

# Stockport Music Service Pupil Progress Record



Name		School	
Instrument	Piano	Teacher	

*individual pupil/school details etc go here.*

Level: Platinum

*The specific level that the pupil is working at. The full list is shown underneath to the left for reference.*

*These are the essential skills and understanding required for this level of work.*

Introduced	Improving	Secure
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LEVELS
F1
F2
Copper
Bronze
Silver
Grade 1
Gold
Grade 2
Platinum
Grade 3
3+
4
4+
5
5+
6
6+
7
7+
8

Instrumental Technique:
Further increase in coordination and agility in both hands
Play a wide range of notes, in keys of up to 2 sharps
Music with semiquaver passages & trickier rhythms
Playing with an increased range of musical dynamics
Play the A, E, B, & Gm, Cm scales, 2 octaves together
Play in contrary motion Eb major, 2 octaves
Play chromatic scale on Ab, hands separately, 2 octaves
Play broken chords in G, Dm & arpeggios in A, E, B, Gm, Cm, hands separately, 2 octaves, all as in syllabus

*These check box columns remind the teacher and pupil how well they are progressing; has an area just been introduced, are they getting better, or are they now fully confident in this?*

*The more that are marked, the better it is known. It is not essential for all areas to be introduced or develop at the same pace.*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Musicianship:
Sight read up to 8 bars out of 5 finger position (keys up to 2# or b) including 3/8, ♩ & some dotted rhythms
Clap or play simple patterns, and identify whether it's in 2, 3 or 4 time
Sing as echoes 3 2-bar phrases, range 1 octave
Listening - identify changes in pitch/rhythm within a longer phrase
Listening - identify graduation in tone, smooth/detached articulation, changes in tempo

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Theory:
To read fluently all treble & bass clef notes
Good recognition of rhythms including triplets, semiquavers, and dotted rhythms
Increased use of Italian terms

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes	

*Teachers may make occasional notes here such as what repertoire has been covered, scales introduced etc.*

Grade	Effort:
<input type="checkbox"/>	<b>Excellent:</b> Enthusiastic participation in lessons. Evidence of regular and effective practice at home. Always well equipped. Pupil always does his/her best. Excellent progress.
<input type="checkbox"/>	<b>Good:</b> Good level of participation in lessons. Evidence of regular practice being undertaken. Well equipped. Some improvement is still possible however.
<input type="checkbox"/>	<i>This section shows how committed a pupil is during their lessons. It reflects what is done in school but also how much work is done BETWEEN lessons, when most learning is consolidated and improved.</i> Pupil generally attends with correct equipment. Progress uncertain resulting in slow progress.
<input type="checkbox"/>	Pupil enjoys the lessons there is little evidence of any regular practice. Pupil needs to improve. Regular practice is now necessary to make satisfactory progress.

Targets	
1	<i>Key individual targets that have been identified during lessons to help the pupil improve will be noted here.</i>
2	
3	

**Achievements/Progress:**

*As it says "on the tin". Any notable events or progress will be recorded here during the pupils progress through the level.*

**Teacher Comment:**

*General comments on attitude, behaviour, practice routines etc would be noted here, along with further suggestions for improvement if not covered elsewhere.*

Attendance to date \_\_\_\_\_ out of \_\_\_\_\_ Date: \_\_\_\_\_

*This section shows how many lessons have been attended and the total possible that the pupil could have been to during that time.*

For any further information please contact Stockport Music Service on 0161 483 7636 or email [music.service@stockport.gov.uk](mailto:music.service@stockport.gov.uk) For more details go to [www.gmmusic hub.co.uk/stockport](http://www.gmmusic hub.co.uk/stockport)



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