



## Year 7 Music

# Task 1: Performance

**Due Date:** Mar 9, 2026

**Task Distributed:** Feb 23, 2026

**Unit:** Beats and Tunes

**Task Type:** Performance

**Task Weighting:** 30%

### Outcomes:

MU4-PER-01 uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas

## Task Description

**You will perform a body percussion piece in pairs during class.**

You will be marked on:

- Your ability to keep a steady pulse
- Accuracy of rhythm
- Fluency of playing
- Your ability to coordinate and play in time with your partner

You will record this piece on an iPad and both submit the file for marking

## Details of Submission

You will be given one lesson in class during a Music period to record your performance.

You are allowed to use the sheet music during your performance.

## Teacher Feedback and Student Self-Reflection

- Students will receive their mark within 14 days of submission.
- Students can clarify or seek further feedback from 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 an unpitched piece of music with accuracy, fluency, and expression. Students are expected to demonstrate their understanding of key musical concepts, particularly duration, through a live performance. This task also evaluates a student's ability to maintain a steady pulse and show control over their body percussion technique.
- School Report Outcome: Uses playing or singing skills to show they understand the basic parts of music and to share their musical ideas.

## 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
<b>Rhythmic and musical pulse</b>	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.
<b>Accuracy of rhythm</b>	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.
<b>Fluency of playing</b>	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.
<b>Coordination with Partner</b>	Synchronisation is consistent. Strong awareness is shown through eye contact, listening, and responsive adjustment.	Mostly coordinated with partner. Minor, quickly corrected lapses in alignment. Shows awareness of partner for most of the performance.	Inconsistent coordination. There may be several moments of misalignment in pulse or entries. Limited evidence of responding to partner.	Rarely coordinated with partner. There is frequent loss of alignment and an inability to recover together. Little or no awareness of partner.

**Total:        /16**