

Year 1 Violin Framework

This gives an overview of what students will learn in Year 1 together with how this covers the National Curriculum subject content for music at KS1.

Prior learning: The Year 1 Violin Framework builds on the musicianship teaching that students have had in Reception. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting. When the violin is introduced students learn how to hold it, how to hold the bow, and how to play the rhythms they have already learnt in musicianship lessons on the violin.

	Autumn Term	Spring Term	Summer Term	KS1 National Curriculum
Singing	 Sing simple songs in unison using the pentatonic scale do-re-mi-so-la with accurate tuning  Sing with good posture when standing or sitting that allows them to breathe freely (tall tummies and relaxed shoulders; feet apart when standing)	 Sing simple echo songs led by the teacher  Understand the importance of warming up their voice  Develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	 Sing simple songs in 2-part canon  Develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Playing	 Know the names of the parts of the violin, how to handle it, and how to care for it  Know how to hold the instrument in rest position and playing position  Develop good posture and hold of the instrument  Develop a good bow hold  Pluck the open strings	 Play with the bow on the E string, using the Suzuki rhythms that have first been introduced without the instrument  Develop good posture and hold of the instrument  Develop a good bow hold  Begin to develop control of the bow	 Play with the bow on the E string, using the Suzuki rhythms that have first been introduced without the instrument  Move the left hand from the body of the violin (crocodile snap) towards the neck of the violin (waterfall) in preparation for using fingers on the fingerboard  Learn the left-hand finger numbers 1, 2, 3 and 4	Play tuned and untuned instruments musically

		 Play in unison with others, keeping in time with them and with backing tracks or live accompaniments  Anticipate their entry into a piece following a piano or counted introduction, breathing before they begin to play	 Begin using fingers 1, 2 and 3 on the E string  Copy back simple rhythmic and melodic patterns with a limited range of notes performed by the teacher, using their instrument or voice  Play with the bow on the A string, using the Suzuki rhythms that have first been introduced without the instrument and practised on the E string  Begin using fingers 1, 2 and 3 on the A string, if appropriate  Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	
Musical terminology and understanding	 Recognise and say the note values ta (crotchet), ti-ti (quavers), tika-tika (semiquavers), sh (crotchet rest), and ta-a (minims)  Put different rhythms together to make a 4-beat pattern and clap them or play them on the violin, e.g. ta, tika-tika, sh, ta  Know the names of each of the strings on the violin and how to display them on their body to help with understanding of pitch	 Know the names of each of the strings on the violin and how to display them on their body to help with understanding of pitch  Become familiar with the stave, treble clef, and the position of the strings on the stave	 Become familiar with the stave, treble clef, and the position of the strings on the stave  Understand where the sol-fa scale sits on the stave	Experiment with, create, select and combine sounds using the inter-related dimensions of music

	 Understand the relationship between 'do' and 'so' and how this relates to the strings			
Rhythm and pulse	 Understand the difference between pulse and rhythm  Understand and clap or soap the following Suzuki rhythms, taught aurally: Everybody down up, run pony run pony, fatter than a caterpillar, long long, mustard and custard, and pineapple pineapple	 Perform actions in time to the pulse when singing or listening to music  Understand and clap or soap the following Suzuki rhythms, taught aurally: Everybody down up, run pony run pony, fatter than a caterpillar, long long, mustard and custard, and pineapple pineapple  Copy back the above Suzuki rhythms by clapping or playing on their violins	 Understand and clap or soap the following Suzuki rhythms, taught aurally: Everybody down up, run pony run pony, fatter than a caterpillar, long long, mustard and custard, and pineapple pineapple  Play the Suzuki rhythms to a set pulse or backing track	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Improvising and composing	 Improvise simple rhythmic patterns for others to copy, using voice or body percussion	 Improvise simple rhythmic patterns on an open string	 Compose simple 4-beat rhythmic patterns using familiar rhythms (ta, ti-ti, tika-tika and ta-a), and play them on an open string	Experiment with, create, select and combine sounds using the inter-related dimensions of music

Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Respond physically to music heard by tapping the pulse or matching movements to the character of the music	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Identify and respond to contrasts in dynamics (loud/quiet) and tempo (fast/slow)  Develop their understanding of the wider orchestral and musical sound world through listening to and recalling a variety of instruments	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Talk about the character and mood of the music they listen to  Begin to talk about what they have done well in their music lessons	Listen with concentration and understanding to a range of high-quality live and recorded music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the school
- Work together with as a team with their peers, showing support and consideration
- Begin to purposefully engage with music outside of school where possible, e.g. by practising their instrument, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers, and peers in music lessons
- Develop a respectful relationship with their music teachers
- Understand the concept of ‘musician’ as a career or hobby

Year 2 Violin Framework

This gives an overview of what students will learn in Year 2 together with how this covers the National Curriculum subject content for music at KS1.

Prior learning: The Year 2 Violin Framework builds on the initial year of violin lessons in Year 1. Students develop their left-hand and right-hand technique and learn to play a wider range of notes. They continue to develop their skills in rhythm and pulse and their understanding of musical notation, and develop their skills in improvising and composing on the instrument.

	Autumn Term	Spring Term	Summer Term	KS1 National Curriculum
Singing	🎵 Sing songs in unison using the major scale do-re-mi-fa-so-la-ti-do, with accurate tuning 🎵 Continue to sing with good posture that promotes breath control when standing or sitting (tall tummies and relaxed shoulders; feet apart when standing) 🎵 Continue to develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	🎵 Sing simple echo and call and response songs with one group of students singing the call and another group of students singing the response 🎵 Sing both loud and quiet with good tone quality 🎵 Continue to develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	🎵 Sing songs in 2-part canon 🎵 Continue to develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Playing	🎵 Continue to develop good posture and hold of the instrument, maintaining this when the use of left-hand fingers is introduced 🎵 Learn the left-hand finger numbers 1, 2, 3 and 4 🎵 Use fingers 1, 2 and 3 on the E string	🎵 Play pieces using the bow on the A and E strings 🎵 Develop left-hand technique, focusing on finger placement on the fingerboard with accuracy and increasing speed and introducing independent fingers (as opposed to block fingers) 🎵 Copy back simple rhythmic and melodic patterns (with a limited	🎵 Play with a good bow hold, developing control, including starting pieces with up bows and doing retakes (or 'circles') 🎵 Play using the bow on all strings, including simple string crossings 🎵 Play the A and D major scales 🎵 Perform with a sense of occasion, practising how to walk on	Play tuned and untuned instruments musically

	 Begin using fingers 1, 2 and 3 on the A string  Play with a good bow hold, developing control	range of notes) performed by the teacher or another student using their instrument or voice  Talk about and experiment with different 'bow characters' as a first stage of playing different articulations (e.g. snappy, yummy)	stage, stand/sit, and bow, developing confidence as a performer	
Musical terminology and understanding	 Recognise and say/play the note values ta (crotchet), ti-ti (quavers), tika-tika (semiquavers), sh (crotchet rest), and ta-a (minims)  Understand where their strings are on the stave and read these notes  Understand the musical alphabet ABCDEFG and where each note sits on the stave	 Read a variety of rhythms one after the other and clap them or play them back on the violin  Begin to understand the concept of skipping notes moving line to line or space to space on the stave	 Recognise the first five notes of the A major scale on the stave	Experiment with, create, select and combine sounds using the inter-related dimensions of music

Rhythm and pulse	 Perform actions in time to the pulse when singing or listening to music	 Accurately copy back the Suzuki rhythms from Year 1 when performed by the teacher, either clapped or on the violin	 Confidently clap and play the Suzuki rhythms from Year 1 to a set pulse or backing track	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Improvising and composing	 Improvise simple rhythmic patterns and repeat them over a backing track or drone, using body percussion/the violin	 Improvise simple melodic patterns and repeat them over a backing track or drone, using body percussion/voice/the violin	 Compose simple rhythmic and melodic patterns using familiar rhythms and notes, and notate them in an appropriate way (graphic scores, rhythm flashcards etc.)	
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Talk about the character and mood of the music they listen to  Identify and answer simple questions about the elements/interrelated dimensions in music they listen to	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Identify repeated patterns in music that they hear	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Identify and answer simple questions about music they listen to in terms of elements/interrelated dimensions  Talk about what they have done well in their music lessons and understand how to make improvements	Listen with concentration and understanding to a range of high-quality live and recorded music

Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to purposefully engage with music outside of school where possible, e.g. by practising their instrument, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers, and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Begin to connect with the idea of 'where music can take you' and how it can be part of their life

Year 3 Violin Framework

This gives an overview of what students will learn in Year 3 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 3 Violin Framework builds on all learning in the KS1 Violin Framework. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, but are not divided into terms from this point on to allow Music Masters teachers greater flexibility to tailor their teaching to the needs of their individual students. The Year 3 Violin Framework complements the KS2 Musicianship Curriculum.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Maintain good posture and hold of the instrument as technical demands increase  Continue to build bow control and fluency, including string crossings  Experiment with further 'bow characters', e.g. 'bee stings' for accents, and learn how to slur  Develop playing of dynamics  Develop left-hand finger technique, introducing the fourth finger and beginning to identify when intonation is incorrect  Maintain an appropriate hand shape when playing over an increased range and becoming more confident using independent fingers   Copy back longer rhythmic and melodic patterns (with a wider range of notes) performed by the teacher or another student  Continue to learn new repertoire aurally as well as from notation  Play the A and D major scales and arpeggios and, if appropriate, the G major scale   Play with others in unison and in simple parts, keeping in time   Perform with expression, beginning to identify the mood of pieces and convey this in their playing	

	 Perform with a sense of occasion, developing confidence as a performer  Develop confidence in performing in school assemblies or concerts	
Musical terminology and understanding	 Recognise the pitches they can play on the stave, understanding the fingers needed for each note and the note name  Look at the notation of pieces learnt by ear and begin to make links between sound and symbol  Start to read and play simple pieces from staff notation  Perform rhythmic patterns from notation (including crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets)  Become familiar with terminology relating to dynamics (e.g. crescendo, diminuendo, forte, piano), variations in tempo (e.g. ritardando, a tempo), and articulation (e.g. legato, staccato) as appropriate to pieces learnt	Use and understand staff and other musical notations
Rhythm and pulse	 Clap/perform using body percussion the full range of rhythms used in their string repertoire  Layer simple rhythms in two parts (i.e. perform a rhythm while others perform a different part)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise within a given structure (e.g. a section within one of their pieces/songs) following set parameters, e.g. using open strings, or open strings and first finger  Compose longer melodies using familiar rhythms and notes  Explore structure in their compositions through repetition and contrast	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Listen with attention to detail and recall sounds with increasing aural memory

	 Identify and answer questions about the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary  Identify the structure of music they hear (e.g. repeated sections)  Recognise the tonality of a piece as either major or minor  Reflect on their playing and begin to identify how to improve aspects of their performance	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Begin to develop a toolkit of practice strategies
- Continue to purposefully engage with music outside of school where possible, e.g. by practising their instrument with greater independence, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Perceive music as an important part of their life in and out of school

Year 4 Violin Framework

This gives an overview of what students will learn in Year 4 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 4 Violin Framework builds on all learning in the Violin Framework thus far. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, complementing the KS2 Musicianship Curriculum.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	
Playing	 Maintain good posture and hold of the instrument as technical demands increase  Continue to build bow control and fluency, focusing on the development of a quality tone and developing more flexibility in the bow hold  Play with a controlled sound when playing pizzicato  Play with a greater dynamic range  Continue to develop left-hand finger technique, including low 2s, maintaining an appropriate hand shape when playing over an increased range and at faster speeds, developing ability to adjust intonation, and exploring ornaments and harmonics as appropriate   Copy back melodic patterns based on known scales performed by the teacher or another student  Play more complex repertoire by ear  Play the E minor scale and arpeggio, and begin to learn some Grade 2 scales if appropriate, performing scales with separate bows and slurs   Play pieces in multiple parts, listening to and responding to others   Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc.	

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

	 Perform with a sense of occasion, developing confidence as a performer	
Musical terminology and understanding	 Recognise the pitches they can play on the staff, understanding the fingers needed for each note and the note name  Continue to learn some pieces by ear and some pieces from staff notation, with fingerings written in where needed  Understand dynamic markings (e.g. p, f, mp, mf), changes of dynamics (crescendo, diminuendo/diminuendo) and directions about the structure/geography of a piece (e.g. DC, DC al fine)	Use and understand staff and other musical notations
Rhythm and pulse	 Clap/perform using body percussion the full range of rhythms used in their string repertoire in 2/4, 3/4 and 4/4  Layer rhythms in two parts in 2/4, 3/4 and 4/4 (i.e. perform a rhythm while others perform a different part)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise a series of rhythmic or melodic phrases for others to copy or improvise answers to  Compose longer melodies in simple structures such as binary (AB) or ternary (ABA)  Make decisions about dynamics and tempo when composing  Explore texture and timbre by combining different sounds when composing (e.g. combining their string instrument with an accompaniment from the teacher, or classroom instruments)	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Listen with attention to detail and recall sounds with increasing aural memory

	 Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary  Reflect on their playing and identify how to improve aspects of their performance  Begin to set and reflect on longer term goals for their musical journeys	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to develop a toolkit of practice strategies
- Continue to purposefully engage with music outside of school where possible, by practising their instrument with greater independence, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Perceive music as an important part of their life in and out of school

Year 5 Violin Framework

This gives an overview of what students will learn in Year 5 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 5 Violin Framework builds on all learning in the Violin Framework thus far. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, complementing the KS2 Musicianship Curriculum.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Maintain good posture and hold of the instrument as technical demands increase  Develop control of their sound, with emphasis on controlling bow speed and weight  Perform more complex string crossings  Begin to learn more bow strokes, e.g. spiccato and sautille, as appropriate  Play using a wide dynamic range, understanding how to use the bow to create subtle changes of dynamic  Continue to develop left-hand finger technique, maintaining an appropriate hand shape and good intonation when playing simple changes of position  Begin to learn to shift into different positions (if ready) to access a wider note range and variety of sound, with a focus on good technique and control  Begin to play with vibrato, if the student is technically ready  Play pieces in a wider range of keys and modes and pieces with accidentals including finger patterns with low 1s and high 3s  Play a selection of scales and arpeggios from the Grade 2-3 syllabus with range of bowing patterns (including slurred and separate)	

	 Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student  Maintain individual parts in ensemble pieces and contribute to decisions regarding style, pulse, dynamics, phrasing etc.  Continue to develop their own interpretations of repertoire by following guidance from their teacher and making decisions about tempo, dynamics, phrasing, articulation etc.  Perform with a sense of occasion with increasing confidence	
Musical terminology and understanding	 Read and play from staff notation with increasing fluency, becoming less reliant on having fingerings written in	Use and understand staff and other musical notations
Rhythm and pulse	 Layer more complex rhythms in two parts (i.e. perform a rhythm while others perform a different part), including syncopation	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre  Compose pieces within the style of a piece of music that they have learnt or listened to, developing their understanding of how the elements/interrelated dimensions of music are used in that style  Notate their compositions and invite other students to learn to play them  Use music technology for composition as appropriate, e.g. making audio recordings of their work or using score writing software to notate their compositions	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Listen with attention to detail and recall sounds with increasing aural memory

	 Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary and beginning to make links with repertoire they have studied as string players  Reflect on their playing and identify how to improve aspects of their performance  Record and share their progress via the Music Masters CV, setting and reflecting on longer term goals for their musical journeys	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to purposefully engage with music outside of school where possible, by practising their instrument with greater independence, singing, listening to music, or making music with others
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Value music as an important part of their life in and out of school, both now and in the future

Year 6 Violin Framework

This gives an overview of what students will learn in Year 6 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 6 Violin Framework builds on all learning in the Violin Framework thus far. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, complementing the KS2 Musicianship Curriculum and helping to prepare students for music at KS3.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Maintain good posture and hold of the instrument as technical demands increase, confidently presenting themselves when performing to others  Play using a wider dynamic range, understanding how to use the bow to create subtle changes of dynamic  Continue to develop different bow strokes such as spiccato and sautille  Perform more complex string crossings and explore double stops if appropriate  Play with a good level of accuracy of intonation, quickly and easily recognising when intonation is incorrect and adjusting without disturbing the flow of the music  Learn to shift into different positions more fluently to access a wider note range and variety of sound, with a focus on good technique and control  Begin to play with vibrato, if the student is technically ready  Play a selection of scales and arpeggios from the syllabus for Grade 3 and beyond, with a range of bowing patterns (including slurred and separate)   Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student, matching dynamics and phrasing	

	 Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate  Interpret repertoire with expression and imagination, showing an awareness of style and genre  Evaluate and learn from their performances to an audience	
Musical terminology and understanding	 Read and play from staff notation with increasing accuracy and fluency	Use and understand staff and other musical notations
Rhythm and pulse	 Layer more complex rhythms in two parts (i.e. perform a rhythm while others perform a different part), including more challenging syncopation	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise in a variety of styles taken from pieces they are learning, using appropriate scales/modes/rhythms/musical devices from that genre  Compose pieces for a specific purpose, e.g. for a celebration or ceremony, manipulating the elements/interrelated dimensions of music to create their intended effect  Use music technology for composition as appropriate, e.g. making audio recordings of their work, using score writing software to notate their compositions, or using a Digital Audio Workstation to create a backing track	Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary and confidently making links with repertoire they have studied as string players  Reflect on their playing and identify how to improve specific aspects of their performance  Record and share their progress via the Music Masters CV, setting and reflecting on longer term goals for their musical journeys and sharing this information with their secondary school at the point of transition	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to purposefully engage with music outside of school where possible, by practising their instrument with greater independence, singing, listening to music, or making music with others
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Develop a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Value music as an important part of their life in and out of school, both now and in the future
- Develop stamina and resilience through preparing for a graded examination, secondary school audition, or junior conservatoire audition, where appropriate