

Musical Outcomes (Year 6 Violin)

	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 (including shifting fluently into different positions) and bow control (including developing different bow strokes such as spiccato and sautille)
Musical terminology and understanding	Read and play from staff notation with increasing accuracy and fluency
Rhythm and pulse	Layer more complex rhythms in two parts, including more challenging syncopation
Improvising and composing	Explore a variety of musical styles in their improvisations and compositions, manipulating the elements/interrelated dimensions of music to create an intended effect
Listening and reflecting	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, and reflect on their playing and 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.