



Strand 5: Improvisation (Improvise with the Song)



	Curriculum Skills and Elements	Key Learning The children will learn:	National Curriculum The National Curriculum for Music says that pupils should be taught to:
Year 1	Improvising Pulse Rhythm Pitch Tempo	<ul style="list-style-type: none"> To explore and begin to create personal musical ideas using the given notes for the unit. To understand that improvisation is about making up your own very simple tunes on the spot. To follow a steady beat and stay 'in time'. To improvise simple vocal patterns using question-and-answer phrases. To understand the difference between creating a rhythm pattern and a pitch pattern. 	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Year 2	Improvising Listening Pulse Rhythm Pitch Tempo	<ul style="list-style-type: none"> Begin to create personal musical ideas using the given notes. To follow a steady beat and stay 'in time'. To understand that improvisation is about making up your own very simple tunes on the spot. 	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Year 3	Improvising Listening Pulse Rhythm Pitch Tempo Dynamics	<ul style="list-style-type: none"> To follow a steady beat and stay 'in time' when improvising. To become more skilled in improvising; perhaps trying more notes and rhythms, including rests or silent beats. To think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. 	Improvise and compose music for a range of purposes using the interrelated dimensions of music.

<p>Year 4</p>	<p>Improvising Listening</p> <p>Pulse Rhythm Pitch Tempo Dynamics</p>	<ul style="list-style-type: none"> • To explore improvisation within a major scale, using more notes. • To improvise on a limited range of pitches on the instrument they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. • To improvise over a simple chord progression/groove. 	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>
<p>Year 5</p>	<p>Improvising Listening</p> <p>Pulse Rhythm Pitch Tempo Dynamics Structure</p>	<ul style="list-style-type: none"> • To explore improvisation within major and minor scales, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A • To improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. • To experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). • To follow a steady beat and stay 'in time'. • To become more skilled in improvising, perhaps trying more notes and rhythms. • To become more skilled in improvising, perhaps trying to use melodic jumps that get higher and lower. • To explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. • To include rests or silent beats. • To use some loud and quiet dynamics. • To think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the 	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>

		<p>other. To include smooth (legato) and detached (staccato) articulation when playing notes.</p>	
<p>Year 6</p>	<p>Improvising Listening</p> <p>Pulse Rhythm Pitch Tempo Dynamics Structure</p>	<ul style="list-style-type: none"> • To explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B\flat, C, D G, A, B, C, D F, G, A, C, D • To improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation. • To follow a steady beat and stay 'in time'. • To become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats. • To think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. • To challenge themselves to play for longer periods, both as a soloist and in response to others in a group 	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>