**Personalised Learning Checklist**

Subject: A level Music MAY/ JULY

Year group: 12

Dear Student,

During the academy closure you have been set a number of tasks. The list below is the learning you should have completed. Your teacher will use the list to check your progress during this time. It may be used for short quizzes, mini assessments or homework. Where there are gaps your lessons will focus on improving your knowledge and understanding.

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| --- | --- | --- | --- | --- |
| **Objective:** | My personal RAG rating (Red- do not understand, Amber- some understanding, Green- I am confident | | | Teacher RAG rating |
| To have improved my ability to plan essay responses to given questions based on the set works listed below: | RED | AMBER | GREEN |  |
| To have further embed my knowledge of **A03 Film Music** | RED | AMBER | GREEN |  |
| To have revised Pyscho, Duchess, Batman Returns | RED | AMBER | GREEN |  |
| To have completed all knowledge organisers for these films using class notes and edexcel supportive notes | RED | AMBER | GREEN |  |
| To have re-watch/ listen to the works set | RED | AMBER | GREEN |  |
| To have further embed my knowledge of **A04: Popular Music** | RED | AMBER | GREEN |  |
| To have revised the Beatles, Courtney Pine, Kate Bush | RED | AMBER | GREEN |  |
| To have completed all knowledge organisers for these films using class notes and edexcel supportive notes | RED | AMBER | GREEN |  |
| To have developed our knowledge of other pieces for our wider listening links | RED | AMBER | GREEN |  |
| To be aware of other composers associated with this genre | RED | AMBER | GREEN |  |
|  | RED | AMBER | GREEN |  |
| To be aware of the compositional techniques used by the different composers | RED | AMBER | GREEN |  |
| To be able to describe the technology used and experimental features in some of the works | RED | AMBER | GREEN |  |
| I have started to explore **AOS 1: Vocal Music** | RED | AMBER | GREEN |  |
| I have used the supportive notes to start the analysis of BACH. | RED | AMBER | GREEN |  |
| I have listened to BACH set work  I have explored the music from the baroque era and to develop our wider listening links appropriate to this genre of music | RED | AMBER | GREEN |  |
| I understand the music from the baroque era | RED | AMBER | GREEN |  |
| I understand what instrumentation is used in this era of time | RED | AMBER | GREEN |  |
| I understand the compositional techniques used: Structure, 4 bar regular phrases, scalic, perfect cadences, stepwise, primary chords, simple inversions unless at cadential points, terraced dynamics | RED | AMBER | GREEN |  |
| I am aware of other composers associated with this genre. | RED | AMBER | GREEN |  |
| I have answered questions/ quizzes based on the three areas of study above | RED | AMBER | GREEN |  |
| To have developed my compositional ideas at home. | RED | AMBER | GREEN |  |
| To develop my instrument and to have improved my playing | RED | AMBER | GREEN |  |
| To have rehearsed my instrument in readiness for year 13 at least 3 times a week for an equivalent to 3 hours of rehearsal | RED | AMBER | GREEN |  |
| To have record my performance and to have submitted for assessment | RED | AMBER | GREEN |  |
| **Theory:**  I have completed theory papers; grade 3,4 and 5 using the knowledge we had prior to lockdown. | RED | AMBER | GREEN |  |
| I can complete the circle of fifths and I understand how it is used in tonality | RED | AMBER | GREEN |  |
| I understanding how to identify chords and their inversions | RED | AMBER | GREEN |  |
| I can identify time-signatures | RED | AMBER | GREEN |  |
| I can write correct major, minor scales | RED | AMBER | GREEN |  |
| I understand what modes are | RED | AMBER | GREEN |  |
| I can identify intervals in a theory paper | RED | AMBER | GREEN |  |
| I have used Teoria online to develop my listening skills – identifying rhythms, recalling sounds heard, identifying intervals by ear. | RED | AMBER | GREEN |  |