

TERM 1					
Improvise and Compose	Reception	Explore making sound with voices and percussion instruments; new words and actions, to create different feelings and moods.	Explore storytelling elements in the music and create a class story inspired by the piece.	Make up a simple accompaniment using percussion instruments.	Make up new lyrics and vocal sounds for different kinds of transport.
	Year 1	Create a dramatic group performance using kitchen-themed props.	Compose music to march to using tuned and untuned percussion.	Experiment with timbre to create aquarium-inspired music and draw the sounds using graphic symbols.	Explore using timbre, dynamics and pitch to tell a story.
	Year 2	Improvise rhythms along to a backing track using the note C or G.	Select instruments and compose music to reflect an animal's character.	Experiment with timbre to create aquarium inspired music and draw the sounds using graphic symbols.	Compose a sequence of sounds in response to a given stimulus.
	Year 3	Compose a pentatonic ostinato.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers.	Transfer clapping patterns to tuned instruments and as a group create a layered piece of music.
	Year 4	Improvise using the voice and instruments on the notes of the pentatonic scale.	Create atmospheric music for a scene with a given set of instruments.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Compose and perform a whole-class 'rondo' with pupil composed melodic patterns. Comprising crotchet, quaver and minim durations.
	Year 5	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	'Doodle' with sound, playing around with pitch and rhythm to create a strong hook.	Create fragments of songs that can develop into fully fledged songs.	Using the notes C-E-G (C major triad) compose a fanfare in memory of the men and women who were involved in WW1.
	Year 6	Compose a syncopated melody using the notes of the C major scale.	'Doodle' with sound, playing around with pitch and rhythm to create a strong hook.	Create fragments of songs that can develop into fully fledged songs.	Improvise extended melodies using the pentatonic scale.

TERM 2					
Improvise and Compose	Reception	Explore the range and capabilities of voices through vocal play.	Improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low	Make up new lyrics and accompanying actions.	Improvise a vocal/physical soundscape about minibeasts.
	Year 1	Compose word patterns and melodies using mi-re-do (E-D-C).	Compose musical sound effects and short sequences of sounds in response to a stimulus.	Improvise question-and-answer conversations using percussion instruments.	Make up new lyrics and create short body percussion patterns to accompany the song.
	Year 2	Compose 4-beat patterns.	Structure short musical ideas to form a larger piece.	Compose musical sound effects in response to a stimulus and improvise question-and-answer conversations using percussion instruments.	Compose an accompaniment using tuned percussion (playing chords and creating sound effects).
	Year 3	Compose a 4-beat rhythm pattern to play during instrumental sections.	Invent a drone accompaniment for a song they are singing.	Improvise and explore a variety of ways in which words can be used to create music.	Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect.
	Year 4	Improvise ('doodle') with voices and instruments over the chords in a song.	Explore how timbre, dynamics and texture can be used for impact in a fanfare.	Compose a fanfare using a small set of notes, and short repeated rhythms.	Improvise and explore a variety of ways in which words can be used to create music and communicate atmosphere and effect.
	Year 5	Use major chords to create a drone accompaniment and improvise freely over a drone.	Compose groove based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.	Work creatively in movement in small groups, learning to share and develop ideas.	Improvise rhythms using the chords D and G Major to create a bassline and chord accompaniment for the chorus or verse.
	Year 6	Compose an 8-bar piece on percussion, using given rhythms in 3-time with the option of adding chords F and C major.	Compose groove based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.	Improvise over the chords C minor and G7.	

TERM 3					
Improvise and Compose	Reception	Develop a song by composing new words and adding movements and props.	Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony.	Compose a three-beat body percussion pattern and perform it to a steady beat.	Invent and perform actions for new verses.
	Year 1	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Attempt to record compositions with stick and other notations.	Create musical phrases from new word rhythms that children invent.	
	Year 2	Create action patterns in 2- and 3-time.	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Attempt to record compositions with stick and other notations.	Compose rhythm patterns to accompany the song.
	Year 3	Improvise ('doodle') on-the-spot phrases using A minor and C major triads	Invent simple patterns using rhythms and notes C-D-E.	Compose music structuring short ideas into a bigger piece.	Notate, read, and follow a score.
	Year 4	Compose a short piece using major and/or minor chords.	Invent simple patterns using rhythms and notes C-D-E, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'.	Improvise using a pentatonic scale.	Create accompaniment patterns to a pentatonic song using graphic and staff notation to represent musical ideas.
	Year 5	Compose a kecak piece as part of a group.	Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from.	Compose a gentle melody inspired by lullabies in 3/4 time, using notes from a pentatonic scale and question-and-answer phrasing.	Create a soundscape for some of the creatures in the world.
	Year 6	Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from.	Create a rhythmic piece for drums and percussion instruments.	Compose a short song on the theme of leavers, using the same or similar chord sequence to Nobody knows (The Lumineers)	