

Music Progression of Skills – Improvising and Composing

Shrewsbury Cathedral Catholic Primary School & Nursery

National Curriculum For Music in Key Stage 1	
KS1	Pupils should be taught to:
1a	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
1b	Play tuned and untuned instruments musically
1c	Listen with concentration and understanding to a range of high-quality live and recorded music
1d	Experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum For Music in Key Stage 2	
KS2	Pupils should be taught to:
2a	Play and perform in solo and ensembles context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2b	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2c	Listen with attention to detail and recall sounds with increasing aural memory.
2d	Use and understand staff and other musical notations
2e	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
2f	Develop and understanding of the history of music.

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Improvising and Composing	NC	KS1 Year 1 & 2	NC	Lower KS2 Year 3 & 4	NC	Upper KS2 Year 5 & 6
IC.1 Exploring Sounds	1a 1b 1d	Explores sounds with voice, body or instruments	2a 2b	Explores and improvises sounds or musical patterns with voice, body or instruments <i>and music technology</i> .	2b	Selects and use instruments, creative sound-makers <i>and music technology</i> , or playing techniques to improvise sounds or patterns.
IC.2 Choosing and Organising Sounds	1d	Selects sounds to represent ideas and feelings.	2b	Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.	2a 2b	Selects, orders, combines and changes sounds, imaginatively and with expression, to represent ideas, moods or feelings, or tell a story.
IC.3 Creating music within structures	1a 1d	Improvises within given songs, chants or ostinati.	2a 2b	Creates rhythms, melodies, lyrics, <i>loops</i> or accompaniments within simple or given musical structures.	2a 2b	Creates and combines rhythms, melodies, harmonies <i>loops</i> , or lyrics within own musical pieces effectively.
1C.4 Improvising to demonstrate musical ideas	1b 1d	Improvises to demonstrate a simple musical idea (loud/quiet, fast/slow, high/low).	2a 2b	Improvises, with growing confidence and control with voice, instruments or <i>music technology</i> to demonstrate musical changes or contrasts.	2a 2b	Improvises imaginatively and expressively with voice or instruments <i>or music technology</i> using inter-related dimensions of music.
IC.5 Communicating ideas or moods	1b 1d	Improvises or composes to communicate ideas or moods.	2a 2b	Improvises and composes effectively to communicate ideas or moods	2b	Improvises and composes imaginatively to communicate ideas & moods
IC.6 Improvising rhythms & tunes	1b 1d	Improvises simple rhythms or tunes	2a 2b	Improvises with growing confidence rhythms or simple tunes within musical structures (e.g. a beat, ostinato or chord sequence)	2a 2b	Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato or chord sequence) confidently and imaginatively.
IC.7 Creating and Performing own music in a group	1d	Contributes ideas to a composition and perform this solo or as a class or group.	2a 2b	Composes and performs solo or with class or group, contributing ideas to create songs, chants or pieces.	2a 2b	Composes and perform solos and with others effectively and imaginatively to create songs, chants or pieces
IC.8 Using Notation	1d	Uses pictures, graphic symbols or rhythm notation as support to improvise, compose or record own music.	2b 2d	Uses given or own notation (graphic symbols or rhythm notation) to improvise, compose and record compositions.	2b 2d	Uses notation (graphic scores, rhythm or staff notation) to support & record composition to improvise, compose and record own compositions.

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Progression of Musical Skills for Early Years Foundation Stage

This document outlines key areas of musical development in different stages of nursery and early years. The tables below provide key skills in improvising and composing, and statements align with, and expand on, relevant statements from the Early Learning Goals in the EYFS statutory framework and Development Matters.

The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Improvising and Composing				
	0-1 Years	1-2 Years	2-4 Years	Reception
Chooses Sounds	See “Exploring Sounds on Musical Instruments”	See “Exploring Sounds on Musical Instruments”	Makes own choices about instruments to play. Adds sound effects to stories using instruments, voice, and body percussion.	Selects instruments or vocal sounds to represent specific things, e.g. environmental sounds. Chooses how to play the sound they want to make e.g. shaking or tapping loudly or quietly. Creates songs or adds words to make alternative versions of familiar songs
Improvises and plays Sounds	See “Exploring Sounds on Musical Instruments”	See “Exploring Sounds on Musical Instruments”	Invents own rhythm or melodic patterns in music making. Suggests words, body percussion or actions to insert in songs	Improvises different ways to play instruments and use their voices. Makes up music to represent environmental sounds, e.g. rain, animals, or simple moods, e.g. happy, sad