

Musical Outcomes (Year 1 Violin)

	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 violin, how to handle it, and how to care for it	Play with the bow on the E string, with good posture and hold of the instrument and good bow hold	Play the Year 1 Suzuki rhythms on the open E 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 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
Rhythm and pulse	Understand the difference between pulse and rhythm	Perform actions in time to the pulse when singing or listening to music	Clap or soap 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

Musical Outcomes (Year 2 Violin)

	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 three fingers on the A and E strings in unison with others, maintaining a good posture and bow hold and keeping in time	Copy simple patterns using three fingers on the E or A string, maintaining a good posture and bow hold	Play using the bow on all strings, using three 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 violin	Recognise the first five notes of the A major scale 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 violin	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

Musical Outcomes (Year 3 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 (to include the fourth finger and use of independent fingers) and bow control (to include string crossings, slurs, and a greater range of dynamics and characters)
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, layering simple rhythms in two parts with the teacher or other students
Improvising and composing	Improvise and compose simple melodies on the violin using familiar rhythms and notes
Listening and reflecting	Identify and answer questions about the elements/interrelated dimensions in music they listen to, including structure and tonality, and reflect on their playing and begin to identify how to improve aspects of their performance

Musical Outcomes (Year 4 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 (to include low 2s, 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 violin 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

Musical Outcomes (Year 5 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 low 1s and high 3s and beginning to learn to shift into different positions if ready) and bow control (developing control of speed and weight and performing more complex string crossings)
Musical terminology and understanding	Read and play from staff notation with increasing fluency, becoming less reliant on having fingerings written in
Rhythm and pulse	Layer more complex rhythms in two parts, including syncopation
Improvising and composing	Improvise and compose in the style of a piece they have learnt or listened to, developing their understanding of how the elements/interrelated dimensions of music are used in that style
Listening and reflecting	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, and reflect on their playing and identify how to improve aspects of their performance

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.