

Musical Outcomes (Year 2 Cello)

	Autumn Term	Spring Term	Summer Term
Singing	Sing simple songs using the major scale do-re-mi-fa-so-la-ti-do, with accurate tuning	Sing simple call and response songs	Sing songs in 2-part canon
Playing	Play simple pieces using fingers on the D string in unison with others, maintaining a good posture and bow hold and keeping in time	Copy simple patterns using fingers on the D string, maintaining a good posture and bow hold	Play using the bow on all strings, using fingers with more accuracy and speed
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)	Read a variety of rhythms one after the other and clap them or play them back on the cello	Read rhythms on open strings on the stave
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 cello	Confidently clap and play the Suzuki rhythms from Year 1 to a set pulse or backing track
Improvising and composing	Improvise simple rhythmic patterns and repeat them over a backing track or drone	Improvise simple melodic patterns and repeat them over a backing track or drone	Compose simple rhythmic and melodic patterns using familiar rhythms and notes
Listening and reflecting	Talk about the character and mood of the music they listen to	Identify repeated patterns in music that they hear	Identify and answer simple questions about music they listen to in terms of elements/interrelated dimensions

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.