

Child's first name [REDACTED]
Child's surname [REDACTED]
Child's age 6
Teacher's first name [REDACTED]
Teacher's surname [REDACTED]
Your email [REDACTED]

In the case of tuition, instrument or voice taught: Piano

Reporting period start date (date of first lesson for current Music Award) Sep 08, 2019

Date report completed (today's date) Jun 29, 2020

Attendance

Sessions offered 27

Sessions attended 27

Sessions on time 27

Child's Level of Musical Engagement: Sounds of Intent Assessment

Reactive Level 5

Proactive Level 5

Interactive Level 5

Reactive:

[REDACTED] is highly aware of differences in tempo, and tonality and choice of music, and she protests very confidently if any of these is not what she wants to hear. Sometimes changes in the music can make her laugh and sometime make her cross. She prefers pieces to be played certain keys to others, favouring E flat major, A flat major and F sharp major at the moment. She is now happy to listen quietly to a whole piece of music, like a Bach prelude, before joining in with her own playing or singing.

At the moment she enjoys listening to Islamic songs and Quranic recitation in particular.

Proactive:

Evidence on which these judgements are based (describe the child's engagement with music, reactively, proactively and interactively)

■■■■■ has learnt to play the first half of Bach's prelude in C, usually playing one hand whilst I play the other, although, increasingly she attempts both hands together. She is developing a repertoire of her own short arrangements of pop songs, bollywood songs and Islamic songs, often incorporating techniques from classical piano music, such as alberti bass and 4-part choral textures.

She has got used to harmonising melodies using chords I, IV and V in her left hand and can transfer these chords into any key, and can invert these triads to make the most appropriate voice-leading.

■■■■■ enjoys singing whilst playing and has developed way of accompanying her own Quranic recitation with chords on the piano. She sometimes plays an arabic-style beat with a shaker in one hand and sustained triads in the other whilst singing her own version of an Islamic hymn.

Interactive:

■■■■■ improvises melody very fluently in any key and with awareness of harmonic changes.

She enjoys giving instructions for the music to go faster or slower, quieter or louder, and to change key. She can name the key that she is listening to or playing and can say to which key she would like the music to change. ■■■■■ is now able to take turns with me at playing 4-bar sections of music.

Musical Elements

Repertoire / Content of sessions

Classical piano music, Islamic songs, bollywood songs.

In the case of tuition: main elements of music worked on (e.g. articulation, phrasing, dynamics)

Dynamics, tonality, tempo.

In the case of tuition: main technical elements worked on (e.g. fingering, hand-shape, intonation)

Left-right coordination, fingering, posture.

Aims of next reporting period

1st Area of musical or wider engagement or wellbeing

Repertoire

1st Aim	To learn 2 Grade I standard pieces of classical music to a performance standard.
2nd Area of musical or wider engagement or wellbeing	Accompaniment
2nd Aim	To sing a whole song(s) in performance at school, accompanying herself on piano.
3rd Area of musical or wider engagement or wellbeing	Composition
3rd Aim	To record 3 of [REDACTED] compositions and share them with other musicians.

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