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Woodwind



Woodwind – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing/singing on one note.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can hold my instrument with good posture.
- ☐ I can form an appropriate embouchure on my instrument and use my tongue to articulate notes.
- ☐ I know how to care for my instrument (and reed, if appropriate), label the different parts, and put it together.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note on my instrument.

D: Singing/playing music

- ☐ I can play 3 different notes in order from lowest to highest and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 3 notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Woodwind – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping the rhythm and (b) playing/singing, using 2 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can breathe freely and play with a controlled column of air.
- ☐ I can tongue notes to produce a clear articulation.
- ☐ I can play with a consistent sound at one or more dynamic levels without blowing my cheeks out.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes.

D: Singing/playing music

- ☐ I can play 5 or 6 different notes from lowest to highest in order and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 5 or 6 different pitched notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Woodwind – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can slur two notes.
- ☐ I can play *piano* and *forte*.
- ☐ I can play a long, controlled note.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play at least one major scale at a suitable pace and identify this key signature.
- ☐ I can play at least one piece of music that has the range of an octave.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Woodwind - 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play tongued, slurred and staccato.
- ☐ I can demonstrate a variety of dynamics from *piano* to *forte*.
- ☐ I have begun to play the upper register on my instrument by changing my embouchure, pressing a register key, or changing the way I cover a hole with my fingers.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes in a given key, starting and ending on the home note.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson or make a recording to be shared with others.



Woodwind – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play my instrument using *crescendo* and *diminuendo*.
- ☐ I have begun to understand when notes are out of tune.
- ☐ I can play pieces with mixed articulation, coordinating my tongue with my fingers.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody in a given key with a sense of phrasing.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Woodwind – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explore pieces with a range of dynamics from *pp* to *ff*.
- ☐ I have begun to understand how to tune my instrument – pull out to make flatter and push in to make sharper – and can tune using a digital tuner.
- ☐ I can play with a consistent tone in pieces with wider intervals.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8-bar melody using a given scale in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Woodwind – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can explore pieces with a range of dynamics and accents, e.g. *sfz*, *fp*, *marcato*, *staccatissimo*.
- ☐ I can experiment with using alternative fingerings for notes when appropriate in the music.
- ☐ I can change my tuning by adjusting my embouchure.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in two different key centres in two different musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Woodwind – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can tune my instrument independently by listening or using a digital tuner.
- ☐ I can play with a fluent finger technique, using alternative fingerings where appropriate with greater independence.
- ☐ I can begin to explore appropriate tone colours or timbres for pieces and develop my understanding of how to achieve this on my instrument.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in at least 4 different key centres using a range of playing techniques specific to my instrument.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Brass



Brass – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing/singing on one note
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can hold my instrument with good posture.
- ☐ I can form an appropriate embouchure on my instrument and use my tongue to articulate notes.
- ☐ I can identify at least two rules of brass care.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note on my instrument.

D: Singing/playing music

- ☐ I can play 3 different notes in order from lowest to highest and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 3 notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Brass – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping the rhythm and (b) playing/singing, using 2 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can tongue notes to produce a clear articulation.
- ☐ I can pitch a C independently.
- ☐ I can play with a consistent sound at one or more dynamic levels without blowing my cheeks out.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes.

D: Singing/playing music

- ☐ I can play 5 or 6 different notes from lowest to highest in order and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 5 or 6 different pitched notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Brass – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can slur two notes.
- ☐ I can play *piano* and *forte*.
- ☐ I can play a long, controlled note.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play at least one major scale at a suitable pace and identify this key signature.
- ☐ I can play at least one piece of music that has the range of an octave.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Brass – 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play tongued, slurred and staccato.
- ☐ I can demonstrate a variety of dynamics from *piano* to *forte*.
- ☐ I can pitch a G independently and have begun to play the upper register on my instrument by changing my embouchure.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes in a given key, starting and ending on the home note.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson or make a recording to be shared with others.



Brass – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play my instrument using *crescendo* and *diminuendo*.
- ☐ I have begun to understand when notes are out of tune.
- ☐ I can play pieces with mixed articulation, coordinating my tongue with my hand.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody in a given key with a sense of phrasing.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Brass – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explore pieces with a range of dynamics from *pp* to *ff*.
- ☐ I have begun to understand how to tune my instrument – pull out to make flatter and push in to make sharper – and can tune using a digital tuner.
- ☐ I can play with a consistent tone in pieces with wider intervals.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8-bar melody using a given scale in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Brass – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can explore pieces with a range of dynamics and accents, e.g. *sfz*, *fp*, *marcato*, *staccatissimo*.
- ☐ I can change my tuning by adjusting my embouchure.
- ☐ I can explore and maintain notes in the higher registers of my instrument by changing my embouchure.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in two different key centres in two different musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Brass – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can tune my instrument independently by listening or using a digital tuner.
- ☐ I can explore double and triple tonguing.
- ☐ I can explore appropriate tone colours or timbres for pieces and develop my understanding of how to achieve this on my instrument.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in at least 4 different key centres using a range of playing techniques specific to my instrument.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios tongued/slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Violin & Viola



Violin & Viola – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing/singing on one note.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I know how to care for my instrument, label the different parts, and name the open strings.
- ☐ I can hold my instrument with good posture.
- ☐ I can play plucking (pizzicato).

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note on my instrument.

D: Singing/playing music

- ☐ I can play my open strings in order from lowest to highest and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 3 notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Violin & Viola – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping the rhythm and (b) playing/singing, using 2 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can hold my bow and know how to rosin it and loosen it.
- ☐ I can put my bow on my strings and play down and up bows (arco).
- ☐ I can play notes using fingers 1, 2 and 3 on one string.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes.

D: Singing/playing music

- ☐ I can play a five-note major scale.
- ☐ I can play at least one piece of music that uses 5 or 6 different pitched notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Violin & Viola – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *piano* and *forte*.
- ☐ I can slur two notes.
- ☐ I can perform simple string crossings

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play at least one major scale at a suitable pace and identify this key signature.
- ☐ I can play at least one piece of music that has the range of an octave.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Violin & Viola – 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play pieces that use both separate bows and slurs including slurring across strings.
- ☐ I can play bow retakes.
- ☐ I can play with independent fingers and play low 2s.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes in a given key, starting and ending on the home note.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson or make a recording to be shared with others.



Violin & Viola – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play my instrument using *crescendo* and *diminuendo*.
- ☐ I have begun to understand when notes are out of tune and correct myself by adjusting my left-hand fingers.
- ☐ I can play staccato.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody in a given key with a sense of phrasing.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Violin & Viola – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explore pieces with a range of dynamics from *pp* to *ff*.
- ☐ I can move between 1st and 3rd position and recognise when I need to.
- ☐ I can play simple fingered double stops.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8-bar melody using a given scale in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Violin & Viola – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can confidently shift between 1st and 4th position, maintaining good intonation.
- ☐ I can use a range of techniques when I play, e.g. double stops, fingered harmonics.
- ☐ I can demonstrate a range of different articulations throughout my pieces.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in two different key centres in two different musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Violin & Viola – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can tune my instrument independently.
- ☐ I can confidently play with vibrato and recognise when it is appropriate to use it.
- ☐ I can begin to explore appropriate tone colours or timbres for pieces and develop my understanding of how to achieve this on my instrument.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in at least 4 different key centres using a range of playing techniques specific to my instrument.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Cello & Double Bass



Cello & Double Bass – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing/singing on one note.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I know how to care for my instrument, label the different parts, and name the open strings.
- ☐ I can hold my instrument with good posture.
- ☐ I can play plucking (pizzicato).

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note on my instrument.

D: Singing/playing music

- ☐ I can play my open strings in order from lowest to highest and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 3 notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Cello & Double Bass – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping the rhythm and (b) playing/singing, using 2 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can hold my bow and know how to rosin it and loosen it.
- ☐ I can put my bow on my strings and play down and up bows (arco).
- ☐ I can play notes using fingers 1, 3 and 4 (cello) and 1, 2 and 4 (double bass) on one string.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes.

D: Singing/playing music

- ☐ I can play a five-note major scale.
- ☐ I can play at least one piece of music that uses 5 or 6 different pitched notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Cello & Double Bass – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *piano* and *forte*.
- ☐ I can slur two notes.
- ☐ I can perform simple string crossings

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play at least one major scale at a suitable pace and identify this key signature.
- ☐ I can play at least one piece of music that has the range of an octave.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Cello & Double Bass – 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play pieces that use both separate bows and slurs including slurring across strings.
- ☐ I can play bow retakes.
- ☐ I can play with independent fingers and play using fingers 1, 2, 3 and 4 (cello)/1, 2 and 4 (double bass).

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes in a given key, starting and ending on the home note.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson or make a recording to be shared with others.



Cello & Double Bass – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play my instrument using *crescendo* and *diminuendo*.
- ☐ I have begun to understand when notes are out of tune and correct myself by adjusting my left-hand fingers.
- ☐ I can play staccato.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody in a given key with a sense of phrasing.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Cello & Double Bass – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explore pieces with a range of dynamics from *pp* to *ff*.
- ☐ I can move between 1st and 4th position (cello) or half/1st/3rd position (double bass) and recognise when I need to.
- ☐ I can play simple fingered double stops.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8-bar melody using a given scale in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Cello & Double Bass – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can confidently shift between 1st and 4th position, maintaining good intonation (cello)/I can play an E above middle C and can confidently shift to certain notes, choosing appropriate fingers to do so (double bass).
- ☐ I can use a range of techniques when I play, e.g. double stops, fingered harmonics.
- ☐ I can demonstrate a range of different articulations throughout my pieces.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in two different key centres in two different musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Cello & Double Bass – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can tune my instrument independently.
- ☐ I can begin to use vibrato.
- ☐ I can begin to explore appropriate tone colours or timbres for pieces and develop my understanding of how to achieve this on my instrument.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in at least 4 different key centres using a range of playing techniques specific to my instrument.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios with separate bows or slurred and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Guitar



Guitar – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing/singing on one note.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I know how to care for my instrument, label the different parts, and name and play the open strings.
- ☐ I can hold my instrument with good posture.
- ☐ I can play the strings using a plectrum (downstrokes) or using index (i) and middle (m) fingers.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note or chord on my instrument.

D: Singing/playing music

- ☐ I can play my open strings in order from lowest to highest and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 3 notes and/or 2 chords in first position.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Guitar – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping the rhythm and (b) playing/singing, using 2 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can play with a consistent sound at one or more dynamic levels.
- ☐ I can strum simple chords in first position.
- ☐ I can fret notes cleanly in first position with a good fretting hand shape.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes or chords.

D: Singing/playing music

- ☐ I can play a pentatonic scale.
- ☐ I can play at least one piece of music that uses 5 or 6 different pitched notes and/or 2 chords in first position.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Guitar – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *piano* and *forte*.
- ☐ I can play using a plectrum (alternate strumming) or using pima.
- ☐ I can play pieces that involve simple string crossings while fretting notes.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play at least one major scale at a suitable pace and identify this key signature.
- ☐ I can play at least one piece of music that has the range of an octave and/or 3-5 chords in first position.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Guitar – 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can demonstrate a variety of dynamics from *piano* to *forte*.
- ☐ I can tune my guitar using an app or clip-on tuner.
- ☐ I can play two-string power chords moving up and down the fretboard.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes or chords in a given key.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson, or make a recording to be shared with others.



Guitar – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can confidently play simple shifts between 3 or more chords
- ☐ I can play my guitar using palm muting and 'let ring' techniques.
- ☐ I can play hammer-ons and pull-offs on open strings.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody and or/chord sequence in a given key with a sense of phrasing.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Guitar – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explore and play pieces with a range of dynamics from *pp* to *ff*, including *crescendos* and *diminuendos*.
- ☐ I can play selected partial and full barre chords.
- ☐ I can play hammer-ons and pull-offs from a fretted note.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8- bar melody or chord sequence using a given key in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Guitar – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can play slides.
- ☐ I can play string bends.
- ☐ I can play with vibrato.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody/chord sequence in two different key centres in two different musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Guitar – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can tune my guitar accurately using the 5th fret method.
- ☐ I can use a range of different techniques specific to the type of guitar I am playing (e.g. string bends, slides, vibrato, fretting hand tapping).
- ☐ I can begin to explore appropriate tone colours or timbres for pieces and develop my understanding of how to achieve this on my instrument.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody/chord sequence in at least 4 different key centres using a range of playing techniques specific to my instrument.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Bass Guitar



Bass Guitar – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing/singing on one note.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I know how to care for my instrument, label the different parts, and name and play the open strings.
- ☐ I can hold my instrument with good posture.
- ☐ I can play the strings using my thumb.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note on my instrument.

D: Singing/playing music

- ☐ I can play my open strings in order from lowest to highest and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 3 notes.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Bass Guitar – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping the rhythm and (b) playing/singing, using 2 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can play with a consistent sound at one or more dynamic levels.
- ☐ I can play using a plectrum (downstrokes) or using alternate fingers.
- ☐ I can fret notes cleanly in first position with a good fretting hand shape.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes.

D: Singing/playing music

- ☐ I can play a pentatonic scale.
- ☐ I can play a 2-bar bass line using 2-3 notes.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Bass Guitar – Super Sta

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *piano* and *forte*.
- ☐ I can play using a plectrum (down and up strokes) or using alternate fingers.
- ☐ I can play pieces that involve simple string crossings while fretting notes.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play at least one major scale at a suitable pace and identify this key signature.
- ☐ I can play a bass part that uses 3-5 notes in first position.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Bass Guitar - 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can demonstrate a variety of dynamics from *piano* to *forte*.
- ☐ I can tune my bass guitar using an app or clip-on tuner.
- ☐ I can play staccato notes using alternate fingers or a plectrum.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar bass part using 5 notes in first position.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson, or make a recording to be shared with others.



Bass Guitar – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play simple shifts (first and second position).
- ☐ I can play hammer-ons and pull-offs on open strings.
- ☐ I can play fretted octave patterns in first position.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar bass line for a chord progression using notes in the first and second position.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Bass Guitar – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explore and play pieces with a range of dynamics from *pp* to *ff*, including *crescendos* and *diminuendos*.
- ☐ I can begin to use slap technique.
- ☐ I can play hammer-ons and pull-offs from a fretted note.

C: Creating and developing musical ideas.

- ☐ I can improvise an 8-bar bass line for a chord progression in first and second position in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.

Bass Guitar – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can play slides and string bends.
- ☐ I can play with vibrato.
- ☐ I can play with slap and pop technique.

C: Creating and developing musical ideas

- ☐ I can improvise a bass line in first and second position in two contrasting musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Bass Guitar – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can tune my bass guitar accurately using natural harmonics on the 5th and 12th frets.
- ☐ I can use a range of different techniques specific to the bass guitar (e.g. string bends, slides, vibrato, left-hand tapping, slap and pop).
- ☐ I can begin to explore appropriate tone colours or timbres for pieces and develop my understanding of how to achieve this on my instrument.

C: Creating and developing musical ideas

- ☐ I can improvise and develop an 8-bar bass line in at least 4 different key centres.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Ukulele



Ukulele – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing on one chord/singing on one note.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I know how to care for my instrument, label the different parts, and name and play the open strings.
- ☐ I can hold my instrument with good posture.
- ☐ I can play the strings using a plectrum (downstrokes) or my thumb.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note or chord on my instrument.

D: Singing/playing music

- ☐ I can play my open strings in order (GCEA).
- ☐ I can play at least one piece of music that uses 3 notes and/or 2 chords in first position.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Ukulele – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing on one chord/singing on one note.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can play with a consistent sound at one or more dynamic levels.
- ☐ I can strum simple chords in first position.
- ☐ I can fret notes cleanly in first position with a good fretting hand shape.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes or chords.

D: Singing/playing music

- ☐ I can play broken chords.
- ☐ I can play at least one piece of music that uses 5 or 6 different pitched notes and/or 2 chords in first position.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Ukulele – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *piano* and *forte*.
- ☐ I can play using a plectrum (alternate strumming) or using my index finger/thumb.
- ☐ I can play pieces that involve simple string crossings while fretting notes.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play at least one major scale at a suitable pace and identify this key signature.
- ☐ I can play at least one piece of music that has the range of an octave and/or 3-5 chords in first position.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Ukulele – 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can demonstrate a variety of dynamics from *piano* to *forte*.
- ☐ I can tune my ukulele using an app or clip-on tuner.
- ☐ I can alternate my strumming (down and up).

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes or chords in a given key.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson, or make a recording to be shared with others.



Ukulele – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play simple shifts (first and second position).
- ☐ I can play hammer-ons and pull-offs on open strings.
- ☐ I can arpeggiate chords with a 'let ring' technique.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody and or/chord sequence in a given key with a sense of phrasing.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Ukulele – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explore and play pieces with a range of dynamics from *pp* to *ff*, including *crescendos* and *diminuendos*.
- ☐ I can play selected partial and full barre chords.
- ☐ I can play hammer-ons and pull-offs from a fretted note.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8- bar melody or chord sequence using a given key in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Ukulele – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can play slides.
- ☐ I can play using fingerpicking technique.
- ☐ I can play muted notes within a strumming pattern.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody/chord sequence in two different key centres in two different musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Ukulele – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can tune my ukulele independently by listening or using a digital tuner.
- ☐ I can use a range of different techniques including natural harmonics.
- ☐ I can play in all three positions up to the 12th fret, changing between them smoothly.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody/chord sequence in at least 4 different key centres using a range of playing techniques specific to my instrument.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Drum-kit



Drum-kit – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing on the snare drum.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I know how to care for the drum-kit and can name the different parts.
- ☐ I can sit at my drum kit with good posture and play a single stroke roll.
- ☐ I can hold my sticks at the fulcrum point and play a rebound stroke on the snare drum with both hands.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on the snare drum.

D: Singing/playing music

- ☐ I can play rebound strokes and free strokes with a metronome.
- ☐ I can play a simple rock beat.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Drum-kit – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing on one part of the drum-kit.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can play a double stroke roll.
- ☐ I can play with a consistent sound at one dynamic level.
- ☐ I can make a clean sound (without buzzing) on all parts of the drum-kit.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using two drums.

D: Singing/playing music

- ☐ I can play a paradiddle.
- ☐ I can play a 4-bar rock beat ending with a half-bar fill.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Drum-kit – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo a 2-bar rhythm performed by my teacher (a) clapping and (b) playing on one part of the drum-kit.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *piano* and *forte*.
- ☐ I can play with a consistent stick height.
- ☐ I can play confident, controlled rebound strokes with my drumsticks.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play a paradiddle along with a metronome.
- ☐ I can play a 4-bar rock beat ending with a whole-bar fill.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Drum-kit – 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar rhythms performed by my teacher (a) clapping and (b) playing on two parts of the drum-kit.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can demonstrate a variety of dynamics from *piano* to *forte* on all parts of the drum-kit.
- ☐ I can incorporate open hi-hats into my drum beats.
- ☐ I can play a rudimentary buzz roll on the snare drum.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar solo ending in a fill.

D: Singing/playing music

- ☐ I can play technical exercises and studies at grade 1 standard.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson or make a recording to be shared with others.



Drum-kit – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar rhythms performed by my teacher (a) clapping and (b) playing on at least 2 parts of the drum-kit.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *crescendos* and *diminuendos*.
- ☐ I can play triplets, played in a stable rhythm with a click track.
- ☐ I can play with a functional posture, maintaining an appropriate grip with relaxed wrists, arms, and shoulders.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar solo using two different grooves.

D: Singing/playing music

- ☐ I can play technical exercises and studies at grade 2 standard.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Drum-kit – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar rhythms performed by my teacher (a) clapping and (b) playing on three parts of the drum-kit.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explore and play pieces with a range of dynamics from *pp* to *ff*, including *crescendos* and *diminuendos*.
- ☐ I can play even accents with both hands.
- ☐ I can set up and tune my instrument with some independence.

C: Creating and developing musical ideas

- ☐ I can improvise a 4- to 8-bar solo using at least two different grooves and two different fills.

D: Singing/playing music

- ☐ I can play technical exercises and studies at grade 3 standard.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Drum-kit – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar rhythms performed by my teacher (a) clapping and (b) playing on four parts of the drum-kit.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can use all four limbs in my drum beats to create rhythmic variety.
- ☐ I can play even accents with both hands, using increasingly complex rhythmic patterns.
- ☐ I can set up and tune my instrument with total independence.

C: Creating and developing musical ideas

- ☐ I can improvise a 12-bar solo using a variety of grooves and fills.

D: Singing/playing music

- ☐ I can play technical exercises and studies at grade 4 standard.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Drum-kit – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar rhythms performed by my teacher (a) clapping and (b) playing on five parts of the drum-kit.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can use a variety of techniques effectively such as cross-stick, rim shots and ghost notes.
- ☐ I can play with control of the position where the sticks strike the instrument, adjusting and effecting changes to the quality and character of the sound in response to the musical requirements.
- ☐ I can identify, discuss and demonstrate the different drum sounds across a range of genres, for example rock, pop, hip-hop and disco.

C: Creating and developing musical ideas

- ☐ I can improvise a 12- to 16-bar solo using a range of playing techniques.

D: Singing/playing music

- ☐ I can play technical exercises and studies at grade 5 standard.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Percussion



Untuned Percussion– Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing on an instrument.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can hold my sticks/mallets with an appropriate grip, or use an appropriate hand position when playing without sticks.
- ☐ I know how to care for my instrument.
- ☐ I can identify the different parts of my instrument.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on my instrument.

D: Singing/playing music

- ☐ I can play rebound strokes and free strokes with a metronome.
- ☐ I can play a simple repetitive groove.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Untuned Percussion – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping and (b) playing on an instrument.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can play with a consistent sound at one dynamic level.
- ☐ I can use both hands effectively when playing.
- ☐ I can produce clear tones, using the proper rebound technique to avoid buzzing.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using two tones.

D: Singing/playing music

- ☐ I can play a paradiddle.
- ☐ I can play a 4-bar groove ending with a half-bar fill.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Untuned Percussion – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo a 2-bar phrase performed by my teacher (a) clapping and (b) playing on an instrument.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *piano* and *forte*.
- ☐ I can control where my sticks/hands strike the instrument to change the tone produced.
- ☐ I can maintain a rhythm while a contrasting rhythm is being played.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play a paradiddle along with a metronome.
- ☐ I can play a 4-bar groove ending with a whole-bar fill.
- ☐ I can read and play pieces at a suitable level from appropriate notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Percussion (Tuned and Untuned) – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing on an instrument.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can hold my sticks/mallets with an appropriate grip, or use an appropriate hand position when playing without sticks.
- ☐ I know how to care for my instrument.
- ☐ I can identify the notes/different parts of my instrument.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note on my instrument.

D: Singing/playing music

- ☐ I can play 3 different notes in order from lowest to highest and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 3 notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Percussion (Tuned and Untuned) – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping and (b) playing on an instrument (using 2 notes for tuned percussion).
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can play with a consistent sound at one dynamic level.
- ☐ I can use both hands effectively when playing.
- ☐ I can produce clear tones, using the proper rebound technique to avoid buzzing.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes.

D: Singing/playing music

- ☐ I can play 5 or 6 different notes from lowest to highest in order and back down again, at a suitable pace.
- ☐ I can play at least one piece of music that uses 5 or 6 different pitched notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Percussion (Tuned and Untuned) – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo a 2-bar phrase performed by my teacher (a) clapping and (b) playing on an instrument.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *piano* and *forte*.
- ☐ I can control where my sticks/hands strike the instrument to change the tone produced.
- ☐ I can play simple arpeggios on tuned percussion using hand-to-hand mallet technique.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play at least one major scale at a suitable pace and identify this key signature.
- ☐ I can play at least one piece of music that has the range of an octave.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Percussion (Tuned and Untuned) - 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping and (b) playing on an instrument (using up to 5 notes for tuned percussion).
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can demonstrate a variety of dynamics from *piano* to *forte*.
- ☐ I can damp rests appropriately.
- ☐ I can play simple melodies and scales on tuned percussion using hand-to-hand mallet technique.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes in a given key, starting and ending on the home note.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson, or make a recording to be shared with others.



Percussion (Tuned and Untuned) – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping and (b) playing on an instrument (using up to 6 notes for tuned percussion).
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *crescendos* and *diminuendos*.
- ☐ I can explore a range of sticks/mallets/beaters/brushes as appropriate to the instrument.
- ☐ I can play with a functional posture, maintaining an appropriate grip with relaxed wrists, arms, and shoulders.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody in a given key with a sense of phrasing.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Percussion (Tuned and Untuned) – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping and (b) playing on an instrument (using up to 8 notes for tuned percussion).
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explore and play pieces with a range of dynamics from *pp* to *ff*, including *crescendos* and *diminuendos*.
- ☐ I can play even accents with both hands.
- ☐ I can set up and tune (if appropriate) my instrument with some independence.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8-bar melody using a given scale in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Percussion (Tuned and Untuned) – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping and (b) playing on an instrument (using up to 8 notes for tuned percussion).
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can play even accents with both hands, using increasingly complex rhythmic patterns.
- ☐ I can set up and tune (if appropriate) my instrument with total independence.
- ☐ I can control crescendos and diminuendos smoothly across the full range of the instrument.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in two different key centres in two different musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Percussion (Tuned and Untuned) – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping and (b) playing on an instrument (using up to 8 notes for tuned percussion).
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can play and damp with control of the position where the sticks/hands strike the instrument, adjusting and effecting changes to the quality and character of the sound in response to the musical requirements.
- ☐ I can play with a consistent, satisfying sound across a large range of dynamics, including *sf* and *fp*.
- ☐ I can play with an appropriate three-/four-mallet grip on tuned percussion.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in at least 4 different key centres using a range of playing techniques specific to my instrument.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Voice



Voice – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing/singing on one note.
- ☐
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I have good posture when I am singing.
- ☐ I can breathe freely when singing.
- ☐ I can pitch match a note sung by my teacher.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm using my voice, either to one syllable (e.g. 'la') or creating a word rhythm.

D: Singing/playing music

- ☐ I can sing 3 notes in order from lowest to highest and back down again, at a suitable pace.
- ☐ I can sing at least one song that uses 3 notes.
- ☐ I can use stave notation where appropriate to support my learning of songs, and answer questions about the signs and symbols.
- ☐ I can make decisions about how to sing my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can sing in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Voice – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping the rhythm and (b) playing/singing, using 2 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can sing with a consistent tone at one or more dynamic levels.
- ☐ I can sing long and short notes with good breath support.
- ☐ I can pitch match phrases in the range of a major third.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes.

D: Singing/playing music

- ☐ I can sing a five-note major scale.
- ☐ I can sing at least one song that uses 5 or 6 different pitched notes.
- ☐ I can use stave notation where appropriate to support my learning of songs, and answer questions about the signs and symbols.
- ☐ I can make decisions about how to sing my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can sing in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Vocal – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can sing *piano* and *forte*.
- ☐ I can sing using appropriate expression.
- ☐ I can sing a range of vowel sounds in warm ups.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can sing a major scale.
- ☐ I can sing at least one song that has the range of an octave.
- ☐ I can use stave notation where appropriate to support my learning of songs, and answer questions about the signs and symbols.
- ☐ I can make decisions about how to sing my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can sing with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Vocal - 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I understand how to warm up my voice appropriately for singing.
- ☐ I can identify the different parts of my voice and breathing system and explain their function.
- ☐ I can sing with clear beginnings and ends of words.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes in a given key, starting and ending on the home note.

D: Singing/playing music

- ☐ I can sing vocal or Vaccai exercises or an unaccompanied traditional song at grade 1 standard.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can use stave notation where appropriate to support my learning of songs, and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of singing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can sing with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson, or make a recording to be shared with others.



Vocal – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can sing legato and staccato.
- ☐ I can analyse simple lyrics and use appropriate expression in songs.
- ☐ I can use breath control to sing phrases of a variety of length and dynamic.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody in a given key with a sense of phrasing.

D: Singing/playing music

- ☐ I can sing vocal or Vaccai exercises or an unaccompanied traditional song at grade 2 standard.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can use stave notation where appropriate to support my learning of songs, and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of singing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can sing with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Vocal – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can find a start note of my piece on an instrument or digital device to support my independent practice.
- ☐ I can demonstrate a consistent tone across my vocal range.
- ☐ I can demonstrate good diction when singing at a variety of tempos.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8-bar melody in a particular musical style.

D: Singing/playing music

- ☐ I can sing vocal or Vaccai exercises or an unaccompanied traditional song at grade 3 standard.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can use stave notation where appropriate to support my learning of songs, and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of singing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can sing with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Vocal – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can use appropriate movement in my performance.
- ☐ I can demonstrate *crescendo* and *diminuendo* using appropriate breath control.
- ☐ I can create my own narrative to a song and perform using appropriate expression.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in two different musical styles.

D: Singing/playing music

- ☐ I can sing vocal or Vaccai exercises or an unaccompanied traditional song at grade 4 standard.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can use stave notation where appropriate to support my learning of songs, and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of singing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can sing with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Vocal – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can confidently sing on sight a 4-bar melody when supported by an accompaniment.
- ☐ I can identify different vocal parts including soprano, alto, tenor, bass.
- ☐ I can sing an alternate melody or harmony as a duet.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody in three different musical styles.

D: Singing/playing music

- ☐ I can sing vocal or Vaccai exercises or an unaccompanied traditional song at grade 5 standard.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can use stave notation where appropriate to support my learning of songs, and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can sing with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Piano



Piano – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing/singing on one note.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I know how to care for the piano and I understand the layout of the keys and the names of the different parts.
- ☐ I can sit at the piano with good posture.
- ☐ I can number my fingers from 1 to 5 and identify the correct starting note on the piano.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note on my instrument.

D: Singing/playing music

- ☐ I can play a five-note scale starting on middle C, using the fingers 1,2,3,4,5,4,3,2,1.
- ☐ I can play at least one piece of music that uses 3 notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform a short piece/song to my teacher/group.



Piano – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping the rhythm and (b) playing/singing, using 2 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can identify the letter names of the keys.
- ☐ I can play phrases using up to five notes in a single five-finger hand position with my right hand.
- ☐ I can play phrases using up to five notes in a single five-finger hand position with my left hand.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes.

D: Singing/playing music

- ☐ I can play C major scale, one octave, hands separately.
- ☐ I can play at least one piece of music that uses 5 or 6 different pitched notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Piano – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play *piano* and *forte*.
- ☐ I can play simple phrases where the melody is divided between the left and right hands.
- ☐
- ☐ I can play a melody in the right hand, continuing if I make a mistake.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play C major contrary motion, one octave starting on middle C.
- ☐ I can play at least one piece of music that has the range of an octave.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Piano - 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes),
- ☐ tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play with legato and staccato articulation.
- ☐ I can play a piece using both right and left hand in treble and bass clef.
- ☐ I can play a melody over an octave range using appropriate finger patterns.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes in a given key, using one or two chords in the left hand.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of
- ☐ dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson, or make a recording to be shared with others.



Piano – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play my instrument using *crescendo* and *diminuendo*.
- ☐ I can play a melody accompanied by chords in the left hand.
- ☐ I can confidently play pieces using tempos from adagio to allegro.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody with a sense of phrasing.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Piano – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can explain the use of the different pedals on the piano.
- ☐ I can use an arpeggiated or broken chord left hand accompaniment alongside a melody.
- ☐ I can play with different articulations in both hands.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8-bar melody using a given scale in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Piano – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can use the sustain pedal appropriately.
- ☐ I can play a piece where the melody and accompaniment passes between the right hand and left hand.
- ☐ I can independently suggest fingering for specific phrases.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody with accompaniment in two different key centres in two different musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Piano – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can play my right and left hand with greater independence of rhythm, articulation and dynamics.
- ☐ I can introduce a wider variety of ornaments (turns, trills, acciaccatura, appoggiatura) into my repertoire.
- ☐ I can use the una corda pedal.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody and accompaniment in at least 4 different key centres.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.



Keyboard



Keyboard – Debut Star

A: Listening and internalising

- ☐ I can clap to a steady pulse.
- ☐ I can echo a 1-bar rhythm performed by my teacher (a) clapping and (b) playing/singing on one note.
- ☐ I can talk about the character of music I listen to and answer questions about tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I know how to care for the keyboard, and I understand the layout of the keys and the names of the different parts.
- ☐ I can sit at the keyboard with good posture.
- ☐ I can number my fingers from 1 to 5 and identify the correct starting note on the keyboard.

C: Creating and developing musical ideas

- ☐ I can improvise a 1-bar rhythm on one note on my instrument.

D: Singing/playing music

- ☐ I can play a five-note scale starting on middle C, using the fingers 1,2,3,4,5,4,3,2,1.
- ☐ I can play at least one piece of music that uses 3 notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track or accompaniment from my teacher.

F: Performing and communicating

- ☐ I can perform part of a piece/song to my teacher/group.



Keyboard – Rising Star

A: Listening and internalising

- ☐ I can clap to a pulse at different tempos.
- ☐ I can echo a 1-bar phrase performed by my teacher (a) clapping the rhythm and (b) playing/singing, using 2 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet) and tempo (fast/slow).

B: Making and controlling musical sounds

- ☐ I can identify the letter names of the keys.
- ☐ I can play phrases using five notes in a single five-finger hand position.
- ☐ I can choose an appropriate voice and backing track for my piece.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase using 2-3 notes.

D: Singing/playing music

- ☐ I can play C major scale and arpeggio, one octave, hands separately.
- ☐ I can play at least one piece of music that uses 5 or 6 different pitched notes.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic or tempo to choose.

E: Singing/playing music with others

- ☐ I can play in time with a backing track.

F: Performing and communicating

- ☐ I can perform a whole piece/song to my teacher/group.



Keyboard – Super Star

A: Listening and internalising

- ☐ I can clap the pulse stressing the strong beat in 2/4 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 3 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can pass the thumb, playing the C-G scale ascending and descending using the fingers 12312/1321.
- ☐ I can accompany myself using two chords.
- ☐ I can add an introduction to my song.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar phrase in a call and response pattern.

D: Singing/playing music

- ☐ I can play C major contrary motion, one octave starting on middle C.
- ☐ I can play at least one piece of music that has the range of an octave.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can make decisions about how to play my pieces, e.g. what dynamic, tempo or articulation to choose.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time.

F: Performing and communicating

- ☐ I can perform a piece/song to my teacher/group, practising walking on and off 'stage' and acknowledging applause.



Keyboard - 1

A: Listening and internalising

- ☐ I can clap on the strong beat in 2 and 3 time (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 5 notes.
- ☐ I can answer questions about music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (fast/slow) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can play with legato and staccato articulation.
- ☐ I can add an introduction and ending to my song.
- ☐ I can play three-note chords in the left hand, adding simple rhythm.

C: Creating and developing musical ideas

- ☐ I can improvise a 2-bar melody using 5 notes in a given key, using one or two chords in the left hand.

D: Singing/playing music

- ☐ I can play the grade 1 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 1 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and talk about the different effects.

E: Singing/playing music with others

- ☐ I can play with my teacher or other students, listening and watching to keep in time and counting everyone in at the start.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience outside of my music lesson, or make a recording to be shared with others.



Keyboard – 2

A: Listening and internalising

- ☐ I can clap on the strong beat in 2/4, 3/4 and 6/8 (4 bars).
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 6 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same) and articulation (smooth/detached).

B: Making and controlling musical sounds

- ☐ I can use fills appropriately in my pieces.
- ☐ I can accompany myself using different chord inversions.
- ☐ I can confidently play pieces using tempos from adagio to allegro.

C: Creating and developing musical ideas

- ☐ I can improvise a 4-bar melody with a sense of phrasing.

D: Singing/playing music

- ☐ I can play the grade 2 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces at a grade 2 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with help from my teacher (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions to create a specific mood.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, discussing my performance afterwards and reflecting on the experience.



Keyboard – 3

A: Listening and internalising

- ☐ I can clap along to a steady pulse stressing the strong beat in 2, 3 and 4 time (both simple and compound) and identify the time signature.
- ☐ I can echo 2-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), and tonality (major/minor).

B: Making and controlling musical sounds

- ☐ I can use syncopated rhythms in my left hand while playing a song.
- ☐ I can create dynamic variety in my playing using touch response.
- ☐ I can play with different articulations in each hand.

C: Creating and developing musical ideas.

- ☐ I can improvise a 4- to 8-bar melody using a given scale in a particular musical style.

D: Singing/playing music

- ☐ I can play the grade 3 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 3 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces using my own ideas as well as my teacher's (e.g. in terms of dynamics, tempo, articulation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, understanding my role within the ensemble and maintaining my part independently.

F: Performing and communicating

- ☐ I can perform a piece/song to an audience or make a recording to be shared with others, conveying the mood of the music.



Keyboard – 4

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4, 3/8, 6/8 or 9/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), and character.

B: Making and controlling musical sounds

- ☐ I can begin to use finger substitution.
- ☐ I can independently suggest fingering for specific phrases.
- ☐ I can assign different sounds to the split sections on my keyboard.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody with accompaniment in two different key centres in two different musical styles.

D: Singing/playing music

- ☐ I can play the grade 4 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 4 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can experiment with different ways of playing my pieces with less reliance on my teacher's guidance (e.g. in terms of dynamics, tempo, articulation, ornamentation etc.) and make decisions based on the mood I want to create and the style of the piece.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently and responding to others.

F: Performing and communicating

- ☐ I can perform expressively in a live performance or when making a recording, conveying a range of moods to the audience/listener.



Keyboard – 5

A: Listening and internalising

- ☐ I can identify the time signature of a piece I listen to as 2/4, 3/4, 4/4 or 6/8, clapping the pulse and stressing the strong beat and/or clapping back a rhythm from the piece.
- ☐ I can accurately echo 4-bar phrases performed by my teacher (a) clapping the rhythm and (b) playing/singing, using up to 8 notes.
- ☐ I can answer questions about the music I listen to, including the dynamics (loud/quiet or gradual changes), tempo (becoming faster or slower, or staying the same), articulation (smooth/detached), tonality (major/minor), pitch, rhythm, texture and tone colour and character.

B: Making and controlling musical sounds

- ☐ I can play my right and left hand with greater independence of rhythm and articulation.
- ☐ I can independently choose appropriate settings on my instrument to suit the piece I am playing, including registration and accompaniment style.
- ☐ I can play a piece where the melody and accompaniment passes between the right hand and left hand.

C: Creating and developing musical ideas

- ☐ I can improvise an 8-bar melody and accompaniment in at least 4 different key centres.

D: Singing/playing music

- ☐ I can play the grade 5 scales and arpeggios legato and identify these key signatures.
- ☐ I can perform 2 varied pieces, fluently and accurately, at a grade 5 level.
- ☐ I can read and play pieces at a suitable level from stave notation and answer questions about the signs and symbols.
- ☐ I can develop my own interpretations of pieces by making independent decisions regarding dynamics, tempo, articulation, ornamentation etc.

E: Singing/playing music with others

- ☐ I can play with others in a piece with two or more parts, maintaining my part independently, responding to others and leading where appropriate.

F: Performing and communicating

- ☐ I can select pieces/songs for performances that are appropriate for the audience, occasion and venue, performing these with expression, fluency and accuracy.

