

MUS7 Composing and developing ideas



Personal learning checklist | 1 of 2

OCR GCSE Music J536 | Components 1 & 2 · Specification 2c, 2d, 3j, 3k

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
Brief, resources and ownership			
Interpret purpose, style, audience and constraints in a learner/live set brief.	☐	☐	☐
Choose and test suitable instruments, voices or technology.	☐	☐	☐
Develop original work and retain evidence for authentication.	☐	☐	☐
Generating and developing ideas			
Generate a recognisable motif and shape a coherent melodic phrase.	☐	☐	☐
Develop material through repetition, sequence and rhythmic change.	☐	☐	☐
Use transformation, inversion, transposition and fragmentation intentionally.	☐	☐	☐
Select and refine improvised ideas rather than retaining every attempt.	☐	☐	☐
Use rhythmic displacement while maintaining metre and coordination.	☐	☐	☐
Harmony, texture and form			
Plan harmony and cadences appropriate to purpose and style.	☐	☐	☐
Create fluent voice leading and a purposeful bass part.	☐	☐	☐
Arrange independent roles with appropriate register and balance.	☐	☐	☐
Plan unity, contrast, returns and transitions across a whole composition.	☐	☐	☐
Make an intentional opening, closing section or loop transition.	☐	☐	☐

My next revision priority _____

MUS7 Composing and developing ideas



Personal learning checklist | 2 of 2

OCR GCSE Music J536 | Components 1 & 2 · Specification 2c, 2d, 3j, 3k

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
Practical production and presentation			
Communicate and realise dynamics, articulation and phrasing.	☐	☐	☐
Present accurate aligned notation or permitted alternative evidence.	☐	☐	☐
Edit sequencing data intentionally and distinguish MIDI from audio.	☐	☐	☐
Balance, export and check a complete recording.	☐	☐	☐
Evaluation and assessment			
Evaluate a located musical issue and justify a revision using evidence.	☐	☐	☐
Explain duration and current submission/authentication requirements.	☐	☐	☐
Evaluate ideas, resource use, structure and suitability to the brief.	☐	☐	☐
Demonstrate practical competence through original music and teacher feedback.	☐	☐	☐

My next revision priority _____