

Year 6

- Know how to compose groove-based pieces, demonstrating an understanding of drum grooves and basslines, and how these fit together to create memorable and catchy riffs.
- Know how to compose and create a rhythmic piece for drums and percussion instruments to accompany Bhangra music.
- Know how to drum patterns and riffs, and copy them on voices, instruments, and clapping rhythms.
- Know how to play extended melodies using a pentatonic scale.
- Know the chord progression of the song; 'Nobody Knows' and create their own lyrics and melody on the theme of leavers.
- Know how to ad lib or fill in when they forget song lyrics in a performance.

Year 5

- Know how to compose body percussion patterns to accompany a sea shanty and write these out using rhythm grids and play base notes and chords.
- Know how to understand techniques for creating a song and develop a greater understanding of the songwriting process.
- Know how to improvise and experiment with pitch and rhythm to create a strong hook.
- Know how to compose and create fragments of songs that can develop into fully fledged songs.
- Know how to explore a range of timbres to use in the creation of a soundscape
- Know how to 'doodle' with sounds.
- Know how different instrumental parts interact with each other to develop an understanding of texture in music .

Year 4

- Know how to improvise using the voice on a pentatonic scale.
- Know how to compose and perform a whole-class 'rondo' with pupil-composed melodic patterns.
- Know how to improvise and explore a variety of ways in which words can be used to create music .
- Know how to play/invent simple patterns using rhythms and notes C-D-E.
- Know how to create rhythm patterns and longer sequences with words.
- Know how to compose fanfare melodies using a note set combined with short, repeated rhythms. To create a short fanfare piece for a special occasion using melody, rhythm, texture, and silence.
- Compose and create accompaniment patterns to a pentatonic song and use graphic and staff notation to represent musical ideas.

Year 3

- Know how sing melodic and rhythmic accompaniments to a song and play a pentatonic ostinato.
- Know the structure of a rondo form (A-B-A-C-A).
- Know how to create clapped rhythmic patterns using crotchets, paired quavers, and crotchet rests.
- Know how to improvise and play/invent simple patterns using rhythms and notes C-D-E.
- Know how to compose music, structuring ideas into a bigger piece.
- Know how to notate, read, and follow a 'score'. Know how to compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment
- Know how to improvise percussive drum rhythms to play on the body of the ukulele.
- Know how to compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.

Year 2

- Know how to select and compose music based on the timbral quality of an instrument to reflect an animal's character.
- Know how to compose by structuring ideas to form a larger piece.
- Know how to compose 4-beat rhythm patterns (based on known durations) using music technology to capture, change, and combine sounds .
- Know how to create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.
- Know how to record/capture compositions with stick and other notations.
- Know how beats can be grouped into patterns and identify beat groupings in familiar songs .
- Know how to create action patterns in 2- and 3-time.

Year 1

- Know how to devise a dramatic group performance of the 'Menu' song, using props and kitchen sound-makers.
- Know how to create musical sound effects and short sequences of sound in responses to stimuli.
- Know how to use simple graphic scores to notate compositions and recognise how graphic notation can represent created sounds. Know how to explore and invent own symbols.
- Know how to perform word patterns in groups
- Know how to improvise a four-note call-and-response vocal phrases using 'so' and 'mi'
- Know how to recognise and respond to the musical characteristics of the music through movement /dance. Know how to mark the beat in a song and recognise a change in metre.

F2

- Know how to compose simple new lyrics with corresponding actions.
- Know how to respond to music in a range of ways and in different mediums (movement/mark making/improvisation)
- Know how to explore storytelling through music and structure a class story based on the piece.
- Know how to use a range of sounds within a story to create a percussion performance using instruments to represent different animal sounds.
- Know how to compose by developing a narrative with a soundtrack, using dynamics for dramatic effect

Composing

Creating or writing a piece of music and reading music

