

Knowledge Booklet

GCSE Music

Component 1

Performing

Name:

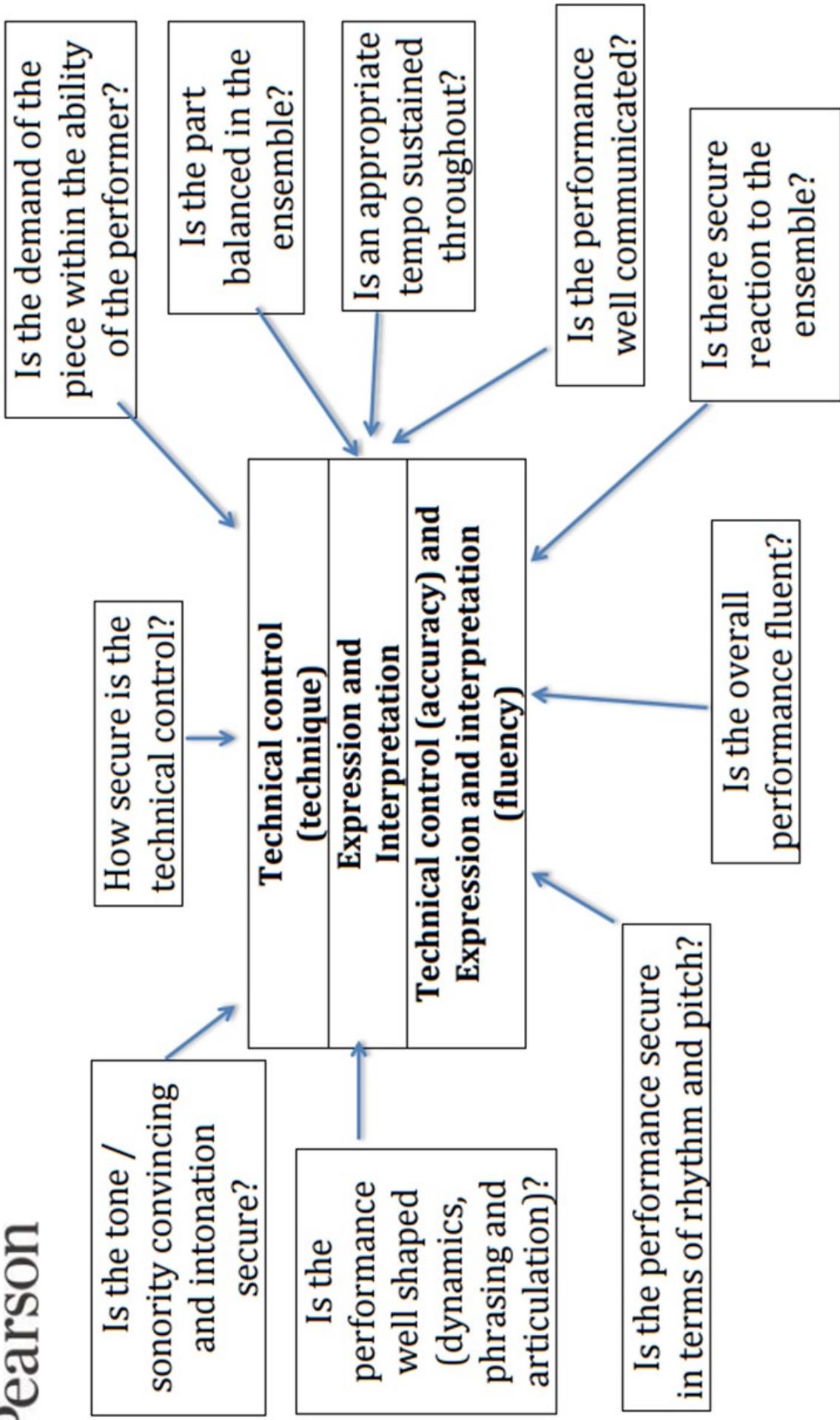
Class:





Pearson

GCSE Music Performance assessment grids guidance



Edexcel GCSE Music

Component 1 - Performing

Students must perform:

- ⇒ Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- ⇒ Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces

Total performance time across both areas must be a minimum of four minutes of music. If the combined performance time is less than four minutes then it will receive 0 marks.

The recordings will take place in Year 11 – all the pieces for each area must be recorded at the same time. The four minutes does not cover breaks between pieces/tuning etc.

You may perform on any instrument/voice/combo you like.

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The performing unit consists of 60 marks.

You'll receive an overall mark out of 30 for solo and ensemble performing. For each piece you perform you'll be marked out of 8 against the following criteria:

- ⇒ Technical Control/Technique – control of the instrument ie coordination between the hands, breath control, diction & intonation
- ⇒ Expression & Interpretation – for communicating a musically convincing performance through the use of musical elements like dynamics & tempo, appropriate to the piece
- ⇒ Accuracy & Fluency – how accurately you perform the piece compared to the original and how fluently ie without slowing down or stopping

These three criteria will give you a mark out of 24. The remaining 6 marks are available for the difficulty of the piece, totalling 30 marks.

Performing - Mark Scheme

Level	Mark	Grid 1 - Technique
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> ⇒ The performance overall demonstrates poor technical control, as heard in poor coordination, breath control, diction, and/or pedalling. ⇒ The demands of the music are beyond the current ability of the performer. ⇒ The handling of sonority is poor, as heard in a dull, thin, coarse tone quality across the range and/or poor intonation throughout and/or poor use of filters and effects. <p><i>If the difficulty of the music performed is pre-difficulty level 1 the mark awarded in this grid cannot exceed this level.</i></p>
Level 2	3-4	<ul style="list-style-type: none"> ⇒ The performance demonstrates limited technical control, as heard in limited coordination, breath control, diction, and/or pedalling. ⇒ There are a few places where the demands of the music are beyond the current ability of the performer. ⇒ The handling of sonority is limited, as heard in a dull, thin, coarse tone quality in places and/or limited intonation in places and/or limited use of filters and effects. <p><i>If the difficulty of the music performed is at difficulty level 1 the mark awarded in this grid cannot exceed this level.</i></p>
Level 3	5-6	<ul style="list-style-type: none"> ⇒ The performance demonstrates basic technical control, as heard in basic coordination, breath control, diction, and/or pedalling. ⇒ There are one or two moments where the demands of the piece are beyond the current ability of the performer. ⇒ The handling of sonority is good, as heard in consistently good tone quality except at the extremities of the pitch range or at moments of technical difficulty and/or good intonation and/or good use of filters and effects. <p><i>If the difficulty of the music performed is at difficulty level 2 the mark awarded in this grid cannot exceed this level.</i></p>
Level 4	7-8	<ul style="list-style-type: none"> ⇒ The performance demonstrates convincing technical control, as heard in convincing coordination, breath control, diction, and/or pedalling. ⇒ The demands of the music are within the ability of the performer. ⇒ The handling of sonority is convincing, as heard in very good tone quality across the pitch range (satisfying, interesting and even as the music demands), including, where appropriate, very good and sensitive tonal contrast throughout and/or very good intonation and/or very good use of filters and effects.



Performing - Mark Scheme

Level	Mark	Grid 2 - Expression & Interpretation
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> ⇒ Inappropriate or inconsistent tempo throughout. ⇒ Little or no appropriate dynamic contrast, and little or no attention given to phrasing and articulation. ⇒ The performance communicates poorly. <p><i>In ensemble performances there is little awareness of balance.</i></p>
Level 2	3-4	<ul style="list-style-type: none"> ⇒ An unsuitable or inconsistent tempo in places. ⇒ Limited use of dynamics, phrasing and articulation to shape the performance. ⇒ The performance struggles to communicate and may sound mechanical. <p><i>In ensemble performances there is occasional awareness of balance.</i></p>
Level 3	5-6	<ul style="list-style-type: none"> ⇒ The use of tempo is usually appropriate and consistent ⇒ Some use of dynamics, phrasing and articulation to shape the performance, but several opportunities, notated or otherwise, are missed ⇒ The performance demonstrates some involvement with the music. <p><i>In ensemble performances there is a good awareness of balance throughout.</i></p>
Level 4	7-8	<ul style="list-style-type: none"> ⇒ The use of tempo is appropriate and consistent throughout. ⇒ Appropriate use of dynamics, phrasing and articulation to shape the performance. ⇒ The performance communicates very well, with no more than one or two less successful moments. <p><i>In ensemble performances there is excellent awareness of balance throughout.</i></p>

Level	Mark	Grid 3 - Accuracy & Fluency
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> ⇒ The performance has several noticeable/obtrusive errors in pitch and/or rhythm that impact on its success overall. ⇒ Coherence and fluency are frequently compromised by breakdowns and/or omissions. <p><i>In ensemble performances there is evidence of difficulty in reacting and adjusting to other parts.</i></p>
Level 2	3-4	<ul style="list-style-type: none"> ⇒ The performance has noticeable/obtrusive errors or omissions in pitch and/or rhythm, that have little or no impact on its success overall. ⇒ There are moments where coherence is lost, with some hesitation and/or omission, but the performance is still reasonably fluent for the majority of piece. <p><i>In ensemble performances there is occasional difficulty in reacting and adjusting to other parts.</i></p>
Level 3	5-6	<ul style="list-style-type: none"> ⇒ The performance has no more than one or two noticeable/obtrusive errors or omissions in pitch and/or rhythm, that have minimal impact on its success overall. ⇒ The performance is mostly coherent and fluent despite the occasional hesitation and/or omission. <p><i>In ensemble performances there is generally good reaction and, where appropriate, adjustment to other parts.</i></p>
Level 4	7-8	<ul style="list-style-type: none"> ⇒ The performance is largely accurate with no more than one or two minor errors in pitch and/or rhythm. These errors have no impact on its success overall. ⇒ The performance is coherent and fluent despite the occasional slight hesitation and/or omission <p><i>In ensemble performances a consistently responsive reaction, and where appropriate, adjustment to other parts is evident.</i></p>

Stick solo performance
feedback here

Stick solo performance
feedback here

Further Understanding

WIDER WATCHING

Make sure you search for your selected pieces online and listen to how they should be played, paying special attention to things like phrasing, articulation and dynamics as these are the things that will get you the top marks!

Google Drive folder containing Performance resources and exemplar material:

<https://drive.google.com/open?id=0ByjtTISwmuZJM09ZMWZqVG1DTVE>

Difficulty Levels Booklet - use to check the grading of your piece:

<https://drive.google.com/open?id=1P5Tc9WrBibCsh4Hz9WiROKOeawGaCDYB>

8notes - this website contains free sheet music to print:

<https://www.8notes.com>

