

MUSIC SUMMER WORK YEAR 10/11

Please use riversmusic.co.uk to support you and submit your recording to your class in Teams.

Part 1: Focused Rehearsal - Piece 1 and 2

Part 2: Performance Recording - Piece 2

Part 2: Musical Expression Techniques

Grade 6 performances should demonstrate not only technical accuracy but also musical communication and style.

Expression Checklist

As you rehearse, focus on the following:

Technique	What does it sound like in your piece?	Practiced?
Dynamics (loud/quiet contrasts)		☐
Phrasing (shaping musical lines)		☐
Articulation (smooth, detached, accented notes)		☐
Tone quality (appropriate sound for the style)		☐
Groove and feel		☐
Emotional communication		☐
Stylistic interpretation		☐

Musical Expression Challenge

Listen to your performance and answer:

What mood or emotion does this piece communicate?

How can you make that mood clearer to the audience?

Which expressive technique do you use most effectively?

Which expressive technique needs further development?

Performance Enhancement Task

Choose **one section** of your piece and perform it twice:

Version 1: Focus only on accuracy.

Version 2: Focus on expression and musical communication.

Reflection

What differences did you notice?

Musical Expression Self-Assessment

Rate yourself from **1 (Beginning)** to **5 (Excellent)**.

Skill	1	2	3	4	5
Dynamic contrast	☐	☐	☐	☐	☐
Phrasing	☐	☐	☐	☐	☐
Tone quality	☐	☐	☐	☐	☐
Stylistic awareness	☐	☐	☐	☐	☐
Emotional communication	☐	☐	☐	☐	☐

Target for Next Rehearsal

One expressive technique I want to improve is:

My action plan is:

Part 2

You need to record your second piece – this can be your technical study if you wish to upload it to teams. I need to see your face and your instrument.

Any student that does not do this will have to do this during lunchtime or after school on their return.

The video will be marked, logged on Arbor, and feedback given to each student.