



MUSIC COMPOSITION AND IMPROVISATION



Phase1	Nursery	Reception	Year 1
Skills	<ul style="list-style-type: none">• Move their bodies to music.• Improvise using clapping or instruments.• Create own songs or improvise around a known one.	<ul style="list-style-type: none">• Find the pulse.• Copy basic rhythm patterns of single words, building to short phrases.• Explore high and low using voices.• Invent a pattern using one pitched note.• Improvise using clapping or instruments.	<ul style="list-style-type: none">• Help to create a simple melody using one, two or three notes.• Learn how the notes of the composition can be written down and changed if necessary.• Improvise using clapping or instruments.
Knowledge and Understanding		<ul style="list-style-type: none">• To know that we can move with the pulse of the music.• To know that improvisation is making up a tune or rhythm on the spot.	<ul style="list-style-type: none">• Composing is like writing a story with music.• Everyone can compose.• To know that improvisation is making up a tune on the spot and can never be wrong.

Phase2	Year 2	Year 3
Skills	<ul style="list-style-type: none"> • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. • Improvise using clapping or instruments. 	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • Improvise using clapping or instruments.
Knowledge and Understanding	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. • To know that improvisation is making up a tune on the spot and can never be wrong. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. • Different ways of recording compositions (letter names, symbols, audio etc.) • The instruments used in class (percussion, chimes bars) • To know that improvisation is making up a tune on the spot and can never be wrong.

Phase 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol • Improvise using clapping or instruments. 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms. • Explain the keynote or home note and the structure of the melody. • Listen and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol. • Improvise using clapping or instruments. 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol • Improvise using clapping or instruments.
Knowledge and Understanding	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you. • Different ways of recording compositions (letter names, symbols, audio etc.) • To know that improvisation is making up a tune on the spot, it is not written down and can never be wrong. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol. • To know that improvisation is making up a tune on the spot, it is not written down and can never be wrong. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol • To know that improvisation is making up a tune on the spot, it is not written down and can never be wrong.

National Curriculum Aims:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

National Curriculum Subject Content Key Stage 1:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically

National Curriculum Subject Content Key Stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- use and understand staff and other musical notations

Early Years

- Create own songs, or improvise around on they know.
- Remember and sing entire songs.
- Perform songs, rhymes, poems and stories with others