

Music Year 12 Curriculum Overview Unit 6 (Solo Performance)

	Autumn			Spring			Summer
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6	Learning Cycle 7
Topic	Solo performance skills	Technical instrumental or vocal skills	Design an effective practice routine	Following a practice routine to improve as a musician and performer	Preparation for performance	Choice of material	Performance
Critical Prior Knowledge	Students must have enough facility and technical ability on an instrument or vocals that they are able to respond and adapt to input and explore varying routes to progress.						
Overall Intent (Big ideas and key concepts)	Awareness of aspects which differentiate Solo from group performance. Stage presence. Selecting music. Interpretation	Physical warm-up exercises. Technical exercises. Musical exercises.	Appropriateness. Effectiveness. Structure.	Routine. Reflection.	Collaborative preparation. Personal preparation.	Suitability.	Musical performance skills.
Essential Knowledge milestones (What students must master)	A1 Stage presence: Audience engagement, confidence and being comfortable in front of other people, ability to play/sing under pressure.	A2 Physical warm-up exercises, including: Awareness of posture, physical positioning, body alignment for singing, correct grip and instrument hold, etc. Stretches and warm-up exercises specific to instrument/voice	B1 Appropriateness: Awareness of strengths and weaknesses, division of practice time according to what needs attention, choice of exercises appropriate to	B2 Follow a routine: Documenting sessions keeping a diary, audio blog or vlog; recording group rehearsals. Structuring other pressures (other subjects or hobbies for example) around	C1 Collaborative preparation: Organising and booking rehearsals with other musicians; providing sheet music/backing tracks, attending sound checks and dress rehearsals,	C2 Balancing the technical difficulty with performer ability and available preparation time, allowing for ability and availability of other musicians (if appropriate),	C3 Accuracy and confidence, precision of timing, intonation, notes and tuning. Microphone and instrumental technique, tone production, musical

	<p>Awareness of other musicians where appropriate, positioning on stage, microphone technique, awareness of monitors.</p> <p>Selecting music – appropriate standard, length, genre, style, instrument.</p> <p>Interpretation: Taking material and presenting it in a personal and interesting way, playing with a high degree of accuracy and not just note for note, making a piece your own, appropriate use of dynamics, phrasing and articulation. Responding to interpretation by other musicians; awareness of their use of dynamics,</p>	<p>Appropriate relaxation and concentration exercises before practice/performance. Technical exercises, including:</p> <p>To improve tone production, intonation and pitching, scales, harmonies.</p> <p>To improve speed, fluency, dexterity and develop muscle memory.</p> <p>Musical exercises:</p> <p>To improve accuracy, timing and rhythm (working with a metronome, sight reading, playing with others, and so on).</p> <p>To improve control of dynamics and expression.</p>	<p>musical instrument. Working with other musicians or an accompanist, leading rehearsals, availability of equipment and space.</p> <p>Choice of material and practice pieces; breaking pieces into sections.</p> <p>Integration of instrument/voice lessons.</p> <p>Effectiveness: Measurable and realistic goals; setting interim targets that are: considered, specific and relevant.</p> <p>Structure: Week-by-week, day-by-day allocation of time to be spent, choosing pieces and exercises for incremental improvement,</p>	<p>music, making time for practice. Organising and recording practice performances.</p> <p>Reflection: Looking at speed of progress over time, listening back to rehearsals and identifying weaknesses, watching/listening back over performances, obtaining meaningful feedback after performances, honest self-reflection. Adapting and amending existing routines in light of reflection; allocating time differently, demonstrating effectiveness.</p>	<p>working with sound and lighting technicians (as appropriate). Professionalism, time-keeping and punctuality, conduct and communication.</p> <p>Personal preparation: Vocal care, good health and fitness, warm-up exercises, calming nerves, personal presentation. Instrument care and maintenance (if appropriate), e.g. sound strings, reeds, drum heads, tuning, clean valves, etc. Performance considerations, stage positioning, engaging audience and confidence building exercises. Personal interpretation of selected material, adding own</p>	<p>performer stamina. Consideration of venue, audience, overall programme, equipment needed.</p>	<p>communication with other musicians, interpretation, and appropriateness to the style/genre. Stagecraft, to include stage presence, positioning and audience engagement.</p>
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