

Performance ensemble Vocabulary And Facts Colouring Page

KS2 / Year 4 - Music

Colour and label the key features of performance ensemble.



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Parent & Teacher Guidance

Curriculum focus

Topic: Performance ensemble. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: DfE national curriculum programme of study for key stage 2.

Before you begin

Review the picture together and ask the learner what they already notice about Performance ensemble. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Performance ensemble. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Performance ensemble can you explain using the picture?

Answers and checking

Credit labels that accurately identify visible features and use appropriate performance ensemble terminology. Core vocabulary: performance ensemble, melody, rhythm, harmony, tempo, dynamics, texture, timbre, structure. Accept precise equivalent terms.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
