



Indicative A response

Feelin' blue — performing

Year 9

The Arts — Music

Section 1. Rehearsal reflection

Information for teachers: This section is designed with two purposes. Firstly, to assist students make positive use of their rehearsal time and secondly to inform their response and reflection in Section 3. An A standard diary entry would use music terminology, an example is given below.

Rehearsal diary

<p>Group rehearsal goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to each other's ideas <input type="checkbox"/> Check that the rhythm and pitch are accurate for each individual part <input type="checkbox"/> Combine our parts using a steady tempo <input type="checkbox"/> Experiment with different instruments playing the instrumental fillers <input type="checkbox"/> Experiment with different dynamics 	
<p>Musical things that worked well:</p> <p><i>We were able to combine our parts using a steady tempo. Our instrumental fillers are beginning to work well and we have a number of ideas for dynamics.</i></p>	<p>Musical things that need to change:</p> <p><i>Although we have ideas for dynamics, at the moment we're all just playing very loud (forte).</i></p>
<p>Things to remember for our next rehearsal:</p> <p><i>We need to work more on our dynamics.</i></p>	<p>Constructive teacher or peer feedback (be positive and helpful):</p> <p><i>Our teacher suggested that we need to listen to each other more when we are playing together so that our parts balance together. She encouraged us to experiment with playing each individual part at a different dynamic so that we can work out which parts are the most important at different times.</i></p> <p><i>Betsy from another group commented that we're playing together really well in-time.</i></p>
<p>Personal reflection and practice goals:</p> <p><i>I need to practise my individual part at home with different dynamics. I would also like to experiment with different types of articulation, making some notes shorter and more accented.</i></p>	

Section 2. On stage

Information for teachers: An “A” response would:

- be a confident performance in a blues style (e.g. uses blues syncopation, vocal slides etc.)
- include sensitive use of dynamics — subtle and/or appropriate variations
- have a strong and accurate sense of beat
- demonstrate a clear understanding of the student's role within the group and balance their part accordingly
- contain instrumental fillers improvised in a creative and effective way. If they perform the fillers as written (without improvisation), then they would perform them with blues inflection and articulation
- demonstrate accurate and centred intonation
- demonstrate accurate rhythm with blues syncopation applied to quaver rhythms
- be a fluent, convincing and cohesive performance.

Section 3. Performance reflection

<p>Describe how you have used at least one specific musical element to make your performance interesting (e.g. dynamics, articulation).</p> <p><i>I decided to use a staccato articulation in contrast to with a tenuto style accent when I was providing background padding under the vocal part. I played this part quite softly using an mp dynamic. This contrasted with the louder and more fluent way that I played the improvisations. By using this type of articulation I believe that I added interest and colour to the performance. It also helped to give the performance a blues flavour.</i></p>	<p>Describe an example from your performance that clearly demonstrates an interpretation of the blues style.</p> <p><i>The instrumental fillers that I improvised are typical of the blues style. I used the written part as a basis, but explored other possible responses. I tried lots of different ways of improvising around the blues scale, and believe that I found a way that worked effectively with the other parts. The violin is often played in a more classical way, so I slid up to and between notes to use it in a blues style.</i></p>
<p>What was the most challenging component of your performance? Explain why.</p> <p><i>For me, the most challenging aspect of this performance was to play my violin in a blues style. I am so used to playing it in classical way, so it took a lot of practice to find the syncopated style of playing rhythms that are typical of the blues genre. It was also challenging to slide between notes, when I usually practice hitting them accurately.</i></p>	<p>Was the balance between each member of the group effective? Why/why not?</p> <p><i>The balance between each of our parts was mostly effective. We made sure that when the vocalist was singing, we played our instrumental parts softly. However, sometimes I think that I played too softly. I also believe that at times the bass part was a little overpowering.</i></p>
<p>How would you refine your performance for future performances?</p> <p><i>I think that as a group, we could refine the balance between each of our parts. When playing together it is hard to know exactly what the audience is hearing. In listening to the recording, there are parts where I could play louder and the bass could be a little bit softer. I also think that I could work to play my violin in a more bluesy way. I really enjoyed playing in this style and would like to experiment further with sliding and blues improvisation.</i></p>	