

	Reception and Year 1		Year 2 and 3		Year 4/5/6		
	Year A	Year B	Year A	Year B	Year A	Year B	Year C
Knowledge	Music can be represented through movement. Sounds can be fast/slow, loud/quiet and high/low. Music can be used for celebrations and special occasions. Sounds can represent real and imagined journeys. A pulse is the steady beat in music. Sounds can be organised and represented using simple notation. Music can have different dynamics. Sounds can be high or low in pitch.	Sounds can be made, changed and organised. Music and sound can represent characters and events. Instruments can produce sounds in different ways. Tempo describes how fast or slow music is. Sounds can be organised into repeating patterns. Symbols can represent sounds and musical ideas.	Pitch can move higher and lower. Instruments and musical features can represent characters and events. Songs can communicate ideas about places and culture. Pentatonic music uses a five-note scale. Different cultures use distinctive instruments and musical traditions. A ballad tells a story through song.	A musical phrase can be answered by another phrase. Dynamics describe volume and can create contrast. Music can be organised into sections. Good singing requires control of breathing, posture and pitch. Jazz often uses improvisation and particular rhythmic styles. Music can be composed to match images and actions.	These musical dimensions can be deliberately changed to create effects. Rock and roll has characteristic rhythms, instrumentation and performance styles. Music reflects historical events and social experiences. Music can represent cultural festivals. Notation can record and communicate musical ideas. Dynamics, pitch and texture contribute to musical expression.	A theme can be changed while remaining recognisable. Repeated musical patterns can be layered and altered. Music can be shaped by cultural traditions, including rhythm and call-and-response. The body and tuned percussion can create rhythmic and melodic music. Music can be composed in response to poetry and performed expressively. A complete song can be composed collaboratively for a particular audience and occasion.	Samba uses layered rhythms and a range of percussion instruments. A motif is a short musical idea that can be changed and moved to a different pitch. Blues has recognisable chord patterns, scales and musical structures. Music, singing and performance help communicate character and narrative. Musical elements can create mood, atmosphere and meaning. Music from different historical periods has recognisable stylistic features.
Skills	Move in response to Music. Explore voices and instruments. Make contrasting sounds. Keep a steady pulse. Copy and create simple rhythms. Sing songs from memory.	Explore how sounds are made. Select instruments for a purpose. Create sound effects. Respond to musical stories Sing and perform together. Identify and change tempo.	Sing with increasing control. Identify changes in pitch; create musical responses to stories. Select appropriate instruments. Perform and compose simple pentatonic melodies. Improvise using a limited set of notes.	Perform call-and-response patterns. Use voices and instruments expressively. Control dynamics. Identify and create contrasting sections. Improve singing posture, breathing and diction. Maintain a part in group singing.	Identify and manipulate pitch, tempo and dynamics. Perform rhythmic patterns accurately. Sing and play in time with others; recognise stylistic features of rock and roll. Research and perform historical songs. Compose music to represent an event or celebration.	Identify a theme and create variations. Perform repeated loops accurately. Layer rhythmic and melodic patterns. Use digital or recorded sound where available. Perform and compose in response to African musical traditions. Use body percussion and tuned instruments.	Perform synchronised ensemble rhythms. Maintain an independent part. Identify and perform samba instruments and rhythms. Create, adapt and transpose motifs. Improvise within the blues style. Recognise blues structures.

Music Progression map
Armathwaite School

	Perform simple pieces. Respond to changes in dynamics and pitch. Create sounds to represent characters, places and ideas. Use simple graphic symbols.	Copy and create sound patterns Recognise repetition Create simple compositions Follow and use simple graphic scores and symbols.	Listen to and describe traditional instruments. Compose music for a purpose. Learn and perform songs with attention to lyrics and expression.	Recognise and experiment with jazz features. Improvise simple rhythms and melodies. Compose music to accompany an animation. Evaluate and refine work.	Create and interpret increasingly complex notation. Analyse texture. Listen critically to a longer piece of music and explain how musical elements create atmosphere.	Develop rhythmic accuracy. Compose in response to poetry. Rehearse and refine a performance. Collaborate to compose lyrics, melody and accompaniment for a complete song.	Combine singing, acting and movement. Compose and select music for dramatic effect. Create leitmotifs and soundtracks. Listen analytically to Baroque music. Compare music across styles, cultures and historical periods.
Vocabulary	music, sound, silence, loud, quiet, fast, slow, high, low, pulse, beat, rhythm, movement, instrument, voice, perform, compose, dynamics, pitch.	explore, sound, instrument, tempo, fast, slow, pattern, repeat, symbol, graphic score, compose, perform, listen, character, story, texture.	pitch, melody, higher, lower, percussion, tuned, untuned, pentatonic, improvise, compose, tradition, culture, ballad, verse, chorus, lyrics, accompaniment.	call, response, phrase, dynamics, forte, piano, structure, section, verse, chorus, unison, posture, breathing, diction, jazz, improvisation, rhythm, composition.	tempo, dynamics, pitch, texture, rhythm, beat, rock and roll, style, notation, stave, symbol, compose, texture, melody, accompaniment.	theme, variation, loop, remix, layer, ostinato, polyrhythm, call and response, percussion, tuned percussion, body percussion, rhythm, melody, haiku, verse, chorus, audience.	samba, carnival, ensemble, syncopation, motif, adapt, transpose, pitch, blues, 12-bar blues, chord, scale, improvisation, musical theatre, character, narrative, film score, soundtrack, leitmotif, Baroque, composer, style, period

Armathwaite School Music Progression Overview

Area of progression	EYFS / Year 1	Year 2 / 3	Year 4 / 5 / 6
Listening	Respond physically and verbally to contrasting sounds and music.	Identify and describe musical features and instruments.	Analyse how musical elements work together and compare music across genres, cultures and historical periods.
Singing	Join in with familiar songs and develop confidence using the voice.	Sing with improving pitch, diction, posture and control.	Perform increasingly complex songs with expression, accuracy and awareness of ensemble roles.
Pulse and rhythm	Find and keep a steady pulse; copy simple rhythms.	Perform, create and combine increasingly complex rhythmic patterns.	Maintain independent rhythmic parts, including repeated patterns and more complex ensemble work.
Pitch and melody	Recognise and explore high and low sounds.	Create and perform simple melodies, including pentatonic melodies.	Develop motifs, transpose ideas, improvise and compose increasingly sophisticated melodies.
Instruments	Explore how instruments make sounds and select sounds for a purpose.	Classify and use tuned and untuned instruments with increasing control.	Perform as part of an ensemble, using instruments accurately and expressively.
Composition	Create short sound sequences and representations.	Organise sounds into purposeful patterns and compositions.	Compose, develop, record, refine and perform extended pieces for specific purposes and audiences.
Notation	Use marks and simple symbols to represent sound.	Read and create simple graphic and musical representations.	Use increasingly conventional notation to record, perform and communicate musical ideas.
Improvisation	Experiment freely with sounds.	Improvise using simple rhythmic and melodic frameworks.	Improvise within stylistic and structural conventions, including jazz and blues.
Musical context	Experience music linked to stories, celebrations and familiar experiences.	Explore music from different places, traditions and purposes.	Understand music in cultural, historical and stylistic contexts, including Baroque, WW2, African, Indian, South American and Western traditions.
Performance and evaluation	Share simple performances and talk about what they hear.	Perform to others and begin to evaluate and improve work.	Rehearse, refine and perform for audiences; use musical vocabulary to evaluate and improve compositions and performances.