

Improvising and composing

	Stimulus and purpose	Improvising	Creating and selecting sounds	Sequencing
EYFS	Exploring and imitating sounds from their environment and in response to events in stories.	Exploring and imitating sounds.	Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something.	Playing sounds at the relevant point in a storytelling.
Year 1	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	Improvising simple question and answer phrases, using untuned percussion or voices.	Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.	Playing and combining sounds under the direction of a leader (the teacher).
Year 2	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	Improvising simple question and answer phrases, using untuned percussion or voices.	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.
Year 3	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Beginning to improvise musically within a given style using their voice.	Suggesting and implementing improvements to their own work, using musical vocabulary.	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
Year 4	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Beginning to improvise musically within a given style using an instrument.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	Creating a piece of music with at least four different layers and a clear structure.
Year 5	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Improvising coherently within a given style.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Year 6

Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.

Improvising coherently and creatively within a given style, incorporating given features.

Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
Constructively critique their own and others' work, using musical vocabulary.

Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.