


<ul style="list-style-type: none"> • Technique & musicality: improvise and refine rhythms and melodic ideas, demonstrating a sense of musical phrase. • Notation: combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas. • Creative process: identify the strengths and areas for development in a piece. 	Year 6	<ul style="list-style-type: none"> • Technique & musicality: know that intentionally combining the inter-related dimensions of music will create effect. • Notation: know that using rhythmic variety and changes in pitch will help to make my piece sound interesting. • Creative process: understand that certain notes when performed together create different effects such as consonant and dissonant sounds.
<ul style="list-style-type: none"> • Technique & musicality: develop rhythmic and melodic ideas of greater length and musical shape. • Notation: demonstrate increased confidence and accuracy using various forms of notation to record musical ideas. • Creative process: improvise, explore and combine sounds with growing confidence, taking simple ideas to develop further in composition. 	Year 5	<ul style="list-style-type: none"> • Technique & musicality: know that repeating a musical idea helps to develop the sound of the overall piece. • Notation: know that certain pitches compliment each other when accompanying a melody. • Creative process: know that composition involves using a variety of instruments, different pitches, repeated and contrasting rhythms, and the inter-related dimensions.
<ul style="list-style-type: none"> • Technique & musicality: link rhythmic and melodic patterns into structured responses. • Notation: demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation. • Creative process: contribute appropriate ideas expressing musical opinions for creating and improving work. 	Year 4	<ul style="list-style-type: none"> • Technique & musicality: know that applying the inter-related dimensions of music can create effects in response to a stimulus. • Notation: understand that a pentatonic scale uses five notes. • Creative process: know that structuring my work will help with the overall effectiveness of a piece.
<ul style="list-style-type: none"> • Technique & musicality: demonstrate application of the inter-related dimensions of music. Begin to experiment with given notes to create simple patterns and melodic ideas in response to a stimulus or theme. • Notation: begin to record ideas using sign and symbols including graphic score, pitch and rhythm notation. • Creative process: contribute ideas individually and in group work with consideration of the structure and theme of the music. 	Year 3	<ul style="list-style-type: none"> • Technique & musicality: know that combining rhythm and pitch gives us a melody. • Notation: understand that I can combine rhythm with pitch to create rising and falling phrases. • Creative process: know that having a clear beginning and end will help with the overall sound of the piece.
<ul style="list-style-type: none"> • Technique & musicality: select sounds to demonstrate mood or message and explore and use changes in pitch dynamics, duration and tempo. • Notation: use images to structure pieces using graphic score. Select symbols for rhythm and pitch. • Creative process: share ideas to create pieces with simple structure. 	Year 2	<ul style="list-style-type: none"> • Technique & musicality: know that different sounds can be used to represent different characters, emotions and moods. • Notation: know that changing the size of an image or how often it appears can show changes in dynamics and tempo. • Creative process: know that ideas can be represented through movement, singing and playing.
<ul style="list-style-type: none"> • Technique & musicality: explore timbre, pitch, duration, dynamics and tempo and explore sound in relation to mood or message. • Notation: begin to explore how images can be used to create graphic scores and explore symbols for rhythm and pitch. • Creative process: express opinions when selecting and describing sounds to create music. 	Year 1	<ul style="list-style-type: none"> • Technique & musicality: know that playing an instrument with less force or effort will make it sound quieter. • Notation: know that I can use images and symbols to create a score showing when to play and when to stop. • Creative process: know to explore different ideas before deciding what to do.
<ul style="list-style-type: none"> • Technique & musicality: explore and create sounds using voice, body percussion, instruments and found sounds and explore how sounds can be changed from loud to quiet, fast to slow and high to low. • Notation: introduced to symbols and images to convey sound. • Creative process: create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus. 	EYFS 	<ul style="list-style-type: none"> • Technique & musicality: know that different instruments make different sounds. • Notation: know that I can order images to create sounds. • Creative process: understanding the words of a song will help me to decide on actions or sounds.