

Musical Outcomes (Year 1 Cello)

	Autumn Term	Spring Term	Summer Term
Singing	Sing simple songs using the pentatonic scale do-re-mi-so-la with accurate tuning	Sing simple echo songs	Sing simple songs in 2-part canon
Playing	Know the names of the parts of the cello, how to handle it, and how to care for it	Play with the bow on the D string, with good posture and hold of the instrument and good bow hold	Play the Year 1 Suzuki rhythms on the open D string and/or open A string
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)	Know the names of each of the strings on the cello and how to display them on their body to help with understanding of pitch	Become familiar with the stave, bass clef, and the position of the strings on the stave
Rhythm and pulse	Understand the difference between pulse and rhythm	Perform actions in time to the pulse when singing or listening to music	Clap the Year 1 Suzuki rhythms
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 rhythmic patterns and play them on an open string
Listening and reflecting	Respond physically to music heard by tapping the pulse or matching movements to the character of the music	Identify and respond to contrasts in dynamics (loud/quiet) and tempo (fast/slow)	Talk about the character and mood of the music they listen to

Non-musical Outcomes (all year groups)

Does the student...	Possible behaviours
Enjoy music?	Are they happy to come to their music lessons? Do they appear to enjoy taking part in activities within the lesson? Do they talk about music with enthusiasm?
Feel proud of their achievements in music?	Do they talk about their successes? Do they appear pleased when they do something well in their music lessons? Are they confident to share their skills with other students?
Show resilience?	Is the student motivated to work at things they find difficult? Do they persevere when they experience setbacks and learn from mistakes?
Appreciate a diverse range of music and musicians?	Do they respond to music from a range of styles, cultures and traditions? Are they open to learning about unfamiliar music and the people who create and perform it?
Enjoy making music in a group?	Do they appear to enjoy singing/playing with others? Do they work collaboratively with their peers?
<i>For instrumental students only:</i> Take responsibility for their instrument, work hard in lessons, and (where possible) practise at home?	If students are unable to practise at home then please base this judgement on taking responsibility for their instrument and working hard in lessons only. Students should not be given a lower judgement for circumstances that are beyond their control.