

## Personalised Learning Checklist

Subject: A level Music AUG/OCT

Year group: 12/13



Dear Student,

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.

To have developed my compositional ideas at school at least 2 hours per week – **if possible due to COVID restrictions**

Objective:	My personal RAG rating (Red- do not understand, Amber- some understanding, Green- I am confident)			Teacher RAG rating
<b><u>Performance – must be completed at home due to COVID</u></b>				
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	
<b><u>Composition – Year 12 and 13 rotation</u></b>				
To have develop my compositional ideas at home	RED	AMBER	GREEN	
To have developed my compositional ideas at school at least 2 hours per week – <b>if possible due to COVID restrictions</b>	RED	AMBER	GREEN	
<b><u>SET WORKS – Year 13 only revision based on year 12 work.</u></b>				
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 <b>A03 Film Music through revision and extended study/ homework YEAR 13</b>	RED	AMBER	GREEN	

To have revised Psycho, 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 <b>A04: Popular Music through revision and extended study/ homework YEAR 13 ONLY</b>				
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 re-watch/ listen to the works set	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	
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	
<b>SET WORKS – Year 12 and 13</b> I have started/ revisit <b>AOS 1: Vocal Music BACH (Three movements)</b> which encompasses the points below:				
I have used the supportive notes to start the analysis of BACH - <b>Ein Feste Burg ist inser Gott BWV 80 – 3 movements</b>	RED	AMBER	GREEN	
I have listened to BACH set work	RED	AMBER	GREEN	
I have listened to BACH set work – Ein Feste Burg ist inser Gott BWV 80 – 3 movements	RED	AMBER	GREEN	
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, scalar, perfect cadences, stepwise, primary chords, simple inversions unless at cadential points, terraced dynamics, chorales, cantata, continuo, aria, recitative, ornamentation, fugal, canon, contrapuntal, melisma, word-painting	RED	AMBER	GREEN	
I am aware of other composers associated with this genre	RED	AMBER	GREEN	
I have learnt about <b>AOS 1: Vocal Music MOZART (Two movements)</b> which encompasses the points below:				
I have used the supportive notes to start the analysis of <b>Mozart: Die Zauberflöte: Excerpts from Act 1</b>	RED	AMBER	GREEN	
I have explored the music from the classical era and to develop our wider listening links appropriate to this genre of music	RED	AMBER	GREEN	
I understand the story of the opera and can discuss it in discussion	RED	AMBER	GREEN	
I know what an opera is	RED	AMBER	GREEN	
I understand what a recitative	RED	AMBER	GREEN	
I understand the music from the classical 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, 4/8 bar regular phrases, question and answer, scalar, arpeggiated, perfect/ imperfect cadences, stepwise, conjunct, primary chords, all inversions, use of dominant 7 <sup>th</sup> , neapolitan 6 <sup>th</sup> , diminished 7ths, more varied dynamics, aria, singspiel, libretto, coloratura, tessitura, lyrical, ornamentation, syncopation, sotto voce, three part counterpoint, four part counterpoint, triplets, articulation	RED	AMBER	GREEN	

I am aware of other composers associated with this genre.	RED	AMBER	GREEN	
I have I have learnt about <b>AOS 1: Vocal Music Vaughan Williams (Three movements)</b> which encompasses the points below:				
I have used the supportive notes to start the analysis of <b>Vaughan Williams: On Wenlock Edge (3 movements)</b>	RED	AMBER	GREEN	
I have explored the music from the romantic era and to develop our wider listening links appropriate to this genre of music	RED	AMBER	GREEN	
I understand the story of the work: based on six poems from the Shropshire Lad	RED	AMBER	GREEN	
I understand what a 'song cycle' is	RED	AMBER	GREEN	
I know what a melisma is	RED	AMBER	GREEN	
I understand modes and where they come from	RED	AMBER	GREEN	
I can describe the technique 'word-painting'	RED	AMBER	GREEN	
I know what syllabic means and can give an example in a conversation	RED	AMBER	GREEN	
I understand the music from the romantic era and the differences between baroque and classical	RED	AMBER	GREEN	
I understand what instrumentation is used in this era of time and I can discuss how the instruments develop and grow through time	RED	AMBER	GREEN	
I know the compositional techniques used: Structure, irregular phrasing, parallel movement, block chords, wider range of dynamics, instrumental techniques – tremolo, con sordio, arco, pizz, una corda, tres corda, trills, sextuplet, triplets, rhythmic variation, cross rhythms, homophony, polyphony, counter melody, flurries	RED	AMBER	GREEN	
I am aware of other composers associated with this genre	RED	AMBER	GREEN	
I have answered questions/ quizzes/ short listening tests based on the three areas of study above	RED	AMBER	GREEN	
I have answered questions/ quizzes/ short listening tests	RED	AMBER	GREEN	

based on the three areas of study above				
I have started to learn about <b>AOS 6: New Directions</b> which encompasses the points below:				
I have used the supportive notes to start the analysis of <b>Estampes, Nos. 1 and 2 (Debussy)</b> .	RED	AMBER	GREEN	
I have explored the music from the romantic era and to develop our wider listening links appropriate to this genre of music	RED	AMBER	GREEN	
I understand the context of the composer and the work	RED	AMBER	GREEN	
I understand what musical elements are used in Pagodes: Sonority, texture and dynamics.	RED	AMBER	GREEN	
I understand what musical elements are used in Pagodes: tempo, metre and rhythm	RED	AMBER	GREEN	
I understand how melody has been used; Triplet variation, two part counterpoint, chromatic harmonisation, pentatonic motif	RED	AMBER	GREEN	
I understand how harmony has been used: non-functional, pentatonic, slow harmonic rhythm, B major	RED	AMBER	GREEN	
I understand the structure and tonality of the work	RED	AMBER	GREEN	
I understand what musical elements are used in La Soiree dans Grenade: Sonority, texture and dynamics.	RED	AMBER	GREEN	
I understand what musical elements are used; tempo, metre and rhythm	RED	AMBER	GREEN	
I understand how melody has been used; Ornamentation, limited range, one bar repetitions, overall decent, avoidance of balanced phrasing.	RED	AMBER	GREEN	
I understand how harmony has been used: non-functional, pentatonic, slow harmonic rhythm, B major	RED	AMBER	GREEN	
I understand the structure and tonality of the work	RED	AMBER	GREEN	