

Learning Ladder

Composing

Steps	Composing
Step 8 (Year 6)	<p>Accurately write and perform a simple tune on a conventional stave</p> <p>Use a full octave to create/improvise melodies</p> <p>Compose parts for a group piece for others to perform</p> <p>Compose and record multiple layers of rhythm</p>
Step 7 (Year 6)	<p>Using a range of scales to create and play melodies for voice/instrument</p> <p>Create contrasting sections simple musical forms</p> <p>Compose a piece of music suitable for a particular occasion</p> <p>Compose a melody to match a given lyric</p> <p>Compose and record combinations of two rhythms</p> <p>Compose patterns of sound for expressive purposes</p>
Step 6 (Year 5)	<p>Using five note scales to compose and perform melodies</p> <p>Combine pulse and rhythm and record using notation</p> <p>Compose and play a melody with at least 5 different notes</p> <p>Compose and record rhythm in extended time groups using a grid</p> <p>Compose music which includes melodies, rhythms and other sounds and record using self-directed notation</p>
Step 5 (Year 4)	<p>Represent three or four different pitches on a score</p> <p>Compose and record rhythms in a basic 4/4 time using a grid</p> <p>Recognise and explain the difference between pulse and rhythm</p> <p>Compose pieces of music using a three-part ternary structure</p> <p>Compose rhythmic patterns using words, phrases and rhythmic notation</p>
Step 4 (Year 3)	<p>Show some awareness of pitch in graphic scores and 2-line notation scores</p> <p>Compose a short piece of music with a given structure</p> <p>Use rests in simple rhythms recorded on a grid</p> <p>Present multiple layers on graphic scores</p>
Step 3 (Year 2)	<p>Compose and play simple rhythmic patterns in groups</p> <p>Use graphic scores to reflect mood, themes, movement and character</p> <p>Recall, adapt and perform short rhythmic phrases</p> <p>Change words to songs and rhymes whilst maintaining rhythmic patterns</p>
Step 2 (Year 1)	<p>Tell a story or rhyme through a 'sound' story-board</p> <p>Select appropriate instruments for a particular task</p> <p>Use basic dynamics and tempo for musical expression</p>
Step 1 (EYFS)	<p>Collect and create sounds for a known story or poem</p>