

Aspects of Music: Improvisation, Composition and Performance

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	Improvisation		Composition		Performance	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Nursery	To recognise the pulse.	To copy body percussion sounds in time to the pulse.	To know that music is made by a variety of sounds.	To be able to compose a simple rhythm.	To understand that people perform music for others to listen to.	To imitate movement in response to music.
Reception	To recognise a rhythm.	To tap out a simple repeated rhythm.	To know that composing means creating a piece of music.	To be able to produce contrasts in rhythm, tempo and volume.	To understand how to behave during a musical performance.	To be able to create a range of movements in response to music.
Year 1	<p>To start to understand that improvisation is about making up your own tunes on the spot.</p> <p>To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To understand that everyone can improvise.</p>	<p>Start to improvise using the improvisation tracks provided.</p> <p>Start to improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<p>Start to understand that composing is like writing a story with music.</p> <p>Know that everyone can compose.</p>	<p>Start to help to create a simple melody using one, two or three notes.</p> <p>Start to learn how the notes of the composition can be written down and changed if necessary</p>	<p>Know that a performance is sharing music with other people, called an audience.</p>	<p>Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>

<p>Year 2</p>	<p>Understand that improvisation is making up your own tunes on the spot.</p> <p>To know and explain that when someone improvises, they make up their own tune that has never been heard before.</p> <p>Know that improvisation is not written down and belongs to them.</p> <p>Know that everyone can improvise, and you can use one or two notes.</p>	<p>Continue to improvise using the improvisation tracks provided.</p> <p>Continue to improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<p>Know and explain that composing is like writing a story with music.</p> <p>To know that everyone can compose.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p>	<p>Know that a performance is sharing music with an audience.</p> <p>Know that a performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>Add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>
<p>Year 3</p>	<p>To be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they 	<p>Continue to Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <ul style="list-style-type: none"> ● Play and Improvise – Using your instruments, listen and play your own 	<p>To start to understand and start to talk about:</p> <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 	<p>Start to help create at least one simple melody using one, three or five different notes.</p> <ul style="list-style-type: none"> ● Plan and create a section of music that can be performed within the context of the unit song. 	<p>To start to know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other 	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when</p>

	<p>make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that in improvisation, using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p>answer using two different notes.</p> <ul style="list-style-type: none"> ● Improvise! – Take it in turns to improvise using three different notes. 	<p>performed again to your friends.</p> <ul style="list-style-type: none"> ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	<p>performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
Year 4	<p>To understand and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written 	<p>Continue to Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <ul style="list-style-type: none"> ● Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ● Improvise! – Take it in turns to improvise 	<p>To know and be able to talk about:</p> <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 	<p>Help create at least one simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> ● 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 	<p>To understand and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed 	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how

	<p>down and belongs to them.</p> <ul style="list-style-type: none"> ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p>	<p>using three different notes.</p>	<p>names, symbols, audio etc.)</p>	<p>musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <ul style="list-style-type: none"> ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	<p>they were feeling, what they were pleased with what they would change and why.</p>
Year 5	<p>To understand and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. 	<p>Copy back using instruments. Use the three notes.</p> <p>Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>Improvise using three notes.</p> <p>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E,</p>	<p>To start to know and be able to talk about:</p> <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 	<p>Start to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> ● 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 	<p>To start to know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and 	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To start to talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What</p>

	<ul style="list-style-type: none"> ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians 	G, A + B (pentatonic scale/a five-note pattern)	<ul style="list-style-type: none"> ● Notation: recognise the connection between sound and symbol 	appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	<p>involve an audience including of people you don't know</p> <ul style="list-style-type: none"> ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>went well?" and "It would have been even better if...?"</p>
Year 6	<p>To understand and confidently be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. 	<p>Continue to copy back using instruments. Use the three notes.</p> <p>Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>Improvise using three notes.</p> <p>Improvise with a feeling for the style of Bossa Nova and Swing</p>	<p>To understand and confidently be able to talk about:</p> <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, 	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> ● 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. 	<p>To understand and confidently be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence 	<p>To confidently choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p>

	<ul style="list-style-type: none"> ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians 	<p>using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>dynamics, texture and structure</p> <ul style="list-style-type: none"> ● Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>To confidently discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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