

## Performance Calendar

To avoid confusion I have duplicated all the information given to students in their handbook.

### Internal and External Assessed Performances

	<i>Date</i>	<i>Type and length of performance</i>	<i>Programme</i>	<i>Expected standard</i>
<b>Initial performance</b>	November Year 12	3-4 minute recorded performance	One (or more) pieces, with one related to an AoS*	approx. Grade 5-6
<b>Internal Exam</b>	Easter Year 12	5-6 minute recorded performance	Two (or more) pieces, with one related an AoS	approx. Grade 5-6
<b>A Level Mock Exam (35% - Option A)</b>	January Year 13	11-12 minute recorded recital	Three (or more) pieces with TWO related to different AoSs below	approx. Grade 6
<b>A Level Mock Exam (25% - Option B)</b>	January Year 13	7-8 minute recorded recital	Two (or more) pieces, with one related to an AoS below	approx. Grade 6
<b>A Level Exam (35% - Option A)</b>	Easter Year 13	11-12 minute performance to an external examiner	Three (or more) pieces with TWO related to different AoSs below	approx. Grade 6
<b>A Level Exam (25% - Option B)</b>	Easter Year 13	7-8 minute performance to an external examiner	Two (or more) pieces, with one related to an AoS below	approx. Grade 6

\* Depending on what option you take, one or more of your pieces will have to relate to the main Areas of Study covered in the specification. In the table over the page, these Areas of Study (AoSs) are outlined along with some clarification. The areas can be interpreted fairly broadly, but there are definite boundaries beyond which you cannot go, particularly when selecting a programme for Option A, which needs to cover TWO Areas of Study. Consult with your instrumental teacher and Tom Pankhurst for guidance if you are at all worried.

### Areas of Study for performance

<b>A</b>	Western Classical Tradition	Any piece from the early Baroque (ca. 1600) to the late Romantic (ca. 1900)
<b>B</b>	Rock and Pop	For the purposes of performance, this area of study covers any piece of popular music (but not Musical Theatre or Jazz) written since about 1950. It also covers styles not ordinarily considered pop such as folk music.
<b>C</b>	Musical Theatre	Any piece taken from the Musical Theatre of the twentieth or twenty-first century
<b>D</b>	Jazz	Any jazz piece from ragtime through to contemporary jazz and styles which fuse jazz with other genres.
<b>E</b>	Into the Twentieth Century	These two areas of study cover any piece of music written since 1900 that is clearly part of (or has strong links to) Western Art Music (what is informally referred to as 'classical' as distinct from popular styles of music). Music from non-Western and folk traditions are not covered by these AoSs.
<b>F</b>	Into the Twenty-first century	

You do need to make sure that you understand what is needed and plan very carefully. Please keep the following points in mind:

- Ensure that your programme is **AT LEAST** one minute longer than the minimum. **Performances that are under length will receive ZERO MARKS** and students sometimes play faster when under pressure.
- It is much better to play pieces that are well within your capability than to struggle with more difficult ones (see marking criteria below). Although some extra marks are given to pieces that are grade 7 or above (never more than three extra marks out of 36), the emphasis is on playing accurately, musically and giving a really convincing overall performance. If you battle through unnecessarily difficult music, you will not achieve this. There is **NO BENEFIT** to playing music that is harder than grade 7, although any piece that you can play very comfortably is obviously fine.
- At least one piece must be a solo item (being accompanied by a piano or a backing track counts as a solo. The remaining piece(s) may, if you wish, be performed as part of an ensemble. You should take into account, however, that you will be more reliant on others and that it is not always easy to assess the grade level of ensemble music.

[continued overleaf]

- Do not plan to take graded exams too close to your final performance in April 2018 UNLESS the programme involves the same music. Remember that you may well be working on harder repertoire for graded exams than will be appropriate for your A Level performance and it might therefore be difficult to manage this problem.. For example, if you are taking grade 8, is it very likely that music at grade 7 standard or lower is more appropriate for your A level. Graded exams are designed to push you to the next level and the way in which they are marked reflects this. A level performance exams do not have this purpose – the idea is to assess your technique and musicianship at the highest possible level of perfection. **Graded exams are important, but it is your A level grade that is your passport to the university of your choice.**
- Do not plan to rehash old pieces on minimal practice whilst you mostly concentrate on new more difficult repertoire. If you do revisit Grade 6 pieces that you have played before, come to them fresh – improve your tuning, tone and accuracy, turn them into a real performance, in which you can really communicate the music to your audience (much easier to do if the pieces are well within your grasp)
- If you are a jazz musician, you might consider offering an improvised performance for one or more of your pieces. Such performances must be based on a written lead sheet or other stimulus.

### **Performance Studies Planner and Performance Listening Journal**

In January 2017 you will work on planning your performance studies so that you achieve the best possible result in your A level. It is really important that you and your teacher take this process seriously and plan very carefully when you are going to concentrate on A level preparation and when you are going to focus on other exams and repertoire. It is vital that you get this right as it could make up as much as 35% of your final mark.

Your planner will include:

- Your programme for the internal exam at Easter
- A review (in conjunction with your teacher) of your strengths and weaknesses
- Your plans for any graded exams that you may take
- Your provisional plans for your programme for year 13
- Some targets for the rest of the year
- A list of recordings to listen to including pieces you are planning to play and performers from whom you might take inspiration

## Other Dates

Event	Date
Programme submission and photocopies* for initial performance	October Year 12
<i>Performance Plan</i> submission (plus programme and photocopies for Internal Exam)	February Year 12
<i>Performance Plan</i> Review (including final decision on whether to take Option A or Option B)	June Year 12
Programme submission and photocopies for A Level Mock Exam	November Year 13
Revised programme submission and photocopies for A Level Exam	February Year 13