

Subject Focus	EYFS	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Sounds and Instruments		> Recognise Classroom instruments, listen to sounds.	Begin to recognise some instrumental sounds and name classroom instruments.	<	Derbyshire Music Education Hub - Play a variety of instruments including their names and sounds.	Derbyshire Music Education Hub - Play a variety of instruments including their names and sounds.	Begin to recognise a broader range of ensembles and instruments relating to different styles of music.	<
Identify Musical Conventions		> Describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving.	Begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.	<	Derbyshire Music Education Hub - Play a variety of instruments in which the instrument matches the genre.	Derbyshire Music Education Hub - Play a variety of instruments in which the instrument matches the genre.	Develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music.	<
Improvisation		> Explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low.	Improvise simple vocal chants and pitch and rhythm patterns.	<	Derbyshire Education Music Hub - opportunity to improvise will be available to pupils during warm up sessions.	Derbyshire Education Music Hub - opportunity to improvise will be available to pupils during warm up sessions.	Improvise 8 beat rhythmic patterns and melodic patterns over an octave.	<
Notation		> Introduced to symbols and images to order and convey sound.	Begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch.	<	Derbyshire Education Music Hub - notation is used when applicable based on the instrument being learnt.	Derbyshire Education Music Hub - notation is used when applicable based on the instrument being learnt.	Demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.	<

Creative Process		<p>&gt; Create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.</p>	<p>Select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message.</p>		<p>Derbyshire Education Music Hub - Pupils will experience listening to various styles of music and have the opportunity to express their understanding of the beats through movement/dance and through discussion.</p>	<p>Derbyshire Education Music Hub - Pupils will experience listening to various styles of music and have the opportunity to express their understanding of the beats through movement/dance and through discussion.</p>	<p>Explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure. Compose music with several parts with consideration of harmony to evoke mood.</p>	
Technical Control		<p>&gt; Distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.</p>	<p>Sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants.</p>		<p>Derbyshire Education Music Hub - Be able to play a number of rhythms whilst singing and maintaining a good sense of timing by feeling/listening to the beat part.</p>	<p>Derbyshire Education Music Hub - Be able to play a number of rhythms whilst singing and maintaining a good sense of timing by feeling/listening to the beat part.</p>	<p>Sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing.</p>	

Music Progression throughout Furness Vale Primary and Nursery School - Get Set 4 Music and Derbyshire Education Music Hub

<p>Ensemble Awareness</p>		<p>&gt; Begin to start and stop together with others.</p>	<p>Follow simple performance indications for start, stop, gradually change dynamics.</p>	<p>&lt;</p>	<p>Derbyshire Education Music Hub - The children play as a group and solo during lessons and performances.</p>	<p>Derbyshire Education Music Hub - The children play as a group and solo during lessons and performances.</p>	<p>Lead others into a performance controlling the tempo of the pulse.</p>	<p>&lt;</p>
<p>Communication and Audience</p>		<p>&gt; Explore sounds using instruments and voice, showing an awareness of tempo and dynamics.</p>	<p>Begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower.</p>	<p>&lt;</p>	<p>Derbyshire Education Music Hub - The children have the opportunity to play in front of an audience at events hosted by Derbyshire Education music Hub.</p>	<p>Derbyshire Education Music Hub - The children have the opportunity to play in front of an audience at events hosted by Derbyshire Education music Hub.</p>	<p>Demonstrate increased confidence when performing, showing an awareness that a performance is an occasion.</p>	<p>&lt;</p>