two performances
		AC1.1 Sing or play short, simple solo pieces AC1.2 Show technical control of the chosen instrument/voice in a fluent and mainly accurate performance AC1.3 Perform with appropriate expression	✓ 2 pieces ✓ 16-32 bars long. ✓ At least 5 different notes. ✓ Contain quavers and/or dotted notes in the rhythm. ✓ Contain loud and quiet passages.	
ENTRY 3 (E3)	Be able to appraise the solo performances	AC2.1 Identify the strength(s) and weakness(es) of the solo performances AC2.2 Identify how to address weakness(es) AC2.3 Show an attempt to improve the solo performances	✓ Evidence of self-evaluation. ✓ Review of the rehearsal period – What went well? What could be improved? ✓ Attempt to work on weakness(es) identified.	<ul style="list-style-type: none"> Evaluation worksheet Recording of a Q&A session with teacher.
		AC2.1 Identify the strengths and weaknesses of the solo performances AC2.2 Identify how to address weaknesses AC2.3 Show an attempt to improve the solo performances	✓ Evidence of self-evaluation ✓ Review of the rehearsal period – What went well? What could be improved? ✓ Attempt to work on weakness(es) identified.	

****ALL EVIDENCE MUST BE IDENTIFIED ON THE RELEVANT ASSESSMENT RECORD SHEET****

ENSEMBLE MUSIC PERFORMANCE – 6341
Unit Aim: This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.

Credit Value: 5

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Evidence
ENTRY 2 (E2)	Be able to perform pieces as part of an ensemble on an instrument/ voice	AC1.1 Sing or play short, simple pieces as part of an ensemble AC1.2 Show some technical control of the chosen instrument/voice AC1.3 Show some sense of expression in the performances	✓ 2 pieces ✓ 8-16 bars long. ✓ Up to 5 different notes. ✓ Contain simple rhythms made up mainly of semibreves, minims and/or crotchets if a melodic piece. ✓ Contain more varied rhythms such as dotted and quaver rhythms if played on an unturned percussion instrument.	<ul style="list-style-type: none"> Recording of the two performances
		AC1.1 Sing or play short, simple pieces as part of an ensemble AC1.2 Show technical control of the chosen instrument/voice in a fluent and mainly accurate performance AC1.3 Perform with appropriate expression AC1.4 Show a sense of ensemble performing	✓ 2 pieces ✓ 16-32 bars long. ✓ At least 5 different notes. ✓ Contain quavers and/or dotted notes in the rhythm. ✓ Contain loud and quiet passages. ✓ Demonstrate ensemble skills.	
ENTRY 3 (E3)	Be able to appraise the ensemble performances	AC2.1 Identify the strengths and weaknesses of the individual performances AC2.2 Identify the strengths and weaknesses of others in the ensemble performances AC2.3 Identify how to address individual weaknesses AC2.4 Show an attempt to improve the ensemble performances	✓ Evidence of self-evaluation. ✓ Review of the rehearsal period – What went well? What could be improved? ✓ Attempt to work on weakness(es) identified.	<ul style="list-style-type: none"> Evaluation worksheet Recording of a Q&A session with teacher.
		AC2.1 Identify the strengths and weaknesses of the individual performances AC2.2 Identify the strengths and weaknesses of others in the ensemble performances AC2.3 Identify how to address individual weaknesses AC2.4 Show an attempt to improve the ensemble performances	✓ Evidence of self-evaluation ✓ Review of the rehearsal period – What went well? What could be improved? ✓ Attempt to work on weakness(es) identified.	

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COMPOSING MUSIC – 6342
Unit Aim: This unit aims to equip the learner with the skills required to compose a variety of pieces in different styles.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Evidence
ENTRY 2 (E2)	Be able to create and organise musical ideas to produce compositions	AC1.1 Create simple ideas making use of some musical elements AC1.2 Organise musical ideas AC1.3 Use resources (instruments/software) in keeping with chosen genres AC1.4 Store the final compositions (either in writing or recording)	✓ 2 pieces ✓ 2 contrasting genres ✓ Musical elements ✓ Coherent structure ✓ 30 seconds to 1 minute long	<ul style="list-style-type: none"> Recording of the two compositions Might include a scale or lead sheet (e.g. graphic notation)
		AC1.1 Create imaginative ideas making use of musical elements AC1.2 Organise musical ideas AC1.3 Use resources (instruments/software) in keeping with chosen genres AC1.4 Store the final compositions (either in writing or recording)	✓ 2 pieces ✓ 2 contrasting genres ✓ Musical elements ✓ Coherent structure ✓ 40 seconds to 1 minute 20 seconds long	
ENTRY 3 (E3)	Be able to appraise their own compositions	AC2.1 Identify the strength(s) and weakness(es) of the compositions with reference to the musical elements and selected genres AC2.2 Identify how to address weakness(es) AC2.3 Show an attempt to improve the compositions	✓ Evidence of self-evaluation. ✓ Review of the rehearsal period – What went well? What could be improved? ✓ Attempt to work on weakness(es) identified.	<ul style="list-style-type: none"> Evaluation worksheet Recording of a Q&A session with teacher.
		AC2.1 Identify the strengths and weaknesses of the compositions with reference to the musical elements and selected genres AC2.2 Identify how to address weaknesses AC2.3 Show an attempt to improve the compositions	✓ Evidence of self-evaluation. ✓ Review of the rehearsal period – What went well? What could be improved? ✓ Attempt to work on weakness(es) identified.	

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APPRAISING MUSIC – 6343

Unit Aim: This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and/or traditions.

Credit Value: 5

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Evidence
ENTRY 2 (E2)	Know the 'building blocks' of music	AC1.1 Identify different tempi in contrasting genres of music AC1.2 Identify different melodic features in contrasting genres of music AC1.3 Identify simple aspects of structure in contrasting genres of music	✓ Knowledge of musical elements ✓ Appraise 2 genres ✓ Identify tempi ✓ Recognise simple features in a melody ✓ Recognise different aspects of structure	<ul style="list-style-type: none"> • Worksheet • Recording of a Q&A session with teacher.
		AC1.1 Identify different rhythms and tempi in contrasting genres of music AC1.2 Identify different melodic features in contrasting genres of music AC1.3 Identify aspects of structure in contrasting genres of music	✓ Knowledge of musical elements ✓ Appraise 3 genres ✓ Identify tempi ✓ Recognise simple features in a melody ✓ Recognise different aspects of structure	
ENTRY 3 (E3)	Know the expressive elements of music	AC2.1 Identify changes in timbre in contrasting genres of music AC2.2 Identify changes in dynamics (loud and quiet) in contrasting genres of music AC2.3 Identify simple changes in texture (thick and thin) in contrasting genres of music	✓ Knowledge of musical elements ✓ Appraise 2 genres ✓ Identify sounds of different instruments ✓ Recognise difference between loud and quiet dynamics ✓ Recognise changes in texture	<ul style="list-style-type: none"> • Worksheet • Recording of a Q&A session with teacher.
		AC2.1 Identify changes in timbre in contrasting genres of music AC2.2 Identify changes in dynamics (loud and quiet) in contrasting genres of music AC2.3 Identify changes in texture (thick and thin) in contrasting genres of music	✓ Knowledge of musical elements ✓ Appraise 3 genres ✓ Identify sounds of different instruments ✓ Recognise difference between loud and quiet dynamics ✓ Recognise changes in texture	
	LO3	Know the stylistic features of different genres of music	AC3.1 Identify distinctive musical features of contrasting genres of music AC3.1 Identify distinctive musical features of contrasting genres of music	✓ At least 2 different musical features of both genres appraised above ✓ At least 2 different musical features of the 3 genres appraised above

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