



MUS1 Musical language and listening

Personal learning checklist | 1 of 2

OCR GCSE Music J536 | Components 1 & 2 & 3 · Specification 2b, 2e, 5e

Name _____ Class _____ Date _____

Tick one box for each statement. Red: need help. Amber: partly confident.
Green: can do independently.

Support confidence with listening, notation and actual musical work. Quick checks do not assess a complete performance or composition.

I can	Red	Amber	Green
Pitch and notation			
Read pitches in treble and bass clefs, including ledger lines.	☐	☐	☐
Explain accidentals, key signatures and relative major/minor keys.	☐	☐	☐
Distinguish relative keys using tonal evidence.	☐	☐	☐
Describe intervals, melodic contour, range, scales, modes and microtones.	☐	☐	☐
Rhythm, metre and score signs			
Read and write note/rest values, dotted rhythms, triplets, ties and slurs.	☐	☐	☐
Distinguish simple and compound metres through beat grouping.	☐	☐	☐
Identify pulse, rhythm, tempo and anacrusis in a passage.	☐	☐	☐
Explain syncopation, swing, cross-rhythms and irregular grouping.	☐	☐	☐
Follow score navigation and repeat signs accurately.	☐	☐	☐
Harmony and tonality			
Construct major/minor triads and interpret chord symbols in context.	☐	☐	☐
Identify cadence types from harmonic movement.	☐	☐	☐
Explain chord presentation, drone and harmonic rhythm.	☐	☐	☐
Distinguish consonance, dissonance, diatonic/chromatic writing and atonality.	☐	☐	☐
Justify a modulation using evidence of a new tonal centre.	☐	☐	☐
Describe twelve-bar blues harmony and expressive pitch inflection.	☐	☐	☐

My next revision priority _____



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Texture, timbre and expression			
Distinguish textures and explain relationships between melodic lines.	☐	☐	☐
Identify instrumental families, timbres and sound-production mechanisms.	☐	☐	☐
Describe vocal ranges, resources and syllabic/melismatic setting.	☐	☐	☐
Interpret articulation and ornaments in the relevant style.	☐	☐	☐
Interpret dynamics, tempo directions and expressive timing.	☐	☐	☐
Structure and developing material			
Identify sectional and song forms using return and contrast.	☐	☐	☐
Explain repetition, sequence, imitation, inversion, ostinato and call/response.	☐	☐	☐
Listening evidence and technology			
Use located audible evidence to compare and evaluate musical features.	☐	☐	☐
Relate written notation to a heard passage and complete rhythmic/pitch dictation.	☐	☐	☐
Explain sequencing, MIDI, recording and sound-production effects.	☐	☐	☐

My next revision priority _____