



Kingsland CE Primary School

A Rich and Vibrant Music Curriculum – Singing Progression



	Learning Objectives: Children will learn that ...	Learning Outcomes: Children will be able to ...
Year 1	<ul style="list-style-type: none"> Everyone has a singing voice The voice can be pitched higher and lower Pitch can be heard internally using the 'thinking voice' Good vocal technique improves vocal sound quality and control. 	<ul style="list-style-type: none"> Distinguish between and use talking, whispering and singing voices. Pitch-match with increasing accuracy within a limited range of notes e.g. Major Scale steps 1-5 Sing in a group and individually as a soloist e.g. in a short 'call and response' or 'copycat' song. Use internal thinking voice with some accuracy and control, to identify and place a starting or given pitch. Sing with awareness of posture, breath control and clear diction.
Year 2	<ul style="list-style-type: none"> Good singing relies on the development of accurate pitching and use of 'thinking voice' Good vocal technique improves vocal sound quality and control and allows the voice to be expressive. 	<ul style="list-style-type: none"> Sing a variety of songs, pitch-match with increasing accuracy and control. Sing songs which use within a widening range of pitches e.g. Major Scale steps 1 – 5/6 Use internal thinking voice with growing control to place the voice accurately and maintain own line in simple 2 part work (short rounds and canons). Sing with awareness of good posture, breath control and clear diction. Sing confidently to communicate meaning with some control over dynamic range and timbre.
Year 3	<ul style="list-style-type: none"> Good singing relies on the development of accurate pitching and use of 'thinking voice' Good vocal technique improves pitch range and control The voice is an expressive instrument. 	<ul style="list-style-type: none"> Sing a wide variety of songs, pitch-matching with accuracy and control. Sing with a free vocal quality throughout their pitch range. When singing, use one breath per melodic phrase. Sing songs which use an increasingly wider pitch range e.g. Major and Minor Scale steps 1 – 6/8 Hold own line in simple rounds and canons with increasing accuracy, confidence and growing awareness of effect created. Use the voice with awareness and control over breathing, diction and posture. Sing confidently to communicate meaning using an appropriate range of timbre and dynamics.
Year 4	<ul style="list-style-type: none"> Good vocal technique involves awareness of: correct posture; good breath control; accurate intonation; clear diction (articulation); appropriate changes in tone quality (timbre) and texture. 	<ul style="list-style-type: none"> Place the voice with increasing accuracy over a wider pitch range of one octave - Major or Minor scale steps 1 – 8 Sing songs which contain wider jumps (intervals) in pitch. Explore different parts of the voice – 'head' and 'chest' – with some control and awareness.

	<ul style="list-style-type: none"> • The voice is an expressive instrument and can convey a range of emotions to support and enhance the text. • An understanding of the text is an integral part of communicating the meaning of a song. 	<ul style="list-style-type: none"> • Cultivate an ‘unbroken’ singing tone, using one breath per melodic phrase. • Develop a more focused singing tone with good articulation and pitch-matching (intonation) • Use dynamic contrast (e.g. crescendo / diminuendo) with growing awareness and control. • Sing rounds, canons and simple harmonic two part arrangements, maintaining own part accurately with growing confidence and awareness of the effect created.
Year 5	<ul style="list-style-type: none"> • Good vocal technique involves awareness of: correct posture; good breath control; accurate intonation and an even tone quality across a widening pitch range; clear diction (articulation); appropriate changes in tone quality (timbre) and texture • The voice is an expressive instrument and can convey a range of emotions to support and enhance the text • An understanding of the text is an integral part of communicating the meaning of a song • Specific vocal techniques can be used to capture different elements of a particular musical genre or style 	<ul style="list-style-type: none"> • Place the voice with accuracy over a wider pitch range of an Octave + e.g. a range of 11 or 12 pitches • Sing songs which contain wider jumps (intervals) in pitch • Explore different parts of the voice – ‘head’ and ‘chest’ – with growing control and awareness. • Use an ‘unbroken’, relaxed singing tone, using one breath per melodic phrase. • Develop a focused singing tone with good articulation, pitchmatching (intonation), phrasing and dynamic range. • Sing rounds, canons and simple harmonic two / three part arrangements, maintaining own part accurately with confidence and growing awareness of how the different parts fit together. • Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances. • Sing songs from a wide range of musical genres and styles.
Year 6	<ul style="list-style-type: none"> • Good vocal technique involves awareness of: correct posture; good breath control; accurate intonation and an even tone quality across a wide pitch range; clear diction (articulation); appropriate changes in tone quality (timbre) and texture. • The voice is an expressive instrument and can convey a range of emotions to support and communicate the text • An understanding of the text is an integral part of communicating the meaning of a song • Specific vocal techniques can be used to capture different elements of a particular musical genre or style 	<ul style="list-style-type: none"> • Place the voice with accuracy over a wider pitch range of 12 or 13 pitches. • Sing songs which contain wider jumps (intervals) in pitch and more complex pitch patterns e.g. use of ‘chromatic’ notes • Explore different parts of the voice – ‘head’ and ‘chest’ – with growing control and awareness. • Use an ‘unbroken’ singing tone, using one breath per melodic phrase. • Sing rounds, canons and simple harmonic two / three part arrangements, maintaining own part accurately with confidence and awareness of how the different parts fit together. • Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances. • Sing songs, including their own simple compositions, from a wide range of musical genres and styles.