

Year 11 Music	
Unit 2: Performing	
Learning Objectives	
Students will develop and apply their musical performance skills to prepare and perform a selected piece of repertoire, demonstrating effective technical control, musical interpretation, communication and expressive skills. They will explore and respond to the style, context and intentions of the repertoire, make appropriate performance decisions, respond to feedback, and refine their performance to communicate effectively with an audience.	
What previous knowledge is required?	
Students should have some previous experience of performing music, either as a vocalist or instrumentalist, and a basic understanding of musical elements such as melody, rhythm, harmony, dynamics, tempo, articulation and structure. They should be able to read and/or interpret basic musical notation, chord symbols, lead sheets or other relevant performance instructions, depending on their chosen instrument or style. Students should have an awareness of different musical styles and performance conventions, as well as basic rehearsal skills and the ability to respond to direction and feedback. They should also understand the importance of preparation, practice, stagecraft and communication when performing to an audience.	
How will this term's content help with future learning?	
Learning from this unit will help students develop the practical, technical and expressive skills required for further study and progression in Music and Performing Arts. Students will develop confidence in performing to an audience, interpreting repertoire, working independently and collaboratively, and responding positively to feedback. They will also develop effective rehearsal, preparation and evaluation skills, as well as an understanding of performance conventions and stagecraft. These skills will provide a strong foundation for further study at GCSE, post-16, college or university level and can support progression into further vocational training, performance opportunities and careers within the music and performing arts industries.	
Common Misconceptions	
Students may believe that a successful performance is simply about playing or singing the correct notes, rather than demonstrating musical interpretation, expression, communication and appropriate performance skills. They may also think that technical ability is more important than musicality and fail to consider elements such as dynamics, phrasing, articulation, tone and stylistic conventions. Some students may underestimate the importance of rehearsal and preparation, believing that practising the piece repeatedly is sufficient without identifying specific areas for improvement. Students may also see feedback as criticism rather than as a valuable tool for developing their performance. Other misconceptions may include thinking that confidence on stage means simply performing loudly or exaggerating movements, or that mistakes automatically result in an unsuccessful performance. Students should understand that effective performance involves preparation, musical understanding, technical control, expressive interpretation, communication with an audience and the ability to reflect on and refine their work.	
Unit 3: Performing Arts in Practice	
Learning Objectives	
Students will develop an understanding of the performing arts industry and apply their knowledge and practical skills to plan and produce a performing arts event. They will explore roles, responsibilities, target audiences, professional practices and promotional strategies within the industry, and develop the ability	

to work collaboratively and independently to plan, organise and evaluate a performing arts project. Students will use appropriate communication, organisational and creative skills to respond to a brief and demonstrate an understanding of how successful performing arts productions are developed, marketed and delivered to an audience.

What previous knowledge is required?

Students should have a basic understanding of the performing arts industry and the different roles involved in the development and delivery of a performing arts production. They should have some experience of working collaboratively, communicating ideas and contributing to a creative project. Students should understand the importance of planning, organisation, meeting deadlines and responding to a creative brief, as well as having some awareness of target audiences and how productions can be promoted. Knowledge and skills developed through the previous Performing and Creating units, including performance, creativity, evaluation, teamwork and responding to feedback, will provide a useful foundation for this unit.

How will this term's content help with future learning?

Learning from this unit will help students develop a broader understanding of the performing arts industry and the skills required to plan, organise and deliver a successful performing arts project. Students will develop transferable skills in communication, teamwork, leadership, organisation, problem-solving, time management and working to a brief. They will gain an understanding of professional roles, target audiences, marketing and production processes, providing valuable preparation for further study in Music, Performing Arts, Music Technology and related subjects. These skills will also support progression into further education, vocational training, employment and future careers within the creative industries.

Common Misconceptions

Students may believe that working in the performing arts industry is primarily about performing, rather than recognising the wide range of creative, technical, administrative and production roles involved in delivering a successful event. They may underestimate the importance of planning, organisation, communication and meeting deadlines, or assume that creative ideas alone are sufficient to produce a successful project. Students may also misunderstand the importance of identifying and responding to a specific target audience, believing that the same promotional approach will work for everyone. Some may view marketing and promotion as separate from the creative process rather than recognising their importance in attracting and engaging an audience. Students may also see teamwork as simply dividing tasks between group members, rather than understanding the importance of collaboration, communication, shared responsibility and professional behaviour. Finally, students may underestimate the importance of evaluating a project and using feedback to identify strengths and areas for future development.