

Active Revision – Music

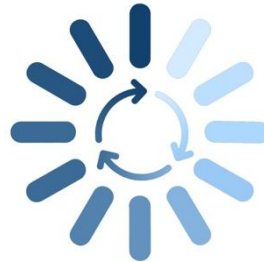
Assessment Point - Performance

Research shows that students who do frequent chunks of revision across all 3 stages of revision below are more likely to reach their full potential.

- ✓ **Upload** – consolidate your knowledge
- ✓ **Process** – active retrieval practice
- ✓ **Download** – apply your knowledge



upload



process



download

TOPIC: Listening and Appraising (listening exam)

- Consolidate class notes. Memorise your MAD T SHIRT and knowledge organisers.
- Create flashcards.
- Listen to lots of music from our Area of Studies. AOS2 – Concerto through Time (Baroque, Classical and Romantic). AOS5 – Conventions of Pop and Rock (only Rock n Roll and Rock Anthems)
- Create your own playlists, use the ones created for you and listen back to the pieces we have studied in class.

- Remember this exam is about using what you KNOW to inform what you HEAR.
- Test and quiz each other, can you recall all the MAD T SHIRT musical features for each music style?
- Listen, listen, listen to the specific styles of music, and make sure you can HEAR the musical features. Use your class notes to help with this.
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- Respond to past paper questions.
- Try to write out a MAD T SHIRT for a piece of music (from the relevant genres) that you have not heard before.
- Practice specific styles of question e.g. long answer Q3, comparison questions and dictation questions (links below).

Revision resources

<https://www.bbc.co.uk/bitesize/examspecs/zv7gxyz>
<https://www.musicgcse.co.uk/home>
 Virtual textbook -
https://www.youtube.com/watch?v=wXtYLSKXjgo&list=PLYsiSh0OcXEgoap-7XtBrlxw2J-k_Uuc-
<https://www.musictheory.net/exercises> -
 ear training exercises
 Past papers, revision playlists, knowledge organisers etc. [View module: "Year 10 exam revision"](#)

TOPIC: Performance

- Listen to performances of your piece from different concerts and by different performers (eg cover versions). What do effective performances of this song have in common?
- Study the lyrics and sheet music – what is the meaning/intention behind the piece? How can you convey that in your performance?
- Research the piece – when/why was it written? What does the composer want to get across with this song?

- Practice your piece. Repeat parts of your song slowly repeatedly to make your playing more fluent
- Try starting with the hardest part, not the part you know the best! This will make sure you spend equal time on each section of your song.
- Practice SLOWLY – it is better to play it correctly and slow then speed it up, rather than playing it quickly and making mistakes
- Use a metronome to practice at a specific speed without slowing down or speeding up
- Make sure to practice with your accompaniment (if relevant).

- Practice performing your piece to an audience and get feedback on how it is going
- Record yourself. By listening back to your recording, you can get an idea of how you are doing so far and what could improve your performance.

TOPIC: Composition

<ul style="list-style-type: none">• Think about where your passion lies. What styles and genres of music do you like? The best compositions always come from those who are writing in a style with which they are familiar.• What do you like listening to?• What is your instrument?• What pieces do you like playing/singing?• At the end of your instrument practice time, spend some time ‘fiddling around’ with different musical ideas. Try out some chord progressions, hum some melodies!	<ul style="list-style-type: none">• Start to record down some ideas (write them down, record them on your phone, use music software etc.).• Perhaps get a chord progression that you really like and start adding a melody over the top.• Plan out a structure for your piece, what is going to happen at the start, middle, and end.• Look at your composing booklet for more ideas if you get stuck developing ideas.• Make sure to play your ideas to Ms Irwin!• Aim to have a full sketch out of our piece.	<ul style="list-style-type: none">• Complete your final version and write up (if appropriate).• Make sure you have a recording and a ‘written’ version of your piece. These will look different for each of you.• Make sure you have added a tempo marking, dynamics, articulation, phrasing etc. For a final polished version.
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