



Strand 6: **Composition** (Compose with the Song / Create a Graphic Score)

	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	Composing Pulse Rhythm Pitch Tempo Dynamics	<ul style="list-style-type: none"> • Begin to understand that composing is like writing a story with music. • To explore sounds and create their own melodies. • To perform their simple composition/s using two, three, four or five notes. • Use simple notation if appropriate: To create a simple melody using crotchets and minims 	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Year 2	Composing Pulse Rhythm Pitch Tempo Dynamics	<ul style="list-style-type: none"> • To perform their simple composition/s using two, three, four or five notes. • To start and end their tune/s on note one. • Continue to understand that composing is like writing a story with music. • To explore and create graphic scores: • To create musical sound effects and short sequences of sounds in response to music and video stimuli. • To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • To create a story, choosing and playing classroom instruments. 	Experiment with, create, select and combine sounds using the interrelated dimensions of music.

		<ul style="list-style-type: none"> • To create and perform their own rhythm patterns with stick notation, including crotchets, quavers and minims. • To use music technology, if available, to capture, change and combine sounds. • To create a simple melody using crotchets and minims 	
Year 3	<p>Composing Notation</p> <p>Pulse Rhythm Pitch Tempo Dynamics Notation</p>	<ul style="list-style-type: none"> • To successfully create a melody in keeping with the style of the backing track. This could be to: <ul style="list-style-type: none"> • Compose over a simple chord progression. • Compose over a simple groove. • Compose over a drone. • To include a home note to provide a sense of an ending; coming home. • To perform their simple composition/s using their own choice of notes. • To give the melody a shape. • To describe how their melodies were created. • To start to use simple structures within compositions, eg introduction, verse, chorus or AB form. • To use simple dynamics. • To create a tempo instruction. • To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. • To use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns. 	<p>Improvise and compose music for a range of purposes, using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>
Year 4	<p>Composing Notation</p> <p>Pulse</p>	<ul style="list-style-type: none"> • To compose over a simple chord progression. • To compose over a groove. 	<p>Improvise and compose music for a range of purposes, using the interrelated dimensions of music.</p>

	<p>Rhythm Pitch Tempo Dynamics Notation</p>	<ul style="list-style-type: none"> • To use music technology, if available, to capture, change and combine sounds. • To start to use simple structures within compositions, eg introduction, verse, chorus or AB form. • To use simple dynamics. • To create a tempo instruction. • To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. • To create a melody using crotchets, minims, quavers and their rests. • To use a pentatonic scale. • To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). • To include the home note to provide a sense of an ending; coming home. • To perform their simple composition/s using their own choice of notes. 	<p>Use and understand staff and other musical notations.</p>
<p>Year 5</p>	<p>Composing Notation</p> <p>Pulse Rhythm Pitch Tempo Dynamics Notation</p>	<ul style="list-style-type: none"> • To create music in response to music and video stimuli. • To use music technology, if available, to capture, change and combine sounds. • Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). • To use chords to compose music that evokes a specific atmosphere, mood or environment. 	<p>Improvise and compose music for a range of purposes, using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>

- To use simple dynamics.
- To use rhythmic variety.
- To compose song accompaniments, perhaps using basic chords.
- To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- To use full scales in different keys.
- To understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.
- To perform simple, chordal accompaniments.
- To create a melody using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests.
- To use a pentatonic and a full scale, as well as major and minor tonalities.
- To understand the structure of the composition.
- To explain the composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).
- To include a home note to provide a sense of an ending; coming home.
- To perform their simple composition/s using their own choice of notes.
- To successfully create a melody in keeping with the style of the backing track.

		<ul style="list-style-type: none"> • To create their composition/s with an awareness of the basic/simple chords in the backing track 	
Year 6	<p>Composing Notation</p> <p>Pulse Rhythm Pitch Tempo Dynamics Notation</p>	<ul style="list-style-type: none"> • To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest. • To play this melody on available tuned percussion and/or orchestral instruments. • To notate this melody. • Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. • To create a simple chord progression. • To compose a ternary (ABA form) piece; to use available music software/apps to create and record it, discussing how musical contrasts are achieved. • To use music technology, if available, to capture, change and combine sounds. • To create music in response to music and video stimuli. • To use rhythmic variety. • To compose song accompaniments, perhaps using basic chords. • To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). • To use full scales in different keys. • To create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests. 	<p>Improvise and compose music for a range of purposes, using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>

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| | | <ul style="list-style-type: none">• To use a pentatonic and a full scale as well as major and minor tonalities.• To understand the structure of the composition.• To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).• To include a home note, providing a sense of an ending; coming home.• To perform their simple composition/s using their own choice of notes.• To successfully create a melody in keeping with the style of the backing track and to describe how their melodies were created.• To create their composition/s with an awareness of the basic/simple chords in the backing track. | |
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