



Music Progression - Create and Compose

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Across EYFS pupils will:	Across KS1 pupils will:	In lower KS2 pupils will:	In upper KS2 pupils will:
Make a range of sounds with voice. Make a range of sounds with instruments. Represent sounds pictorially. Begin to sequence sounds to create a rhythm or beat. Repeat (short rhythmic and melodic) patterns. Begin to read pictorial representations of music. Complete musical activities that embed pulse, rhythm and pitch, explore voices and play classroom instruments.	Copy back vocal warm ups. Use voice and body to make a range of sounds. Create high and low sounds using voice. Copy back short and long rhythmic patterns using voice. Copy back pitch patterns high and low using voice. Use voice to copy back and create simple melodic patterns using high and low. Use untuned percussion instruments to make a range of sounds (eg long/short). Choose different sounds to achieve an intended effect using a percussion instrument. Know how to use a music grid to represent the sounds using shapes. Create a sequence of sounds for a purpose.	Create a specific mood or feeling by combining different sounds. Begin to understand how to use tempo within a piece of music to provide contrast. Create simple compositions using G, A and B on the stave. Use silent beats for effect (rests). Combine learned inter-related dimensions of music in their composition. Compose a simple piece of music that they can recall to use again. Use notations to record compositions on glockenspiels using G, A, B, C, D, E, F, in a small group or on their own. Explore and use sets of pitches using a 4 and 5 notes scale. (Tetratonic and pentatonic scale) Use dynamics to provide contrast in compositions. Compose using verse and chorus.	Use notation and time signatures confidently on the stave when composing and be able to record groups of pitches (chords). Choose the most appropriate tempo and dynamics for a music composition. Improvise freely over a drone. Improvise over a simple groove, responding to the beat, creating a satisfying melodic beat. Recognise that different forms of notation serve different purposes. Use a variety of different musical devices in their composition (e.g. melody, rhythms and chords, rest). Show how a small change of tempo can make a piece of music more effective. Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale.

	Order sounds, when composing, to create a beginning, middle and end. Use a music grid to represent their sounds using sound buttons. Begin to compose short melodic patterns using the notes G, A, and B. Create short rhythmic patterns using long and short sounds. Choose sounds to create a desired effect on the listener.	Improvise over a groove. Learn a simple chord on a tuned instrument.	
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