Preesall Fleetwood's Charity CE School

Music Progression Document

Our School Vision Statement

'You are the light of the world. A school built on a hill cannot be hidden.'
Matthew 5:14 (adapted)

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

Music

In line with KLIPs Lancashire

At Fleetwood's Charity we aim for all children to gain a secure understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Our music curriculum is based on Charanga, which encourages pupils to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

Children are given opportunities to learn a wide variety of instruments, which they showcase in a range of situations. The school also places a high value on performance of singing, with the school choir performing in a variety of local venues.

Music Year 1 & 2

Performing	Listening	Creating
- Use their voices expressively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments. - Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).	- To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. - Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). - Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. - Know how music is used for particular purposes (for example, for dance, as a lullaby).	- Experiment with & create musical patterns. - Explore, choose and organise sounds and musical ideas. - Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. - Make improvements to their own work.

Musical Elements						
Pitch	**Duration**	**Dynamics**	**Tempo**	**Timbre**	**Texture**	**Structure**
▪ Identify high and low sounds.	▪ Respond to sounds of different duration. ▪ Recognise the difference between long and short sounds. ▪ Copy simple patterns of sound of long and short duration. ▪ Recognise the difference between steady beat and no beat. ▪ Identify similar rhythmic patterns.	▪ Differentiate between loud sounds, quiet sounds and silence.	▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.	▪ Recognise the difference between singing and speaking. ▪ Recognise the difference between wood, metal, skin *(drum)* and 'shaker' sounds. ▪ Match selected sounds with their pictured source. ▪ Explore the different kinds of sound that my singing and speaking voice can make. ▪ Identify different voices by their vocal qualities. ▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced.	▪ Recognise a song with an accompaniment and one without accompaniment. ▪ Determine one strand of music or more than one strand.	▪ Understand the form of cumulative *(a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas')* songs. ▪ Recognise that the sections of a piece of music sound the same or different.
Using Technology Appropriately						

Year 3 & 4

Performing	Listening	Creating	Knowledge and Understanding
▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience.	▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).	▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures.	▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music.

Musical Elements

Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
▪ Determine upwards and downwards direction in listening, performing and moving. ▪ Recognise and imitate melody patterns in echoes. ▪ Show the overall contour of melodies as moving upwards, downwards or staying the same. ▪ Determine movement	▪ Indicate the steady beat by movement, including during a silence. ▪ Respond to changes in the speed of the beat. ▪ Respond to the strong beats whilst singing. ▪ Use	▪ Recognise differences in dynamic levels.	▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.	▪ Describe and aurally identify the tone colours of instruments. ▪ Compare instrumental tone colour.	▪ Recognise the difference between thick *(many sounds)* and thin *(few sounds)* textures. ▪ Recognise changes in texture. ▪ Identify the melodic line in a texture. ▪ Recognise rhythm on rhythm in	▪ Recognise call and response form. ▪ Differentiate between the contrasting sections of a song. ▪ Recognise the difference between the verse and refrain of a song. ▪ Recognise binary *(one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form)* and ternary *(one melody labeled 'A' is followed by a new melody labeled 'B' which then goes <u>back</u> to melody A = ABA*

by step, by leaps or by repeats. ▪ Perform simple melody patterns.	instruments to keep a steady beat. ▪ Hold a beat against another part.			music. ▪ Recognise the difference between unison *(one same pitched sound)* and harmony *(various pitched sounds at the same time).*	*melody form)* form.

Using Technology Appropriately

Year 5 & 6

Performing	Listening	Creating	Knowledge & Understanding
▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience.	▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).	▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures.	▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music.

Musical Elements						
Pitch	**Duration**	**Dynamics**	**Tempo**	**Timbre**	**Texture**	**Structure**
▪ Identify short phrases and long phrases. ▪ Identify the prominent melody patterns in a piece of music. ▪ Improvise a melodic pattern. ▪ Improvise a melody.	▪ Perform rhythmic patterns and ostinati *(repeated melody lines)*. ▪ Identify a silence in a rhythmic pattern with a gesture. ▪ Create rhythmic patterns including silences and notate. ▪ Indicate strong and weak beats through movements. ▪ Recognise a metre *(the way beats are grouped)* of 3 or 4. ▪ Recognise a change in metre.	▪ Recognise crescendo *(gradually getting louder)* and diminuendo *(grad. getting quieter)*. ▪ Assess the appropriateness of dynamic choices such as accents *(sudden loud notes, or sudden quiet notes*.	▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.	▪ Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. ▪ Recognise the instruments heard in a piece of music.	▪ Understand the process by which a round *(one melody, sung/played by groups starting at different times e.g. 'London's Burning')* works. ▪ Identify the various and varying textures in a round. ▪ Show how rounds and canons *(more than one melody line, sung/played on top of each other by groups starting at different times e.g. 'Pachelbel's Canon')* are constructed. ▪ Understand how the texture might vary in a song.	▪ Identify binary and ternary form from notational devises. ▪ Identify binary and ternary form when listening. ▪ Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form.
Using Technology Appropriately						