



N4/5: Performing Skills

Learning Log

Name:	Class:	Teacher:
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Performing Skills Unit ASSESSMENT STANDARDS

AS	Perform music in a range of styles by....	
1.1	Developing a range of musical and technical skills, showing clear understanding of the composers' intentions.	
1.2	Self-reflecting on the quality and accuracy of their playing and performing, and identifying personal strengths and areas for improvement.	

TO PASS THIS UNIT

You are required on **both instruments** to:

- 1.1 Be observed performing 2 pieces at Grade 3 level (this can be a section/part of the piece).
- 1.2 Reflect on your performing and identify a minimum of **one** strength **and one** area to improve. Keep a record of progress in your learning log.

PERFORMANCE COURSE ASSESSMENT:

Perform at least 2 contrasting pieces on each instrument. Programme length 8-8:30 minutes with a minimum of 2 mins on one instrument.
Drum Kit needs 4 styles, 4 way co-ordination.

UNIT COMPLETION CHECKLIST

Carry out an effective practice routine (using your Log Book each week to monitor your own progress).

Set achievable targets to further your skills and identify when you have reached these targets.

Choose appropriate music and perform music in contrasting styles.

Perform in front of other people (others in the class; your Teacher etc)

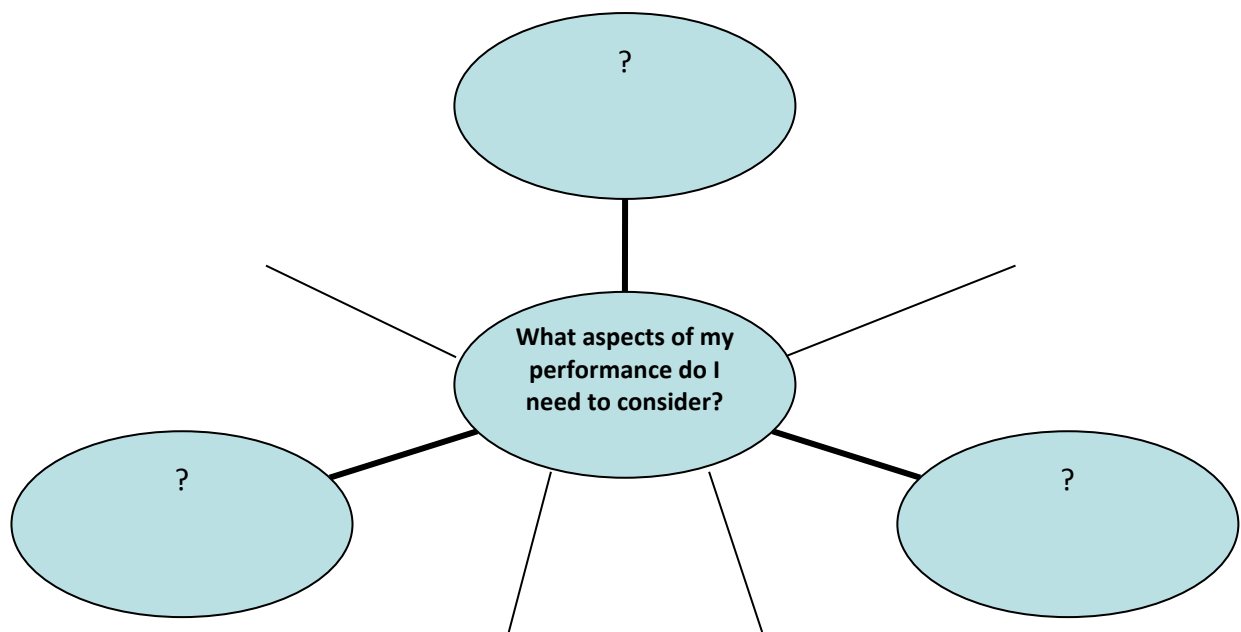
Record your performances (in a variety of ways as evidence).

Evaluate your performances (written evaluations; audio clips; group discussions etc.)

Take good care of your instrument.

Listen to other professional recordings of performances on your instrument.

Reflective Questions



1. _____

2. _____

3. _____

4. _____

MUSIC: Performing Skills (Advanced Higher)

(To be completed by teacher/Instructor)

UNIT ASSESSMENT RECORD

Candidate's Name: _____ Class: _____

Instrument 1:	Assessor Comments
<p>Performing music demonstrating a sufficient level of musical and technical control related to:</p> <ul style="list-style-type: none">pitch and rhythm, tempo and musical flow. <p>Performing music, conveying the mood and character of the music with:</p> <ul style="list-style-type: none">secure intonation and good control of dynamics, tone and rhythm.	<p><u>Piece 1</u></p> <hr/> <p><u>Piece 2</u></p>
Instrument 2:	Assessor Comments
<p>Performing music demonstrating a sufficient level of musical and technical control related to:</p> <ul style="list-style-type: none">pitch and rhythm, tempo and musical flow. <p>Performing music, conveying the mood and character of the music with:</p> <ul style="list-style-type: none">secure intonation and good control of dynamics, tone and rhythm.	<p><u>Piece 1</u></p> <hr/> <p><u>Piece 2</u></p>
Evaluation	
<p>The pupil can identify:</p> <ul style="list-style-type: none">A minimum of one strength andone area for improvement with reference to the accuracy and quality of their performing skills.	
ASSESSMENT DECISION	
DATE:	

ASSESSMENT CRITERIA

MARK RANGE 9-10	
A convincing and stylish performance which demonstrates excellent technique	
Melodic accuracy/intonation	Excellent level
Rhythmic accuracy	Excellent level
Tempo and flow	Appropriate and musically convincing
Mood and Character	Conveyed with sensitivity
Tone	Confident, Convincing and well-developed instrumental/vocal
Dynamics	convincing
MARK RANGE 7-8	
A secure performance musically and technically	
Melodic accuracy/intonation	Secure
Rhythmic accuracy	Secure
Tempo and flow	Appropriate and consistent
Mood and Character	Conveyed securely
Tone	Secure and effective control of instrumental/vocal sound
Dynamics	Effective
MARK RANGE 5 - 6	
A mainly accurate performance displaying effective technical and music control	
Melodic accuracy/intonation	Mainly accurate
Rhythmic accuracy	Mainly accurate
Tempo and flow	Appropriate and mainly consistent
Mood and Character	Conveyed with some success
Tone	Some evidence of development and control
Dynamics	Some contrast
MARK RANGE 3-4	
An inconsistent performance lacking sufficient technical and /or musical skill to communicate the sense	
Melodic accuracy/intonation	Inconsistencies in melodic accuracy and/or passages of poor in-
Rhythmic accuracy	Inconsistencies in rhythm
Tempo and flow	Inappropriate speed and/or some breaks in continuity
Mood and Character	Not conveyed satisfactorily
Tone	Little evidence of development and control
Dynamics	Not observed satisfactorily
0-2	
A poor performance with little or no evidence of required technical and/or musical ability	
Melodic accuracy/intonation	Inaccurate melody and/or consistently poor intonation
Rhythmic accuracy	Frequent inaccuracies
Tempo and flow	Totally inappropriate speed and/or frequent stumbling
Mood and Character	Not conveyed
Tone	Poor
Dynamics	Ignored



















ASSESSMENT MARKING SCHEME

INSTRUMENT 1	(9-10) Excellent	(7-8) Secure	(5-6) Mainly accurate	(3-4) Inconsistent	(0-2) Poor	Mark /10	COMMENTS
PIECE 1							
Melodic accuracy/intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and Character							
Tone							
Dynamics							
PIECE 2							
Melodic accuracy/intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and Character							
Tone							
Dynamics							
PIECE 3							
Melodic accuracy/intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and Character							
Tone							
Dynamics							
PIECE 4							
Melodic accuracy/intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and Character							
Tone							
Dynamics							
PIECE 5							
Melodic accuracy/intonation							
Rhythmic accuracy							
Tempo and flow							
Mood and Character							
Tone							
Dynamics							

Performing Log: Instrument 1

Instrument 1

Piece:



















Date	Weekly Target Daily Target	What I achieved	SELF/PEER ASSESSMENT		
			Areas I need to improve or need help with.	Next Steps	
					<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
					<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
					<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
					<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
					<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
					<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

COMPLETION DATE AND ASSESSORS' COMMENTS:

Performing Log: Instrument 2

Instrument 2

Piece:



















Date	Weekly Target Daily Target	What I achieved	SELF/PEER ASSESSMENT	
			Areas I need to improve or need help with.	Next Steps
				<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
				<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
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COMPLETION DATE AND ASSESSORS' COMMENTS:

Performing Log: Instrument 1

Instrument 1

Piece:



















Date	Weekly Target Daily Target	What I achieved	SELF/PEER ASSESSMENT		
			Areas I need to improve or need help with.	Next Steps	
					<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
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COMPLETION DATE AND ASSESSORS' COMMENTS:

Performing Log: Instrument 2

Instrument 2

Piece:



















Date	Weekly Target Daily Target	What I achieved	SELF/PEER ASSESSMENT	
			Areas I need to improve or need help with.	Next Steps
				<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
				<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
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COMPLETION DATE AND ASSESSORS' COMMENTS:

Performing Log: Instrument 1

Instrument 1

Piece:



















Date	Weekly Target Daily Target	What I achieved	SELF/PEER ASSESSMENT		
			Areas I need to improve or need help with.	Next Steps	
					<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
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COMPLETION DATE AND ASSESSORS' COMMENTS:

Performing Log: Instrument 2

Instrument 2

Piece:



















Date	Weekly Target Daily Target	What I achieved	SELF/PEER ASSESSMENT	
			Areas I need to improve or need help with.	Next Steps
				<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
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COMPLETION DATE AND ASSESSORS' COMMENTS:

Performing Log: Instrument 1

Instrument 1

Piece:



















Date	Weekly Target Daily Target	What I achieved	SELF/PEER ASSESSMENT	
			Areas I need to improve or need help with.	Next Steps
				<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
				<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
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COMPLETION DATE AND ASSESSORS' COMMENTS:

Performing Log: Instrument 2

Instrument 2

Piece:

Date	Weekly Target Daily Target	What I achieved	SELF/PEER ASSESSMENT	
			Areas I need to improve or need help with. Next Steps	
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				

COMPLETION DATE AND ASSESSORS' COMMENTS:

Recording and Reflecting

Date	Title of Piece Recorded	Instrument Played	Recording Equipment Used

My Evaluation

Teacher/Peer Evaluation

My Evaluation		Teacher/Peer Evaluation
		What went well
1		
2		
		What can be improved on next time.....
1		
2		

Date	Title of Piece Recorded	Instrument Played	Recording Equipment Used

My Evaluation

Teacher/Peer Evaluation

My Evaluation		Teacher/Peer Evaluation
		What went well
1		
2		
		What can be improved on next time.....
1		
2		

Recording and Reflecting

Date	Title of Piece Recorded	Instrument Played	Recording Equipment Used

My Evaluation

Teacher/Peer Evaluation

My Evaluation		Teacher/Peer Evaluation
		What went well
1		
2		
		What can be improved on next time.....
1		
2		

Date	Title of Piece Recorded	Instrument Played	Recording Equipment Used

My Evaluation

Teacher/Peer Evaluation

My Evaluation		Teacher/Peer Evaluation
		What went well
1		
2		
		What can be improved on next time.....
1		
2		

