

# COMPOSE

and improvise, developing musical ideas by:

**Using the inter-related elements of music**  
expressively and with increasing sophistication

|    |   |
|----|---|
| 16 | Combine individual bars of music to create longer phrases with structure e.g. ABAC rhythm pattern.                                    |
| 15 | Develop harmonies-layer melodies  |
| 14 | Add drones/simple chords developing texture   |
| 13 | Make appropriate instrument choices for an <b>expressive</b> purpose  |
| 12 | Compose a riff/ contrasting pattern using rhythms of 3 note values  |
| 11 | Layer rhythms   |
| 10 | Create melodies up to 5 notes (pentatonic/consecutive??)  |
| 9  | Compose within simple structure- beginning, middle end.   |
| 8  | Compose rhythms using 2 note values explored (with rest- so including silence)  |
| 7  | Improvise patterns- rhythmic(e.g. from word patterns) melodic using notes limited to those experienced vocally <b>duration, pitch</b> |
| 6  | Identify if an instrument is tuned or untuned <b>pitch</b>  |
| 5  | Combine sounds for effect-considered choice <b>tempo, dynamics, duration, timbre</b>  |
| 4  | Consider sound choices- with reasoning, in response to stimulus- story/picture/poem <b>tempo, dynamics, duration, timbre</b>          |
| 3  | Choose sound sources for specific effect- this sounds like a ... <b>timbre</b>  |
| 2  | Make sounds using classroom instruments <b>tempo, dynamics, duration</b>  |
| 1  | Explore different sounds <b>timbre</b>  |

Drawing on a wide range of musical **styles, structures, genres and traditions**

|   |  |
|---|--|
| 7 | Develop depth of historical/cultural context and identify features e.g. Baroque/ Gamelan   |
| 6 | Focus on a specific and easily identifiable dimension as relevant to current composition   |
| 5 | Compare and contrast music, (as appropriate to age) using simple language-use as an inspiration to composing/ supplement new ideas |
| 4 | Identify key features of specific genres e.g. pop, western classical, world music as appropriate to topics studied                 |
| 3 | Listen to music from current times and contrasting historical periods and cultural traditions-responding physically.               |
| 5 | Explore simple songs and games from a variety of cultures including those beyond the school  |
| 1 | Explore songs/games and varied repertoire reflecting multiple cultures of the school-.   |

\*Dimensions in bold specifically explored within that 'rung' exploration. Where not specifically mentioned then explored within all work as appropriate to task and outcome.