



MUSIC

Bridging Work

Whilst there is a variety of composition and listening work to experience and develop the performance element of the course is essential to build up from the start.

Complete a solo performance.

The performance should be of a good GCSE standard or above (approximately grade 5 ABRSM /RockSchool level). There is no time minimum or maximum length and so a single piece is fine. For example, a 3-minute song, one grade 5 piece etc – that sort of thing.

Either – film this on your phone and then upload it to your OneDrive account when you return in September

OR – prepare your piece at home and then complete a live performance within the first two weeks back.

The marking criteria is detailed on the next page. Here is a summary of each heading.

Technique: these marks are awarded for the interpretation of musical ideas with the technical control of your instrument or voice. This includes making use of musical elements as appropriate to the requirements of the instrument/voice and piece performed. For example: coordination between the hands, or of the bow/fingers, breath control, diction, pedalling, registration, intonation, tone quality, use of filters and effects, control of musical sources.

Accuracy: these marks are awarded for the interpretation of musical ideas with accuracy of the performance, as appropriate to the chosen instrument/voice and pieces, including making use of musical elements as appropriate. The pitch, rhythms, timing should be accurate.

Fluency: these marks are awarded for the interpretation of musical ideas with the fluency of the performance, as appropriate to the chosen instrument/voice and pieces, including making use of musical elements as appropriate. The piece should flow without hesitation.

Expression: these marks are awarded for communicating through the use of musical elements as appropriate to the piece performed, and interpreting ideas with expressive control and an understanding of style and context as appropriate to each piece. The correct tempo and good use of dynamics, articulation and phrasing should be evident.

Level of Demand: this is about how difficult the piece of music performed is. Using the exam syllabi from ABRSM, Trinity, Rock School etc.. is a good basis for the level of difficulty. You should be performing pieces equivalent of at least grade 5 ability when starting the course and ideally grade 7 or above by the end of year 13.

Heckmondwike Grammar School Rubric – Music Performance

Score	Technique	Accuracy	Fluency	Expression	Level of Demand
4	The performance will demonstrate complete control of the instrument or voice	The performance will demonstrate entirely accurate pitch & rhythm with perhaps only one or two insignificant errors	The performance should be fluent and entirely free from hesitation or omission.	A mature, individual and imaginative interpretation achieved.	Equivalent to Exam board Grade 6 or above <i>ABRSM, Trinity, Rock School etc.</i>
3	The performance demonstrates assured technical control of the instrument or voice	There will be a few minor errors in pitch & rhythm, but they have little or no impact on the success of the performance.	The performance will be mostly fluent despite the occasional hesitation and/or omission.	A confident and engaging interpretation achieved with good use of expression.	Equivalent to Exam board Grade 5 <i>ABRSM, Trinity, Rock School etc.</i>
2	The performance demonstrates basic technical Control.	There are several noticeable errors in pitch & rhythm, which impact on the success of the performance overall.	There will be moments where coherence is lost but the performance will still be reasonably fluent for the majority of piece.	Secure interpretation with <u>some</u> use of dynamics, phrasing and articulation to shape the performance.	Equivalent to Exam board Grade 4 <i>ABRSM, Trinity, Rock School etc.</i>
1	The performance demonstrates poor technical control.	Largely inaccurate, with many noticeable errors of pitch	Fluency is frequently compromised by breakdowns and/or omissions.	Very few expressive skills evident. Limited dynamics, inconsistent tempo	Equivalent to Exam board Grade3 or below <i>ABRSM, Trinity, Rock School etc.</i>
0	Nothing Submitted	Nothing Submitted	Nothing Submitted	Nothing Submitted	Nothing Submitted