

Learning Ladder: Composing

Step 8	<ul style="list-style-type: none"> • Accurately write and perform a simple tune on a conventional stave • Use a full octave to create/improvise melodies • Compose parts for a group piece for others to perform
Step 7 (Y6)	<ul style="list-style-type: none"> • Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment • Create music with multiple sections that include repetition and contrast • Use chord changes as part of a sequence, which may be improvised • Extend improvised melodies beyond 8 beats • Plan and compose an 8 - or 16- beat melodic phrase using learnt scales e.g. pentatonic, blues • Compose a piece of music suitable for a particular occasion • Compose a melody to match a given lyric with sensitivity to stylistic features • Use prior music technology knowledge to source sounds for an intended effect and use within a composition • Use a variety of textures and timbres when arranging a composition to create a specific mood, e.g. solo / small ensemble / whole class
Step 6 (Y5)	<ul style="list-style-type: none"> • Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments • Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox) • Work in pairs to compose a short, structured piece e.g. ternary (A, B, A) • Use chords to compose music to evoke a specific atmosphere, mood or environment • Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band • Compose over a pentatonic scale with a drone, ostinato or melody • Pupils contribute ideas to group /class compositions using the knowledge that they have gained of their instrument. They are sensitive to the ideas of others and are willing to refine their work
Step 5 (Y4)	<ul style="list-style-type: none"> • Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth) • Begin to make decisions about the overall structure of compositions • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches • Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4) • Use the inter-related dimensions of music when composing music to create a specific mood • Include a range of different instruments to create small ensembles when composing • Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology • Read and perform pitch notation within a defined range (octave) • Follow and perform simple rhythmic notation to a steady beat • Use rhythmic notation to transcribe words and phrases

	<ul style="list-style-type: none"> • Use music tech e.g. keyboards, Garageband and electronic sounds when composing • Pupils are prepared to have a go at improvising phrases of more than 2 bars on their instruments. This should be of a melodic and rhythmic nature. Pupils should be able to slot this into a larger piece of music at the correct time
Step 4 (Y3)	<ul style="list-style-type: none"> • Become more skilled in improvising inventing short on the spot responses using a limited note range • Select, organise and order sounds; Structure musical ideas to create music that has a beginning, middle and end. • Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning • Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start) • Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords • Compose a short piece of music with a given structure e.g. A B A, call and response, verse and chorus • Use rests in simple rhythms recorded on a grid and link to music technology • Present multiple layers on graphic scores or rhythm grids • Use music tech e.g. keyboards, Garageband and electric sounds when composing • Pupils can create / improvise a 2 bar rhythm only pattern either through clapping or on their instrument
Step 3 (Y2)	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus • Work with a partner to improvise simple rhythmic and melodic question and answer phrases • Use music technology to capture, change and combine sounds e.g. Chrome Music Lab, Scratch Junior • Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rest • Create rhythms using word phrases as a starting point and use these as an ostinato • Create and perform their own chanted rhythms with the corresponding stick notation • Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece • Use graphic scores to reflect pitch and dynamics • Change words to songs and rhymes whilst maintaining rhythmic patterns • Create a simple grid to record a 4 beat rhythmic pattern • They can improvise a simple rhythmic call and response phrases of their own on an instrument they are learning
Step 2 (Y1)	<ul style="list-style-type: none"> • Improvise simple vocal chants using question and answer phrases • Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films • Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C, D and E • Use music technology, if available, to capture, change and combine sounds

	<ul style="list-style-type: none">• Use basic dynamics and tempo for musical expression e.g. piano / forte, fast / slow• Create simple lyrics as a class to a well-known, traditional rhyme i.e. Twinkle Twinkle or Here we go round the mulberry bush
Step 1 (EYFS)	<ul style="list-style-type: none">• Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop• Collect and create sounds for a known story or poem