

Music A Level - Personal Learning Checklist

Year 12 – Introduction to A level Music

Introduction to A level Music

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A

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Introduction to A level Music

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| I understand how to form major and minor chords. | | | |
| I can hear the difference between major and minor chords. | | | |
| I can identify whether a chord is in root position, first inversion or second inversion. | | | |
| I can identify basic chords by Roman numeral (e.g. I, II, III). | | | |
| I can label basic chords using Roman numerals. | | | |
| I can identify more complex chords by Roman numeral (e.g. Ib, V7). | | | |
| I can label more complex chords using Roman numerals. | | | |
| I know the name for each note of the scale (e.g. tonic, supertonic). | | | |
| I understand how the circle of fifths works. | | | |
| I can write out a 'Table of Truth' for any key up to four sharps and four flats. | | | |
| I can identify key signatures of up to four sharps and four flats. | | | |
| I can draw key signatures up to four sharps and four flats. | | | |
| I can explain how keys relate to each other using the terms relative major, relative minor, subdominant and dominant. | | | |
| I can identify the following intervals – octave, major third, minor third, perfect fifth. | | | |
| I can identify the following intervals – perfect fourth, major second, minor second. | | | |
| I can identify the following intervals – major sixth, minor sixth, major seventh, minor seventh. | | | |
| I can perform different modes on my instrument. | | | |
| I can explain what a mode is. | | | |
| I can perform and compose rhythms in a variety of time signatures. | | | |
| I can demonstrate my understanding of the term 'metre'. | | | |
| I can notate a rhythm that is played to me. | | | |
| I can describe a rhythm using terms such as dotted rhythm, triplet, syncopation. | | | |
| I can notate a melody that is played to me. | | | |
| I know the order of musical periods such as Baroque, Classical and Romantic. | | | |
| I can compare and contrast typical musical features of each musical period. | | | |
| I can describe the texture of a piece of music using terms such as homophonic and polyphonic. | | | |
| I have a basic understanding of what a fugue is. | | | |
| I can describe text setting using terms such as syllabic and melismatic. | | | |
| I understand the terms diatonic, chromatic and dissonant. | | | |
| I am familiar with the main instruments of the orchestra and how they are grouped. | | | |