

# Music Department

Supporting Your Child in the Senior Phase

N4/N5

1. Performing
2. Composing
3. Understanding

# Performing

Final performing exam in February/March. Worth 60% of final mark.

All candidates play 2 instruments for total time of:  
6 minutes (normally 8)

Exam programme needs to be planned soon

Programme needs to be timed precisely and played with accompaniment (where appropriate)

Recordings/assessments will be made throughout course as pieces are completed (evidence)

Performing prelim in January – full exam programme to be played

Regular practice on both instruments – provide an audience occasionally

Work with backing tracks where provided

Involve private instrumental tutors in discussion about exam – clear communication through student

Some instruments available to borrow from music department

Own choice of music may involve purchasing music and backing tracks

# Composing

No requirement for composing assignment this session. We will work on composing skills at various points though – this will help students who go on to take Higher music next session.

# Understanding/Listening

- Assessed under exam conditions in May.
- Worth 40% of final mark

# Understanding

- Taught using concepts.
- Students must be able to demonstrate their understanding of all level-specific concepts in the context of listening and theory questions and activities.
- Concepts are categorised by level, topic and type e.g. rhythmic, melodic etc.

# Example:

- Jig – a fast dance in compound time.
- Compound time – each beat divides into 3
- [Jig example](#)
- [Compound time](#)

# Understanding:

- Be able to give an accurate definition
- Be able to apply that knowledge in contexts such as:
  - Identifying and describing features within an excerpt of music.
  - Analysing and identifying features in written music.

# How to help:

- Encourage students to use these websites:
- [ataea.co.uk](http://ataea.co.uk)
- [mymusiconline.co.uk](http://mymusiconline.co.uk) (music17)
- [youtube.com](http://youtube.com)
- [Mr Bisson's Music Revision](#)
  
- Test students' vocabulary.
- Refer to notes/materials in Teams.

# Theory

- Encourage students to use theory/literacy quizzes on websites previously listed.
- For basic practice, use [musicteacher.com](http://musicteacher.com)
- Test their understanding of Italian vocabulary e.g. *allegro*, *con sordino*
- Encourage use of Associated Board music theory books for more challenge.

Any questions?

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