

Progression of skills – Composing & Improvising

Year 1	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases	√		√
2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	√	√	√
3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers	√	√	
4. Create simple rhythm patterns	√		
5. Create simple pitch patterns		√	√
6. Use music technology (if available, to capture, change and combine sounds		√	
7. Experiment with different ways to create sound (e.g. body percussion, vocal sounds)	√	√	√
8. Explore percussion sounds to enhance songs and storytelling		√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√
Year 2	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Create music in response to a non-musical stimulus	√	√	
2. Compose or improvise simple descriptive sounds to match a mood, character or theme		√	
3. Recognise and explore how to change and combine sounds to create simple effects		√	
4. Explore musical structures, choosing and ordering sounds	√	√	√
5. Recognise and explore how to change and combine sounds to create simple effects		√	
6. Use music technology, if available to capture change and combine sounds			
7. Create rhythmic patterns from various stimuli, eg spoken words	√		
8. Compose simple melodies using a given range of notes			√
9. Collaborate with others, trying out musical ideas and make improvements where necessary	√		
Year 3	Term 1: HEAR IT, PLAY IT!	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Compose or improvise simple call and response phrases	√	√	
2. Compose rhythmic accompaniments using untuned percussion	√		√
3. Experiment with musical texture (e.g. combining layers of rhythm)	√	√	
4. Structure a composition with a clear beginning/middle/end and combine layers of musical sound.		√	√
5. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)	√	√	
6. Compose and improvise simple pentatonic melodies			√
7. Vary the interrelated dimensions to create different moods and effects.	√	√	
8. Collaborate with others, trying out musical ideas and making improvements where needed.	√	√	√

Year 4	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: MELODY BUILDERS
1. Improvise rhythms or melodies	√		√
2. Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	√	√	√
3. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases	√		√
4. Compose layers of rhythm (ostinato phrases)	√		
5. Make decisions about the overall structure of compositions and improvisations	√	√	
6. Compose music following a given musical structure (e.g. call and response, rondo, AB)		√	
7. Compose lyrics following a given rhythmic/rhyming structure			√
8. Carefully select instrumental timbres to achieve an effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato /presto/lento, major/minor)		√	
9. Evaluate performances, making improvements where needed.	√	√	√
Year 5	Term 1: EXPLORING RHYTHMIC LAYERS	Term 2: MUSIC AND WORDS	Term 3: SONG INGREDIENTS
1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character	√	√	√
2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere	√	√	√
3. Compose and notate short melodies using: staff and informal notation	√		√
4. Compose music with contrasting sections	√	√	
5. Use chords to evoke a specific atmosphere or mood			√
6. Compose music using a combination of lyrics and melody			√
7. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments	√	√	√
Year 6	Term 1: WE'VE GOT RHYTHM	Term 2: MUSICAL EFFECTS AND MOODS	Term 3: CELEBRATING SONGS
1. Improvise vocal and instrumental effects as a class and in small groups		√	
2. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere	√	√	
3. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)		√	
4. Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)	√	√	
5. Use song structures as a basis for a composition (e.g. composing lyrics)	√		√
5. Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony			√
6. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve	√	√	√