



Nether Kellet Primary School – Knowledge & Skills Progression

Be inspired.... Have belief and grow.

Music

Composing

EYFS	Yr 1/2	Yr 3/4	Yr 5/6
<ul style="list-style-type: none"> • Explore, use and refine a variety of musical effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Explore and engage in music making, performing solo or in groups. 	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and 	<p>Improvise</p> <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. 	<p>Improvise</p> <ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Extend improvisation skills through working in small groups to:



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	<p>perform these for others, taking turns.</p> <ul style="list-style-type: none"> • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. 	<p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <ul style="list-style-type: none"> • Begin to make compositional decisions about the overall structure of improvisations. <p>Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being 	<ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p>Compose</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma
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		<p>learnt. Sing and play these phrases as self-standing compositions.</p> <ul style="list-style-type: none">• Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.• Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.• Introduce major and minor chords.• Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.• Capture and record creative ideas using any of:	<p>both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <ul style="list-style-type: none">• Capture and record creative ideas using any of: graphic symbols rhythm notation and time signatures staff notation technology. <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <ul style="list-style-type: none">• Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
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		graphic symbols rhythm notation and time signatures staff notation technology	<ul style="list-style-type: none">• Either of these melodies can be enhanced with rhythmic or chordal accompaniment.• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
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