

Musical Outcomes (Year 4 Cello)

	Throughout the year
Singing	Continue to support their instrumental learning through singing
Playing	Perform with confidence and expression increasingly challenging repertoire, developing left-hand technique (to include playing at faster speeds, developing the ability to adjust intonation, and exploring ornaments and harmonics as appropriate) and bow control (developing tone, flexibility of bow hold and a greater dynamic range).
Musical terminology and understanding	Recognise the pitches they can play on the stave, understanding the fingers needed for each note and the note name
Rhythm and pulse	Clap the full range of rhythms used in their string repertoire in 2/4, 3/4 and 4/4, layering rhythms in two parts with the teacher or other students
Improvising and composing	Improvise and compose longer melodies on the cello in simple structures, e.g. call and response, binary (AB) or ternary (ABA)
Listening and reflecting	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary, and reflect on their playing and begin to identify how to improve aspects of their performance

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.