



DO NOT WRITE ON THIS SHEET!

Generic Evaluation Sheet

Music
P6, S1 & S2

- You will hear **one** unit performance from another group and then your **own** played **once**
- In the **back of your exercise book**, give a **mark out of 5** for both performances (where 5 is *excellent* and 0 is *poor*) in response to each of the 6 questions below:

- Individual technical abilities** – was their/your performance accurate and fluent, were any slips inconsequential? If improvised was the original stimulus well developed? (2.1a/b)
- Ensemble performance** – did they/you react and adjust to other parts well with an excellent awareness of balance? (2.1c)
- Were their/your **musical ideas** good and were they developed well? (2.1d)
- Were the **choices of instruments/sounds** suitable and were they well used? (2.1d)
- Was the overall **structure** interesting and appropriate to the brief? (2.1d/4c)
- Pick one from the list below which this/your group exploited particularly (mark out of 5):
 - Melody, Harmony, Texture, Rhythm, Dynamics, Technology** (2.1d)

Total out of 30

- Put the underlined title below in the **front of your exercise book** (don't forget to write the date!)

- Complete your unit evaluation using the subheadings below to guide you

Remember: Communicate your ideas and feelings about the music, using expressive language and musical vocabulary and **always justify your opinions** (2.2c) (**See attached extra sheet for guidance**)

Unit ? - Title?: Evaluation

Analysis

Analyse and compare **two performances** (the two you heard + your own) (2.2a), stating which one you think is the best, which is the worst and where you would place the other one. Make sure you justify all your opinions (1.3a). These 3 bullet-points might help you:

- Refer to previous units of work** (1.3b/1.4a) e.g. *"I kept my rhythm in time with the beat – this is a skill which I learnt during Unit 1 – Marching Rhythms"*
- Make comments about each different musical sound/part** (2.1f) e.g. *"the other performance I heard was better than my performance because that group had added a glockenspiel melody which made it sound more interesting"*
- Identify musical elements, devices, tonalities and structures** (2.1g/1.5a) (**see attached extra sheet for guidance**) e.g. *"the brief asked for a piece in 3 parts – I chose ternary form structure. The A sections differed from the B section by using higher pitched sounds, longer notes, more crescendos and a different Left Hand accompaniment pattern..."*

Refining

Refine and improve your own work (2.2d) using what you have learnt through the analysis of yours and others' work. Set yourself **three targets** so that if you were to return to this unit at a later date (e.g. whilst studying GCSE) you would know instantly how and where you should improve your work. These 3 bullet-points might help you:

- Performance Target** e.g. *"it is clear that I find moving from one root position chord to another difficult – in the future I will practise moving my hand quickly or learn how to play inversion chords"*
- Composition Target** e.g. *"my composing ideas were weak this unit, in the future I need to think harder about the brief and find more suitable instrument sounds to use for my melodies, harmonies etc."*
- Listening Target** e.g. *"I find analysing classical music difficult as it is not the kind of music a listen to often – I will compensate for this by listening to ten minutes of Classic FM or Radio 3 once a week from now on"*

Teamwork

NOW TURN THE SHEET OVER

Describe how you participated, collaborated and worked with other musicians, adapting to different musical roles and respecting what other students bring to your group work (1.1b). These 2 bullet-points might help you:

- **Did you build on your own interests and skills?** (4f) e.g. *“although my role in the group was bassline player, I had plenty of opportunities to develop my part using my love of jazz music to guide me”*
- **Did you take on different roles and responsibilities and develop music leadership skills?** (4f) e.g. *“I had never been the leader of any group before, but as no one volunteered and there was no decisions being made, I stepped in. I was in charge of starting the piece and controlling any tempo changes – I did this by clicking my fingers and nodding my head to the beat...”*

Historical Context

Describe the history and background of this music. These 3 bullet-points might help you:

- **How and why did this musical tradition develop and how does it relate to the culture it came from?** (1.2a) e.g. *“this music was developed purely for use on a battlefield to keep marching soldiers’ feet moving together in time and to build morale. This piece accompanies a section of the British Army called “The British Grenadiers”...”*
- **How did circumstances affect the way this music was created, performed and heard?** (2.2b/3e) e.g. *“because ground bass was a popular style at the time and because it was commissioned to be performed in court as opposed to in church, Pachelbel chose an organ rather than a harpsichord to accompany the violins...”*
- **How have ideas, experiences and emotions been conveyed in this style of music?** (1.2b) e.g. *“morale is an emotion and this is manipulated by the music through the use of a happy melody played by the fife which the soldiers would certainly have recognised”*

Conclusion

And finally these 4 bullet-points might help you think about the unit in new ways:

- **Could this music be combined and linked with other art forms (e.g. video, film, dance or drama)?** (1.4b/4g) e.g. *“because it has a solid beat, and syncopated melody I imagine it would well as a Club dance Remix or as music to accompany a film set in the Caribbean”*
- **Comment on your experiences using staff and other relevant notations this unit** (4d) e.g. *“I found working out the correct note value to use for longer chords difficult, and I could not remember which notes went on which line”*
- **Comment on your use of music technologies to create, manipulate and refine sounds this unit** (4f) e.g. *“we did not have access to computers, but if I had I would have experimented with reverb effect to give our film music a ghostly feel”*
- **Are you aware of the artistic and intellectual property rights related to the music you have studied in this unit of work?** (4g) e.g. *“I believe that the melody of Scarborough Fair is not in copyright so my performance of this piece outside school conditions is totally within the law”*