



Year 7 Music

Task 3: Performance

Due Date:

7 Music A - Tuesday 18th November 2025 Period 4
7 Music E - Thursday 20th November 2025 Period 2
7 Music M - Thursday 20th November 2025 Period 5

Task Distributed:

7 Music A - 4th November, 2025
7 Music M - 6th November, 2025
7 Music E - 6th November, 2025

Unit: Pitch and Duration

Task Type: Performance

Task Weighting: 30%

Outcomes:

4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
4.3 performs music demonstrating solo and/or ensemble awareness

Task Description

You will perform a song on piano/guitar during class.

You may select from the songs learned in class: 'Ode to Joy', 'Für Elise', 'Bingo', or 'This Old Man.'

If you have another you'd like to demonstrate, please consult this with your teacher first.

You will be marked on:

- Your ability to keep a steady pulse
- Accuracy of rhythm
- Accuracy of pitches
- Fluency of playing - correct positioning and easy movement of hands

You will present this piece to your teacher one at a time. You are allowed one practice run and then you must play your piece as the final performance. The order of students performing will be random.

Details of Submission

You will perform your chosen song in class during your usual Music period.
There will be a piano keyboard and a guitar set up at the front of the room.
You are allowed to use the sheet music during your performance.

Teacher Feedback and Student Self-Reflection

- Students will receive their mark immediately after the performance.
- Students can clarify or seek further feedback with their teacher.

How does this link to my learning?

- This assessment will indicate my progress as a performer in terms of fluency
- Recognise my knowledge of the concepts of music
- Improve my understanding of selecting appropriate repertoire for performance pieces
- Increase my appreciation of music of varying genres and cultures.
- Aid in my future performances by reflecting on strengths and areas requiring improvement

What Areas of Learning will this Assessment Task Report On?

- The Performance Task assesses a student's ability to play a piece of music with accuracy, fluency, and expression. Students are expected to demonstrate their understanding of key musical concepts, particularly pitch and duration, through a live performance. This task also evaluates a student's ability to maintain a steady pulse and show control over their instrument technique.
- School Report Outcome: Uses, describes and explains Music terminology to demonstrate understanding and appreciation.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Criteria

Criteria	4	3	2	1
Rhythmic and musical pulse	Maintains a consistent and steady pulse throughout the performance; demonstrates strong internal timing.	Pulse is mostly steady with minor fluctuations; occasional lapses in timing.	Pulse is inconsistent; noticeable issues with maintaining steady tempo.	Pulse is inconsistent or absent; significant difficulties with timing.
Accuracy of rhythm	Performs rhythms accurately and precisely as notated; demonstrates strong rhythmic understanding.	Minor rhythmic inaccuracies; overall rhythm is mostly accurate.	Several rhythmic errors; struggles with complex rhythms.	Frequent rhythmic inaccuracies; lacks understanding of rhythmic patterns.
Accuracy of pitch	All pitches are performed accurately; demonstrates excellent pitch recognition and control.	Minor pitch inaccuracies; overall pitch is mostly accurate.	Several pitch errors; occasional issues with pitch recognition.	Frequent pitch inaccuracies; significant difficulties with pitch control.
Fluency of playing	Performs with smooth transitions and confident technique; hand movements are fluid and well-coordinated.	Minor hesitations; generally smooth performance with some technical slips.	Noticeable hesitations; struggles with hand coordination and transitions.	Performance is disjointed; frequent stops and technical difficulties.

Total: /16