

**Child's first name** [REDACTED]  
**Child's surname** [REDACTED]  
**Child's age** 15  
**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** Sep 01, 2019

**Reporting period end date** Jul 18, 2020

**Attendance**

**Sessions offered** 36

**Sessions attended** 36

**Sessions on time** 36

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

**Reactive** Level 5

**Proactive** Level 5

**Interactive** Level 5

**Evidence on which these judgements are based (describe the child's engagement with music, reactively, proactively and interactively)** [REDACTED] is playing at a Grade 5 level. She has a good grasp of the technical demands of the piano and plays with expression. She has a very good rhythmic awareness and a good understanding of music harmony. She is composing attractive melodies which show rhythmic interest and drama. She plays in musical groups and with others at school.

**Musical Elements**

**Repertoire / Content of sessions** She has looked at Grade 5 repertoire this year and continued her interest in National anthems.

**In the case of tuition: main elements of music worked on (e.g. articulation, phrasing, dynamics)** We have recently been working on the South African National anthem as she has chosen to play this for her GCSE. We have focused on the phrasing and fingering to achieve a lyrical and musical performance.

**In the case of tuition: main technical elements worked on (e.g. fingering, hand-shape, intonation)** We have focused on various fingering possibilities to make the movement from one chord to another as smooth as possible with the emphasis being on the musical line. Her understanding of rhythm is always good and therefore we've largely concentrated on the technical problems of moving successfully from one position to another.

### **Public Examination Results**

**Please list any exams e.g. grades, GCSEs - if applicable** She is working towards her GCSE music . She is learning a piano piece to perform at a Grade 5 level as well as creating a composition for the exam.

### **For children with complex needs for whom music is used as a vehicle for wider development or wellbeing (or both), please describe their engagement with:**

**Language** She is extremely articulate and is able to draw intelligent conclusions to problems put in front of her. She has an enquiring mind and is an original thinker.

**Understanding** Her musical understanding is improving and I do feel that this year her confidence in her own ability has definitely improved . She has been happier attempting more complex tasks and has shown greater determination.

**Movement** Her facility around the keyboard has improved and her desire to try more complex technical demands is improving weekly.

**Socialisation** She has a bright, sharp mind and is therefore very capable socially. She also has her own way of looking at life and is not afraid to express and substantiate her own opinions. She is full of character.

**Wellbeing (emotional regulation)** I love [redacted] original way of looking at life. She is a strong personality and very bright . Occasionally she lacks confidence in her own ability but I do feel this year that her confidence has grown. She is a lovely girl.

### **Aims of next reporting period**

**1st Area of musical or wider engagement or wellbeing** To do further Grade 5 level work

**1st Aim** I'd like to look at more pieces with further technical demands

**2nd Area of musical or wider engagement or wellbeing** To keep participating in musical groups

**wellbeing**

**2nd Aim**

This has been difficult over the last couple of months as the opportunity has not been there but hopefully when she is back at school she will have a chance to play with others. She does play alongside [REDACTED] which is an enormous advantage.

**3rd Area of musical or wider engagement or wellbeing**

To develop her aural skills further

**3rd Aim**

We are looking at national anthems which have complex and varied harmonies. This encourages her to listen and to develop deeper understanding. We will develop this further next year.

**4th Area of musical or wider engagement or wellbeing**

To do further Braille work

**4th Aim**

[REDACTED] has looked at some Braille work this year but I'm hoping to do more with her next year. She is still reluctant to try this as prefers using her musical ear.

**5th Area of musical or wider engagement or wellbeing**

Confidence

**5th Aim**

I want to keep working on this with her. She has made huge strides forwards over last few years and I'm working hard to help her feel happy about her own achievements.

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