

| Composition | | |
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| | Knowledge | Skills |
| EYFS | | <ul style="list-style-type: none"> ● To investigate making a melody with some notes. |
| Y1 | <ul style="list-style-type: none"> ● Composing is like writing a story with music. ● Everyone can compose. | <ul style="list-style-type: none"> ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary. |
| Y2 As Y1 and... | | <ul style="list-style-type: none"> ● Help create three simple melodies with the Units using one, three or five different notes. |
| Y3 and Y4 | <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) | <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| Y5 and 6 | <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol | <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |