

- **Improvisation:** improvise and refine rhythms and melodic ideas over a drone or chord sequence demonstrating a sense of musical phrase. Improvise melodies using the notes of the chord and passing notes.
- **Notation:** combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas.
- **Creative process:** identify the strengths and areas for development in a piece and use this to refine work. Use more complex rhythmic notation and pitches over an octave to create melodies, chord sequences and bass lines. Create and structure music with multiple parts including chordal accompaniment, rhythmic accompaniment, melody and drone using key features of different genres.

Year 6

- **Improvisation:** know that repeating patterns and adding phrasing to improvisations creates a satisfying melodic shape. Know to use the notes of the chord when improvising a bassline.
- **Notation:** know that using rhythmic variety and changes in pitch will help to make my piece sound interesting.
- **Creative process:** understand that certain notes when performed together create different effects such as consonant and dissonant sounds. Know that intentionally combining the inter-related dimensions of music will create effect. Know that when writing melodies using repeating elements, equal length lines and using a shift in pitch will help to create memorable music.

- **Improvisation:** improvise 8 beat rhythmic patterns and melodic patterns over an octave. Improvise over a drone with a sense of shape and steady pulse.
- **Notation:** demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.
- **Creative process:** explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure. Develop rhythmic and melodic ideas of greater length and musical shape with consideration of the inter related dimensions. Compose music with several parts with consideration of harmony to evoke mood.

Year 5

- **Improvisation:** know that improvising ideas first will allow me to create melodies I like. Know that improvisation is a big part of many genres of music, showing off the capabilities of the instrument. Know that improvisation can be used to communicate emotion.
- **Notation:** know that when recording western notation, the time signature will tell me how many beats to place in each bar.
- **Creative process:** know that using contrast will help to structure a piece. Know that repeating a musical idea helps to develop the sound of the overall piece. Know that when creating polyrhythms, each rhythm needs to be different.

- **Improvisation:** improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation
- **Notation:** demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation.
- **Creative process:** contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies for those lyrics using the pentatonic scale.

Year 4

- **Improvisation:** know that finishing an improvisation on the root note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms.
- **Notation:** know that a pentatonic scale uses five pitches.
- **Creative process:** know that mixing up the duration of notes will help to make melodies sound interesting. Know that applying the inter-related dimensions of music can create effects in response to a stimulus.

- **Improvisation:** improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas.
- **Notation:** record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies.
- **Creative process:** contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm and pitch to create three pitch melodies.

Year 3

- **Improvisation:** know to perform improvisations as 4 beat or 8 beat responses.
- **Notation:** understand that combining rhythm and pitch can create rising and falling melodies.
- **Creative process:** know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody.

Skills

Knowledge

- **Improvisation:** improvise Q and A phrases with words, rhythm and pitch.
- **Notation:** use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch.
- **Creative process:** explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation.

Year 2

- **Improvisation:** know to structure improvisations into responses over 4 or 8 beats.
- **Notation:** know that changing the size of an image or how often it appears can show changes in dynamics and tempo. Know that where a dot or note is placed in relation to one another indicates the pitch.
- **Creative process:** know that different sounds and how they are played can be used to represent different characters, emotions and moods. Know that the syllables of words can be used to make lyrics fit with the melody.

- **Improvisation:** improvise simple vocal chants and pitch and rhythm patterns.
- **Notation:** begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch
- **Creative process:** select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message.

Year 1

- **Improvisation:** know that using dynamics, tempo and pitch can provide context when improvising.
- **Notation:** know that using bigger/smaller images or symbols represents dynamics. Know to use images and symbols to create a score for rhythm or pitch.
- **Creative process:** know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter.

- **Improvisation:** explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low.
- **Notation:** introduced to symbols and images to order and convey sound.
- **Creative process:** create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.

EYFS

- **Improvisation:** know that different instruments make different sounds which can show different characters or situations.
- **Notation:** know that I can order images to create sounds.
- **Creative process:** understanding the words of a song will help me to decide on actions or sounds.

