



# Federation of Grove House and King's Park Music Progression Map



**Vision** – At the federation of Grove House and King's Park Infant school we recognise the important role of music in children's development. Our intent is to provide children with the opportunity to access high quality music education that meets the national curriculum aim of 'engage and inspire pupils to develop a love of music'. Through the implementation of the Charanga Musical School Scheme of work, we hope to encourage children to express themselves musically and creatively. This love of music is ignited through musical activities such as: games, singing, playing, improvising and composing. This love of music enables pupils to 'increase their self – confidence, creativity and sense of achievement'.

	Foundation Stage (3- 4 years old to ELGs)	KS1		KS2
	3 -4 years old Children in Reception Early Learning Goals	Year 1	Year 2	Year 3
<b>The National Curriculum</b>	<b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 2. Play tuned and untuned instruments musically. 3. Listen with concentration and understanding to a range of high-quality live and recorded music. 4. Experiment with, create, select and combine sounds using the interrelated dimensions of music.		1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 3. Listen with attention to detail and recall sounds with increasing aural memory. 4. Use and understand staff and other musical notations. 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the history of music.
<b>Our Federation's Curriculum (Enable)</b>	1. Weekly singing assemblies 2. Access to a range of tuned and untuned musical instruments for music lessons 3. Listening to music while completing school tasks, such as handwriting 4. Charanga Musical School Curriculum			
<b>Extending Music</b>	Weekly assembly singing and performing songs relating to celebrations, seasons, and events			



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<b>Enriching Music</b>	Trip to local church singing and performing songs for Harvest Festival Singing and performing shows for parents/carers Pantomime performances to watch Year 2 leavers assembly that includes singing 100% attendance conga song in assembly 100% attendance party which includes listening to a range of music School discos			
<b>Controlling sounds through singing and playing</b>	<p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Sing in a group, or on their own, increasingly matching the pitch and following the melody.</p> <p>Take part in singing</p> <p>Experiment with ways of changing music (singing and using instruments)</p>	<p>Take part in singing showing awareness of melody</p> <p>Follow instructions on how and when to sing/play an instrument.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking</p> <p>Imitate changes in pitch– high and low.</p>	<p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear</p> <p>Carefully choose instruments to combine layers of sound, showing awareness of the combined effect</p> <p>Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases</p>	



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<p style="text-align: center;"><b>Composing</b></p>	<p>Play instruments with increasing control to express their feelings and ideas. Children experiment with different ways of playing instruments.</p> <p>Explore and engage in music making.</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure- beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g. hitting, blowing, shaking, clapping.</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Create a simple rhythm by clapping or using percussion</p>	<p>Compose and perform melodies using two or three notes.</p> <p>Use sound to create abstract effects (including using ICT).</p> <p>Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure)</p>	
<p style="text-align: center;"><b>Appraising</b></p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Discuss changes and patterns as a piece of music develops.</p>	<p>Hear the pulse in music.</p> <p>Hear different moods in music.</p> <p>Identify texture– one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Say what they like or dislike about a piece of music</p>	<p>Identify the pulse in music.</p> <p>Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Start to recognise different instruments.</p> <p>Explain what they like about a piece of music and why</p>	



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<b>Listening and applying knowledge/understanding</b>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference, with help.</p> <p>Use voice in different ways to create different effects.</p> <p>Begin to represent sounds with drawing</p> <p>Listen to a piece of music, describing if it is fast or slow, happy or sad</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation- play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p> <p>Follow a simple piece of written rhythmic notation</p> <p>Describe basic elements of a piece of music (e.g. pace, volume, emotion)</p> <p>Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder)</p>	
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Key vocabulary – please see Charanga key vocabulary link for the key words used in the Charanga Music Scheme of work.