**Little Heath Sixth Form**

**Music** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**  **Performing Music** | **Unit Code:**  **6MU01** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

**Tick and date each skill / knowledge on completion:**

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Being able to perform a piece of music fluently and accurately. |  |  |  |
| * Being able to communicate your interpretation of a piece. |  |  |  |
| * Knowing your instrument’s capabilities. |  |  |  |
| * Using a range of practice techniques. |  |  |  |

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| **Skills** | **Piece 1** | | | **Piece 2** | | | **Piece 3** | | |
| **R** | **A** | **G** | **R** | **A** | **G** | **R** | **A** | **G** |
| * To choose (an) appropriate piece(s) according to your performance abilities. |  |  |  |  |  |  |  |  |  |
| * Being able to perform a piece of music accurately from a score and to develop skills to ensure pitch and rhythm are correct. |  |  |  |  |  |  |  |  |  |
| * Being able to perform a piece of music fluently from a score. |  |  |  |  |  |  |  |  |  |
| * Being able to observe performance directions for phrasing, articulation, dynamics and tempo. |  |  |  |  |  |  |  |  |  |
| * To have complete control of technique, style and interpretation in order to stamp your own personal musical authority on the performance. |  |  |  |  |  |  |  |  |  |
| * To develop practice skills to ensure efficient stamina throughout a 5-6 minute Recital of continuous music. | **Red** | | | **Amber** | | | **Green** | | |
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| **Knowledge/Specification** | **Red** | **Amber** | **Green** |
| * To have researched possible Recital pieces of grade 5 standard or above |  |  |  |
| * To have selected your Recital piece(s) by October half term. |  |  |  |
| * To have in-depth knowledge of assessment criteria for Performing Music ‘Unit 1’. |  |  |  |
| * Listen to recordings of your chosen pieces to understand how performers communicate their interpretation in performance. |  |  |  |
| * Understand the composer’s intentions and the performance conventions of the style and era. |  |  |  |

**Grade / mark tracking (teacher and student):**

*Note: You should discuss this checklist regularly with your subject teacher/mentor*

All marks are your current standard / level. Please be positive about these and use these to motivate you to succeed!

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| **Date** | **Piece (1/2/3/all)** | **Mark (40)** | **(After a discussion with the teacher) I need to work on the following:** |
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