Improvising and composing

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of key stage 1
Stimulus and purpose	Exploring and imitating sounds from their environment and in response to events in stories.	Children in reception will be learning to: • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.		Pupils should be taught to: • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Improvising	Exploring and imitating sounds.		Improvising simple question and answer phrases, using untuned percussion or voices.		
Creating and selecting 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.		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.	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.	
Sequencing	Playing sounds at the relevant point in a storytelling.		Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Stimulus and purpose	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	Pupils should be taught to: • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • Improvise and compose music for a range of purposes using the interrelated dimensions of music
Improvising	Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style.	Improvising coherently and creatively within a given style, incorporating given features.	
Creating and selecting sounds	Suggesting and implementing improvements to their own work, using musical vocabulary.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	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.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary.	
Sequencing	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.	