

Understand the world through skills & knowledge

Understand your impact & significance within the world you live

Subject Leader Progression Document  
**Music**  
**Composing**

Embed RWM across all subjects

Thrive & flourish in a global society

Events from the past impact on our lives

Importance of collaboration

Build resilient, confident & independent learners

Relate current learning with past learning

Know & remember more

	<b>Seuss EYFS</b>	<b>Murphy Y1</b>	<b>Donaldson Y2</b>	<b>Dahl Y3</b>	<b>Dahl Rauf Y4</b>	<b>Rauf Y5</b>	<b>Shakespeare Y6</b>
<b>Skill</b>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance performing solo or in groups.</p> <ul style="list-style-type: none"> <li>· Steady beat</li> <li>· Rhythm</li> <li>· Pulse</li> </ul> <p>Encourage children to create their own music.</p> <p>Make their own instruments</p>	<p>1.Can they make different sounds with their voice?</p> <p>2.Can they make different sounds with instruments?</p> <p>3.Can they identify changes in sounds?</p> <p>4. Can they change the sound?</p> <p>5.Can they repeat (short rhythmic and melodic) patterns?</p> <p>6.Can they make a sequence of sounds?</p> <p>7.Can they show sounds by using pictures?</p>	<p>1.Can they order sounds to create a beginning, middle and end?</p> <p>2.Can they create music in response to &lt;different starting points&gt;?</p> <p>3.Can they choose sounds which create an effect?</p> <p>4.Can they use symbols to represent sounds?</p> <p>5.Can they make connections between notations and musical sounds?</p>	<p><b>Y3</b></p> <p>1.Can they use different elements in their composition?</p> <p>2.Can they create repeated patterns with different instruments?</p> <p>3.Can they compose melodies and songs?</p> <p>4.Can they create accompaniments for tunes?</p> <p>5.Can they combine different sounds to create a specific mood or feeling?</p> <p><b>Y4</b></p> <p>1.Can they use notations to record and interpret sequences of pitches?</p> <p>2.Can they use standard notation?</p>	<p><b>Y4</b></p> <p>1.Can they use notations to record and interpret sequences of pitches?</p> <p>2.Can they use standard notation?</p> <p>3.Can they use notations to record compositions in a small group or on their own?</p> <p>4.Can they use their notation in a performance?</p> <p><b>Y5</b></p> <p>1.Can they change sounds or organise them differently to change the effect?</p> <p>2.Can they compose music which meets specific criteria?</p>	<p>1.Can they use a variety of different musical devices in their composition (incl melody, rhythms and chords)?</p> <p>2.Do they recognise that different forms of notation serve different purposes?</p> <p>3.Can they use different forms of notation?</p> <p>4.Can they combine groups of beats?</p>	<p>Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</p> <p>Do they recognise that different forms of notation serve different purposes? Can they use different forms of notation?</p> <p>Can they combine groups of beats?</p>



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				<p>3.Can they use notations to record compositions in a small group or on their own?</p> <p>4.Can they use their notation in a performance?</p>	<p>3.Can they use their notations to record groups of pitches (chords)?</p> <p>4.Can they use a music diary to record aspects of the composition process?</p> <p>5.Can they choose the most appropriate tempo for a piece of music?</p>		
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