**Little Heath Sixth Form**

**Music Technology** Personal Learning Checklist

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

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

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| **Unit Name:**  **Creative Sequenced Arrangement** | **Unit Code:**  **6MT01 (1C)** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

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

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Continue to develop knowledge and understanding of pitch and rhythm notation |  |  |  |
| * Recognise musical features of specific genres |  |  |  |
| * Good keyboard skills essential |  |  |  |

| **Skills** | **Introduction and Verse 1** | | | **Chorus 1** | | | **Verse 2** | | | **Chorus** | | | **Bridge - Outro** | | |
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| **R** | **A** | **G** | **R** |  | **G** | **R** | **A** | **G** | **R** | **A** | **G** | **R** | **A** | **G** |
| * I understand how to use basic Cubase functions. For example: setting up tracks, choosing instruments, using controls such as panning and automation. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I am able to interpret a lead sheet of chosen stimulus and recognise stylistic features of chosen genre. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I can reproduce as close as possible the style and sonic palette of the chosen genre, **not the chosen stimulus.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I can produce a creative arrangement of the chosen stimulus in keeping with the style of the chosen genre. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I can use technology imaginatively to create a musical sequenced arrangement (dynamics, Articulation, phrasing). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I am able to add and control appropriate effects. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I am able to create a well-balanced and blended mix. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I am able to demonstrate a creative, musically appropriate use of stereo field. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I have written a suitable melody and added variety / extended it. I have also considered adding a countermelody. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I have written imaginative chord sequences, appropriate to the style, adapting them where necessary. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I have used suitable rhythms and added appropriate development to these. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * I have considered my use of instruments and texture to ensure these are suitable to the style. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Knowledge/Specification** | **R** | **A** | **G** |
| * Knowledge of popular music styles from 1910 to the present day. |  |  |  |
| * Sequencing skills including all methods of data entry. |  |  |  |
| * Recognise which recording technique is appropriate for the sound source(s). |  |  |  |
| * Editing, manipulating and processing audio skills. |  |  |  |
| * Understanding different sources in Cubase (General MIDI, Halion or Prologue). |  |  |  |

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

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

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| **Date** | **Mark (40)** | **(After a discussion with the teacher) I need to work on the following:** |
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