

Armathwaite School  
Music Progression map

	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	<p>Understanding that music is a part of everyday life.</p> <p>Exploring different types of sounds (e.g., vocal, instrumental, body percussion).</p> <p>Understanding basic musical concepts like pitch, volume, and speed (tempo).</p> <p>Identifying basic musical instruments e.g., drums, xylophones, tambourine</p>	<p>Familiarity with how different instruments create sounds.</p> <p>Understanding of simple call-and-response songs.</p> <p>Exploring the concept of steady beat in music.</p> <p>Recognizing and understanding different vocal timbres (e.g., singing, shouting, whispering).</p>	<p>Understanding how music is structured (e.g., phrases, repeated patterns).</p> <p>Introduction to Pitch, melody, and vocal control.</p> <p>Learning about simple time signatures (e.g., 4/4, 3/4).</p> <p>Exploring tuned and untuned instruments.</p>	<p>Understanding how music is structured (e.g., phrases, repeated patterns).</p> <p>Introduction to basic notation (e.g., crotchets, quavers, rests).</p> <p>Learning about simple time signatures (e.g., 4/4, 3/4).</p> <p>Exploring how different instruments can be used to create different sounds (e.g., woodwind, brass).</p>	<p>Learning about key musical forms and structures (e.g., AB, ABA, rondo).</p> <p>Introduction to the concept of harmony and understanding how different notes fit together.</p> <p>Introduction to music history and significant composers from various genres.</p> <p>Understanding the role of different instruments in a group or orchestra.</p>	<p>Deeper exploration of musical forms and structures, including ternary, binary, and theme and variations.</p> <p>Introduction to different musical styles from around the world.</p> <p>Further exploration of notation, including rests, dotted notes, and triplets.</p> <p>Understanding the role of composers in different historical periods.</p>	<p>Understanding of musical notation for pitched and unpitched instruments.</p> <p>Exploration of music technology, such as basic digital composition or music recording tools.</p> <p>Study of different types of ensembles (e.g., orchestra, choir, band).</p> <p>Exploration of advanced music history and composers (e.g., Beethoven, Mozart, Tchaikovsky, etc.).</p>

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<p>Skills</p>	<p>Clapping along to a rhythm.</p> <p>Singing simple songs, using familiar tunes.</p> <p>Exploring sounds made by different instruments.</p> <p>Moving to music and expressing rhythm and mood through movement.</p> <p>Developing listening skills to identify changes in pitch, tempo, and dynamics.</p>	<p>Singing familiar songs in unison.</p> <p>Using simple percussion instruments to accompany songs (e.g., tambourine, maracas).</p> <p>Playing a simple rhythm pattern on a percussion instrument.</p> <p>Exploring different ways of making sounds (e.g., tapping, shaking, rubbing).</p>	<p>Singing songs with control and expression, using simple accompaniment (e.g., using tuned percussion).</p> <p>Playing simple melodic patterns on instruments (e.g., glockenspiel).</p> <p>Keeping a steady beat when singing or playing an instrument.</p> <p>Developing basic listening skills to identify musical elements such as changes in dynamics, tempo, and texture.</p> <p>Using symbols or visual aids to represent musical patterns.</p>	<p>Playing and reading simple rhythmic notation (e.g., playing a rhythm pattern using notation).</p> <p>Identifying patterns in music.</p> <p>Performing music in small groups or ensembles.</p> <p>Understanding and applying different dynamics and articulation (e.g., legato, staccato).</p>	<p>Playing simple chords or harmonic patterns on a keyboard or other instruments.</p> <p>Writing simple compositions (e.g., a short rhythmic or melodic piece).</p> <p>Performing as part of an ensemble with attention to balance and timing.</p> <p>Improvising simple rhythms or melodies using familiar patterns.</p> <p>Understanding and applying dynamics, tempo, and expression in performances.</p>	<p>Using more complex rhythms and time signatures in performance.</p> <p>Composing more advanced rhythmic and melodic phrases.</p> <p>Playing simple parts in an ensemble, considering balance and blend with other instruments.</p> <p>Analysing and comparing music from different genres and historical periods.</p>	<p>Composing and arranging simple pieces for different instruments.</p> <p>Using music technology to create digital compositions or recordings.</p> <p>Understanding and interpreting more complex music notation.</p> <p>Performing more complex pieces as part of a group or solo.</p>
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Vocabulary	Sound, pitch, rhythm, beat, loud, soft, fast, slow, high, low, quiet, loud.	Loud, soft, rhythm, beat, melody, instruments, tempo, pattern.	Dynamics, melody, texture, chorus, verse, timbre, accompaniment, steady beat.	Notation, rhythm, time signature, pitch, phrase, pattern, staccato, legato.	Harmony, structure, composition, melody, dynamics, improvisation, ensemble, texture, composer.	Time signature, triplet, syncopation, theme, variation, analysis, dynamics.	Notation, composer, arrangement, ensemble, digital music, syncopation, chord, composition.
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