

Progression of Knowledge, Skills and Vocabulary - MUSIC (Singing)

Singing - EYFS - children discover their singing voice through a range of songs and rhythms sung throughout the school day and as part of the annual nativity.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Knowledge

Singing a variety of short songs/chanting rhymes in a group from a given pitch following musical instruction such as stop, start, loud and quiet (include music from different cultures).

Includes call and response and mi-so (and slightly wider) pitch range.

Sing a song including a range of a 5th in a group from a given starting pitch following musical instructions **with good intonation in a small range including a range of dynamics (volume)** and tempos (speed)

Sing a song including a range of a 5th and beyond in a group from a given starting pitch following musical instructions including a range of dynamics **(volume) including specific terms such as forte and piano** and tempos (speed)

To sing in two parts canon as a class

Sing a song including a **range of an octave with more complicated rhythms** ; following musical instructions including a range of dynamics (volume) including specific terms such as forte, piano, **crescendo/decrec.** and tempos (speed)

To sing three part partner songs as a key stage

Sing a song including a range of an octave with more complicated rhythms **and syncopation**; following musical instructions including a range of dynamics (volume) including specific terms such as forte, piano, **crescendo/decrec.** and tempos (speed)

To sing a three part canon in class

Sing sing a song **beyond the range of an octave with good stage craft, accurate intonation and good diction.** following musical instructions including a range of dynamics (volume) including specific terms such as forte, piano, **crescendo/decrec.** and tempos (speed).

Disciplinary Knowledge (Skills) - examples

Identify the difference between the singing and speaking voice and use interchangeably

To be able to control the voice in terms of different speeds and volumes

To be able to hold a part when another group is singing a different part.

To be able to change the voice expressively using a dynamic range.

To sing accurately pitch and rhythm throughout a song as a key stage choir.

To be able to successfully perform as 'one voice' in a range of performances including a Y6 production

Vocabulary

Singing or speaking voice

Singing in tune

A round

Partner songs

Part singing
Syncopated

Stagecraft
Diction

Key Text

Jolly Music - Level 1
Voice Works - Young
Sing Up
Sing for Pleasure (SFP)
Lullaby - Lynn Marshall

Jolly Music - Level 2
Sing Up
Voice Works 1, SFP
NYCOS Singing Games &
Rhymes; Voices Foundation

Jolly Music - 2 or 3
Sing Up
NYCOS Middles Years
Voice Works; SFP

Jolly Music - 3/4
Sing Up
NYCOS Middles Years
Voice Works; SFP
Go for Bronze

NYCOS Go for Bronze
Sing Up
SFP, Voice Works, Lynn
Marsh Albums

NYCOS Go for Bronze
Sing Up
SFP, Voice Works, Lynn Marsh
Albums

Progression of Knowledge, Skills and Vocabulary - **Music (Performance)**

EYFS - Children have the opportunity to perform with other children in preschool singing as part of performances for parents various times of the year including Christmas.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge					
<p>Perform a solo four beat rhythm with body percussion. Sing as a class simple folk melodies and my name solo.</p> <p>Recognised four untuned percussion instruments and performed sensibly and with musical expression to tracks such as In The Hall of the Mountain King with my class.</p>	<p>Compose and perform a 4 - 16 beat rhythm that is also recorded.</p> <p>Recognised three tuned percussion instruments and performed sensibly and with musical expression to tracks such as Lady Bird. In my class and key stage.</p> <p>Sing within my class a variety of folk melodies including music from different cultures.</p>	<p>Perform as a whole class as a whole class three notes songs on the recorder including 'Rain is Falling Down' and 'Hot Cross Buns.'</p> <p>Read from a score (includes quavers)</p> <p>Perform in singing assembly as a class a two part song with good stagecraft.</p>	<p>Perform as a class on a ukulele using open strings and also chords including C6, C7, C major, A minor, F major.</p> <p>Perform in a concert with my key stage a full programme of songs including some in two / three parts with expression and with stage craft.</p>	<p>Perform as a whole class violin/ukulele or samba percussion working with a professional musician and perform a programme of pieces at the school annual musical showcase for parents.</p> <p>Experience cultural music through percussion - Samba.</p>	<p>Perform in the Year 6 production singing in chorus items expressively and with good diction, following cues.</p> <p>Perform as a class a range of percussion from buckets to chairs, body percussion to cups including cultural percussion - Taiko drumming (Japanese Drumming).</p>
Disciplinary Knowledge - Skills - examples					
To be able to perform effectively in a group with expression untuned instruments	To be able to perform effectively in a group with expression tuned instruments	To be able to perform effectively in a group with expression a recorder	To be able to perform effectively in a group with expression a ukulele	To be able to perform effectively in a group with expression a violin	To be able to perform effectively in a group with expression a range of percussion styles.
Vocabulary					
Untuned Percussion Instrument	Tuned Percussion	Recorder, fingering Stagecraft, parts	Ukulele, chord, strings, strum, pluck and pick	Up and down bow, pizzicato,	Body percussion, rhythm sticks,
Key Text					
You Tube - Musication Sing Up.	You Tube - Musication Sing Up.	Various recorder resources, Recorder Karate, Sing Up	You Tube - Musication Ukulele Magic - Collins Sing Up	Dynamo Strings, Fiddle Time (OUP), Sing Up	Kaboom Percussion, Sing Up, Tokio Thunder Taiko piece, Various YouTube resources.

Progression of Knowledge, Skills and Vocabulary - Music (Musicianship)					
EYFS - To copy the pulse following the teacher through rocking on the floor, echo very simple rhythms on the knees and sing two pitch songs accurately.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge					
<ul style="list-style-type: none"> - Talk about long and short notes, clap 5 rhythms accurately copying and use the thinking voice; - Mark pitch with the hands higher, middle, lower. Accurately sing So Mi La songs - Maintain a pulse patting on the knees - Describe different types of sound (timbre) from percussion instruments 	<ul style="list-style-type: none"> - Describe long and short notes, read and write stick notation (10 rhythms) , crotchets (& rest) and quavers. - Maintain a pulse through clapping with changing tempo. - Mark changing pitch with hand signs and also with graphic notation 3 pitches Do Re Me or So Mi La. 	<ul style="list-style-type: none"> - Describe long and short notes, read and write stick notation (15 rhythms) , crotchets, quavers, minims, crotchet rests. - Maintain a pulse with claves, improvise an action & changing tempo. - Mark changing pitch with hand signs and also with graphic notation 3 pitches Do Re Me or So Mi La and letter names C D E, E G A. 	<ul style="list-style-type: none"> - Describe long and short notes, read and write stick notation (20 rhythms) , crotchets, quavers, minims, crotchet rests & semibreves. - Maintain a pulse with a range of percussion instruments with a wide variety of music. - Mark changing pitch with hand signs and also with graphic notation 6 pitches, the pentatonic scale including the note names C D E F G A. 	<ul style="list-style-type: none"> - Describe long and short notes, read and write stick notation (25 rhythms) , crotchets, quavers, semi-quavers, minims, dotted minims, semibreve, crotchet rests. - Maintain a pulse while playing an instrument as a whole class. - Mark changing pitch with hand signs and also with graphic notation 6 pitches, the pentatonic scale including the note names C D E F G A B C 	<ul style="list-style-type: none"> Describe long and short notes, read and write stick notation (30 rhythms) , crotchets, quavers, semi-quavers, minims, dotted minims, semibreve, crotchet rests. Identify note values from a rhyme. - Maintain a pulse with a variety of instruments, tuned and untuned and with changing tempos and rest bars. - Understand notes in a chord C, A minor, F and G. - Be aware of sharps and flats and what they mean in notation.
Disciplinary Knowledge - Skills (examples)					
Clap a rhythm using the thinking voice accurately	Write a rhythm clapped by a teacher on a whiteboard	Correctly use solfa hands signs to a three note song	Change the pulse speed depending on the music tempo	Effectively use the term tikka tikka for semi-quavers	To recognise sharp and flat notes in music notation and perform them
Vocabulary					
Ta ti ti - rhythm names pulse	Rest, Rhythm, Pitch	Improvise, Ta a, So me la	Ta a a a, Pentatonic scale	Tika Tika, crotchet, quaver, semi quaver, minim	Dotted minim, semi-breve, chords, sharps and flats
Key Text					
Jolly Music level 1 Kodaly Flashcards Voices Foundation 1	Jolly Music Level 1/2 Kodaly Flashcards Voices Foundation 1	Jolly Music Level $\frac{2}{3}$ Kodaly Flashcards Voices Foundation 2	Jolly Music Level 3/4 Kodaly Flashcards Voices Foundation 2	Go for Bronze (NyCOS) Kodaly Flashcards	Go for Bronze (NyCos) Kodaly Flashcards Kodaly 333 exercises

Progression of Knowledge, Skills and Vocabulary - **Music (Composition and Improvisation)**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge					
<p>Improvise words or noises to a song or book.</p> <p>Improvise a four beat rhythm</p>	<p>Write a 4-16 beat rhythm composed using stick rhythm</p> <p>Improvise a three pitch composition using So Mi La, or Do Re Me</p>	<p>Record a rhythm with stick notation and using the pitches C D E, with a beginning, middle and end</p> <p>Explore writing a rhythm and 3 note melody using Chrome Music Lab - Song Maker</p>	<p>Record a rhythm with stick notation using the pentatonic scale (5 pitches), with a beginning, middle and end.</p> <p>Explore writing a rhythm and 5 note pentatonic melody using Chrome Music Lab - Song Maker</p>	<p>Record a rhythm with stick notation using the pentatonic scale or penta scale (5 pitches), with a beginning, middle and end (A B A) with dynamics.</p> <p>Explore writing chords C major/A minor using Chrome Music Lab - Song Maker</p>	<p>Compose using the 12 bar blues chords sequence C major, F major and G major.</p> <p>Explore writing chords four chord pops songs I, V, VI, IV and also pop songs like 'We Will Rock You' using Chrome Music Lab - Song Maker</p>
Disciplinary Knowledge (Skills) - examples					
<p>Create new words and rhythms patterns independently</p>	<p>Improvise a melody and perform it</p>	<p>Produce original composition on song maker using rhythm and pitch</p>	<p>Use a pentatonic scale to compose a new song.</p>	<p>Use melodies to write A B A structured pieces with dynamics</p>	<p>To write a range of music using Chrome Music Lab - original and also arrangements</p>
Vocabulary					
<p>Composer</p> <p>Thinking voice (rhythm)</p>	<p>Stick notation</p> <p>Pulse</p>	<p>Rhythm and Pitch</p> <p>Bars</p>	<p>Pentatonic scale</p>	<p>Musical structure A B A</p> <p>Chords</p>	<p>12 Bar Blues Chord structure</p> <p>4 Chord Pop Songs</p>
Key Text					
<p>Jolly Music</p> <p>Singing for Pleasure, NYCOS</p> <p>Singing Games & Rhymes;</p>	<p>Jolly Music</p> <p>Singing for Pleasure, NYCOS</p> <p>Singing Games & Rhymes;</p>	<p>Jolly Music</p> <p>Singing for Pleasure, NYCOS</p> <p>Singing Games & Rhymes; Music Connections</p>	<p>Jolly Music</p> <p>Singing for Pleasure, NYCOS</p> <p>Singing Games & Rhymes; Music Connections, Google Chrome Music Lab</p>	<p>Jolly Music</p> <p>Singing for Pleasure, NYCOS</p> <p>Singing Games & Rhymes; Music Connections, Google Chrome Music Lab</p>	<p>Jolly Music</p> <p>Singing for Pleasure, NYCOS</p> <p>Singing Games & Rhymes; Music Connections, Google Chrome Music Lab</p>

