

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals. **EXA 3-19a**

I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear. **EXA 3-16a**

Learning Intentions:

- To explore different forms of Music within the theatre.
- To be able to identify these various forms through listening.
- To perform a piece of music through both group and solo performance.

Success Criteria:

- Pupils will be able to distinguish between Musical and Opera through listening to examples and discussion of the concepts in the music.
- Pupils will be able to perform a piece from Musical theatre using Voice/ Keyboard or Tuned Percussion
- Pupils can discuss and evaluate their success when performing through group discussion.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

This forms part of a unit based on Music and the Theatre. Pupils will begin to have an awareness of the components within Musicals, Opera and Ballet.

The first task was mind mapping previous knowledge on Musicals this involved pupils working in groups and transferring their information to a whole class discussion. Through this discussion pupils are introduced to vocabulary related to the topic (Aria/ Orchestra/ Theatre Arts etc...)

This continues into the second task which is a listening exercise where pupils will listen to extracts from musicals/ opera and try to identify the differences between the two forms.

The third task is the performance. Pupils will choose an instrument and a part from the musical score. This is differentiated to suit individual pupil ability. Pupils will work over several periods to perfect their performance and come together to perform as a whole class. Pupils are given the option to perform in a solo capacity.

Discussion then takes place to discuss areas of strength and areas that pupils can improve on. This will form part of their targets for the next performance that they undertake.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say:

- Pupils will work in groups to discuss what they already know about Musical Theatre.
- Pupils will feedback findings on group discussion back to the whole class.
- Pupils will feedback on their performance

Write:

- Pupils will create Mind Maps in groups
- Pupils will write a paragraph about a musical they have researched.

Do:

- Be able to rehearse and present a piece of music on Voice/ Keyboard or Tuned percussion

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Feedback given in class discussions and one to one with pupils as they fill out their level sheet.

Oral feedback given at all stages to ensure that learners are aware of progress.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

- Pupils discuss progress with teacher
- Pupils fill in their BGE on-going profile

Did the learner successfully attain the outcomes? YES/NO

Yes

Practitioner Moderation Template

Learner Evidence

BGE Music S1 – S3

Level 2

Level 3

Level 4

Name: ALICE EDWARDS

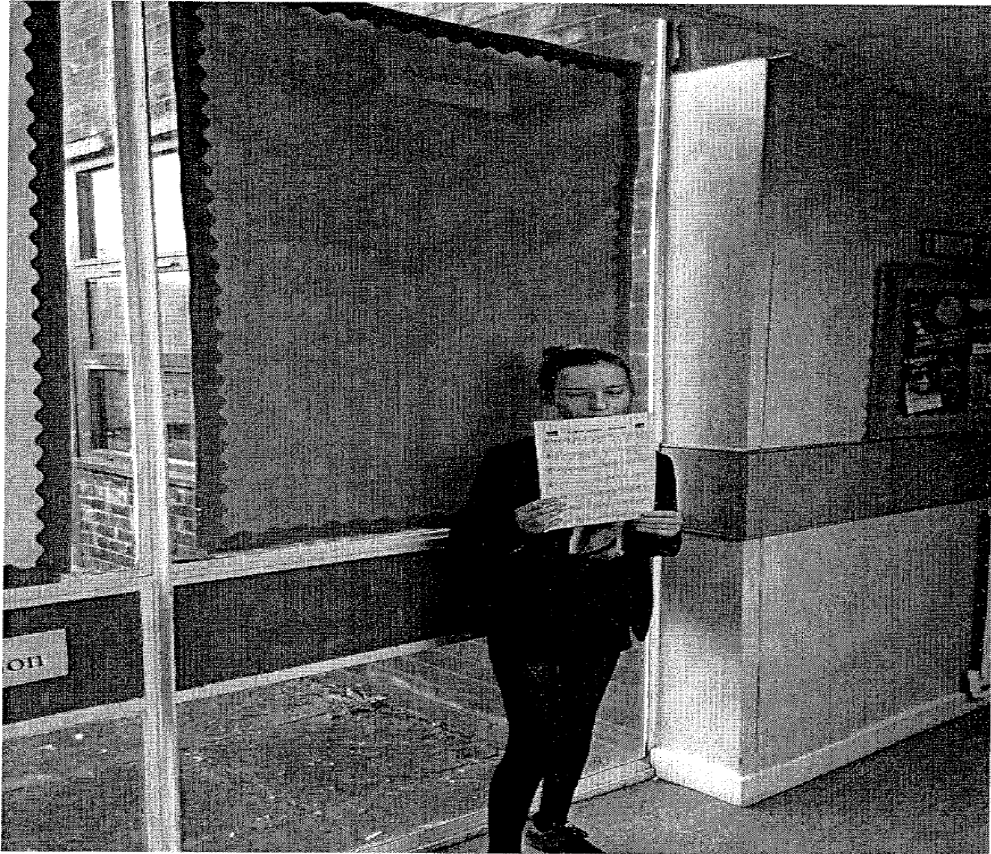
| I can: | Level 2 | Level 3 | Level 4 | Date/ Targets SEPT - OCT 2016 | Date/ Targets NOV - JAN 17 | Teacher Comments |
|---|---------|---------|---------|---|--|---|
| Sing and play music from a range of styles and cultures. | ✓ | ✓ | | JAZZ + BLUES KEEP WORKING ON 12 BAR BLUES (MIDDLE SECTION) | MUSICAL - WORK ON T.P PIECE TO GET IT BETTER | Good progress on Keyboard and T.Percussion. Listen to the beat. C.L. |
| Read written music to play songs on the Keyboard and on Tuned Percussion | ✓ | | | PLAY BETTER MUSIC Keep in time C.L. | Learn Grease Song | Grease Song well played Good sound from T.P. C.L. |
| Use different musical instruments and music technology to try different sounds, pitch, melody, rhythm, timbre and dynamics. | ✓ | | | Play keyboards and T.P. and Drumkit | Play tuned percussion for Grease. Learn tune | You have made good progress on Keyboard Drumkit and T.P. Well done. |
| Work on my own and with others in class. | ✓ | | | Play together in time | Play in a group | Listen and keep together |
| Express and communicate my ideas, thoughts and feelings through musical activities. | ✓ | | | Talk to and perform for others | Accl loud and soft | Play with confidence |
| Offer constructive feedback on my own and others work | ✓ | | | Listen and discuss my friends music | Talk about my playing | Confident discussion about music being played |
| Sing and play music from a range of styles and cultures and can perform music confidently using performance directions, musical notation and/or playing by ear. | | ✓ | | Begin with a new piece 'Grease highlighting learn notes and keep music steady etc | Work on middle section to end. Watch rests. C.L. | Well done Alice. lovely tone on xylophone. Keep in time with piano part |
| Improvise and compose with melody, rhythm, harmony, timbre and structure using musical instruments or technology | | ✓ | | Compose a 12 bar blues Keep it moving etc. | Compose a piece of dramatic music on my keyboard | Continue to use your imagination when improvising |
| Listen to a range of music and identify features and concepts within a variety of pieces | | ✓ | | Learn about Music in the Theatre C.L. | Musical / Opera concepts learn words C.L. | learned musical concepts. Well done C.L. |

[Practitioner Moderation Template](#)

[Learner Evidence](#)

| I can: | | | Date/ Targets NOV - JAN | Date/ Targets | Teacher Comments |
|---|--|---|---|----------------------------------|--|
| Give detailed and constructive comments on my own work and the work of others, including professionals and I can adapt my work based on these. | | ✓ | See what needs to be fixed and talk to my peers about it. | Move on to next level piece C.L. | Still ongoing listen carefully to tone volume etc Rhythm. C.L. |
| Give assured, expressive and imaginative performances from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear | | | | | |
| Use my chosen instrumental skills to improvise and compose, showing developing style and sophistication. | | | | | |
| Use music technology to compose, record and produce music and to enhance performance | | | | | |
| Develop my ideas from a range of stimuli and can create and present compositions using a broad range of musical concepts and ideas. | | | | | |
| Reflect on my personal experiences, including participation and engagement with professionals. | | | | | |
| Listen to a wide range of music and identify and analyse technical aspects, make informed judgments and express personal opinions on my own and others' work. | | | | | |

Achieved



Name: SOPHIE, ALICE, OLIVER, EDUARDO

Class: 2



Musicals - Thought Shower



Use this worksheet to write down as many things as you can about musicals!

Names of musicals I
have seen/heard of...

Annie, Wicked, Cats
Joseph, Hairspray,
Chitty Chitty Bang Bang

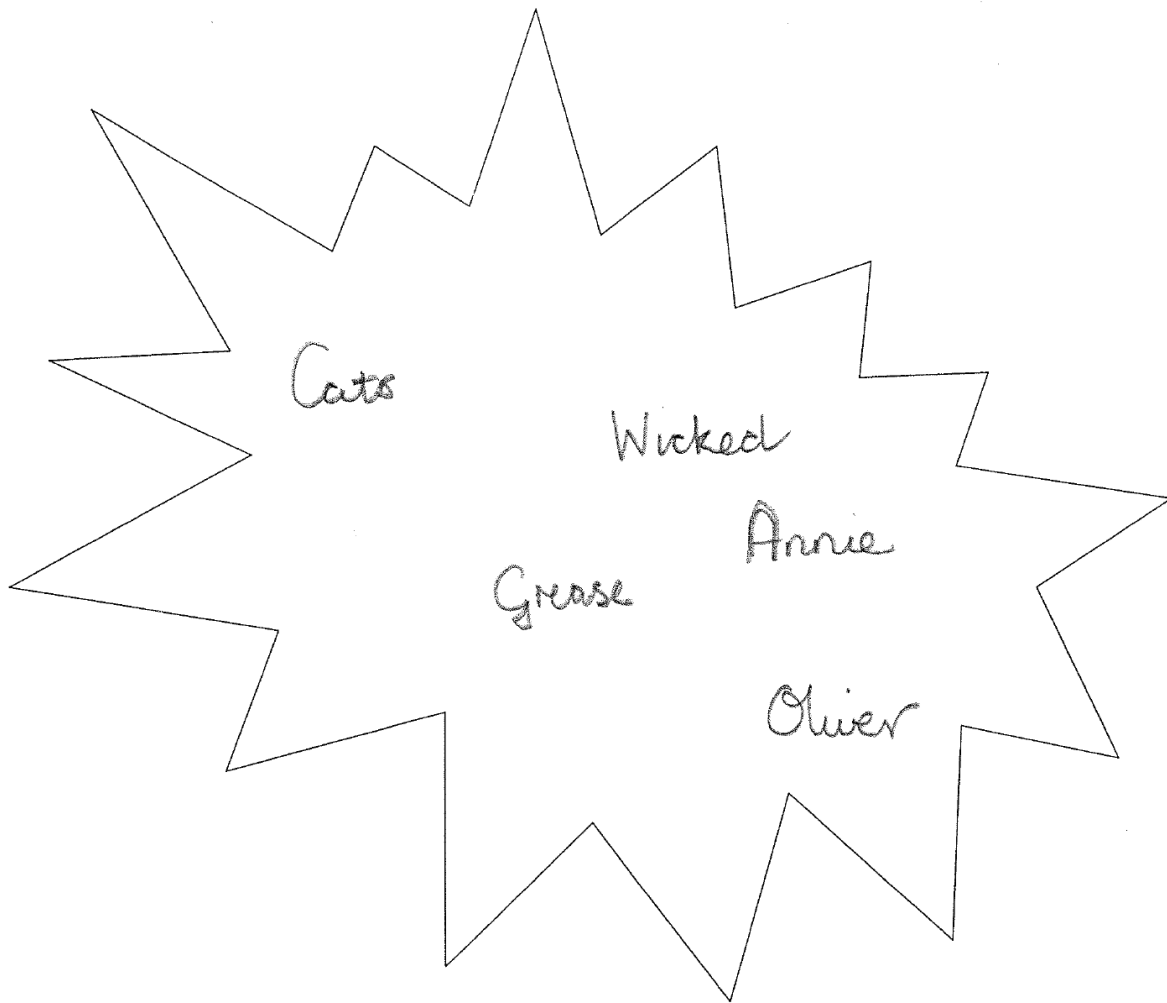
Anything else I know
about musicals...



theatre singing, costumes,
talking, dancing,
band

Lesson 1

Examples of Musicals

In the space provided, write down the names of the five musicals we talked about in class:








Today we will:

- Learn about "The Musical."
- We will listen to some examples of Musicals.
- Learn about "Opera".
- We will listen to some examples from Opera.
- Look at the differences between a Musical and an Opera
- Start our group performance of "Greased Lightning"
(Keyboard part)

Find three things which are similar and three things which are different:



MUSICAL AND OPERA

There is a lot of singing and dancing in this play.

The performers usually have dialogues between the songs.

The music sounds more in a catchy 'pop' style.

The backing music is played by a band.

The singers can use microphones.

The characters usually don't dance while they sing.

There is normally no talking, instead conversations are sung.

The music style is normally specified as 'classical'

An orchestra with a conductor plays the backing music.

The singers never sing with a microphone.

GREASE



Grease is a musical which is set in the 1950s – the music is mainly in a "rock 'n' roll" style

It is about a group of teenagers (The T-Birds and The Pink Ladies) who go to Rydell High School in America



Grease was made into a film, starring John Travolta and Olivia Newton-John and has been very successful



Greased Lightning



Lesson 1

What is a Musical?

- A play which includes lots of singing and speaking
- Performed on stage in a theatre.

Opera or Musical?

Put these words and phrases under the correct heading:

| <u>Musical</u> | <u>Opera</u> |
|-------------------------------------|--|
| Characters must speak between songs | Characters do not speak often - conversations are sung |
| There is lots of dancing | Music is in the Classical Style |
| Music is in a catchy pop style | There is not much dancing |

- Characters do not speak often - conversations are sung
- There is lots of dancing
- Characters speak between songs
- Music is in a classical style
- There is not much dancing
- Music is in a catchy "pop" style

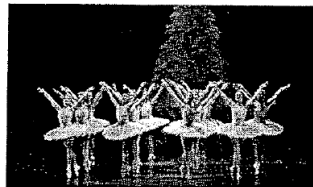
Music in the Theatre Assessment

Name Oliver Edwards

1. Name the type of performance each picture comes from



O opera



B ballet



M musical

2. Listen to the following extracts. Underline the title of the Musical that you can hear:

- A) Annie Oliver Les Miserables Grease Hairspray
- B) Annie Oliver Les Miserables Grease Hairspray
- C) Annie Oliver Les Miserables Grease Hairspray
- D) Annie Oliver Les Miserables Grease Hairspray

3. Name four types of group singing:

- A) Unison B) Harmony C) Choir D) Pairs

4. What do the following words mean?

A) Repetition

Repeating the same piece of music again

B) Alto

Lowest female voice

C) Tenor

Highest male voice

5. Which voice type can you hear singing? Underline the correct one.

- A) Soprano or Alto B) Tenor or Bass C) Bass or Alto

6. Choose the correct word for each music symbol: treble clef, four beats in the bar, start repetition, finish repetition, quaver.

$\frac{4}{4}$

Four beats in a bar

||:

repeat sign

treble clef

quaver

:||

repetition

Alice Edwards

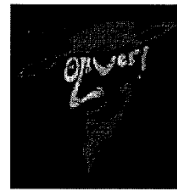
Types of Voices

- The name of a high **female** voice is Soprano
- The name of a low **male** voice is bass
- The name of a high **male** voice is Tenor
- The name of the low **female** voice is Alto



Lesson 2

Starter Question



Which musical do you think each short section of music comes from? (Circle the correct answer)

1. Annie Oliver Les Miserables Oklahoma Wicked

2. Annie Oliver Les Miserables Oklahoma Wicked

3. Annie Oliver Les Miserables Oklahoma Wicked

4. Annie Oliver Les Miserables Oklahoma Wicked

5. Annie Oliver Les Miserables Oklahoma Wicked

D F# A D F# A D F# A D F# A

5

G B D G B D D F# A D F# A

0

What is the time signature?

What is the rhythm?

Which are the 3 notes repeated the most?

D F# A G B D A F# D

9
A A A A G G G G A A A A G G G G

13
D D A D F# A B D F# A B

Detailed description: This image shows a musical score for a guitar piece. It consists of two staves of music in the key of D major (one sharp). The first staff, starting at measure 9, contains a sequence of eighth notes: A, A, A, A, G, G, G, G, A, A, A, A, G, G, G, G. The second staff, starting at measure 13, contains a sequence of notes: D, D, A, D, F#, A, B, D, F#, A, B. The notes are written in a treble clef with a key signature of one sharp (F#).

17
G B D F# G B D F# D F# A D F# A

21
A A A A G G G G A A A A G G G G

25
D D A G F# E G G G G

Detailed description: This image shows the continuation of the musical score. It contains six staves of music. The first staff (measures 17-20) has notes: G, B, D, F#, G, B, D, F#, D, F#, A, D, F#, A. The second staff (measures 21-24) has notes: A, A, A, A, G, G, G, G, A, A, A, A, G, G, G, G. The third staff (measures 25-26) has notes: D, D, A, G, F#, E, G, G, G, G. The fourth staff (measures 27-28) has notes: D, D, G, D, D. The score includes first and second endings for the final two measures.



Greased Lightnin' - Tuned percussion



1
Musical notation (treble clef, 4/4 time, key of D major) with notes: D4, F#4, A4, D4, F#4, A4, D4, F#4, A4, D4, F#4, A4.
D F# A D F# A D F# A D F# A

5
Musical notation (treble clef, 4/4 time, key of D major) with notes: G4, B4, D5, G4, B4, D5, D4, F#4, A4, D4, F#4, A4.
G B D' G B D' D F# A D F# A

9
Musical notation (treble clef, 4/4 time, key of D major) with notes: A4, A4, A4, A4, G4, G4, G4, G4, A4, A4, A4, A4, G4, G4, G4, G4.
A A A A G G G G A A A A G G G G

13
Musical notation (treble clef, 4/4 time, key of D major) with notes: D4, D4, A4, D4, F#4, A4, B4, D4, F#4, A4, B4.
D D A D F# A B D F# A B

17
Musical notation (treble clef, 4/4 time, key of D major) with notes: G4, B4, D5, E5, G4, B4, D5, E5.
G B D' E' G B D' E'

21
Musical notation (treble clef, 4/4 time, key of D major) with notes: D4, A4, G4, F#4, E4, G4, G4, G4, G4.
D A G F# E G G G G

25
Musical notation (treble clef, 4/4 time, key of D major) with first ending: D4, D4, G4, D5, D5.
1. D D G D' D'
2. (Repeat of first ending)