

Singing Progression

The progression of skills and knowledge in this document is cumulative. Previous skills learnt should be revisited and built upon. Good posture for singing should be taught and expected from the outset. This document has been created using the MMC and information from the West Sussex Music Service.

Year	Learning Objectives	Progression	Achievement Level	Songs/Resources
EYFS	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Nursery rhymes - in unison Topic-themed/Seasonal songs - in unison/call and response Call and response songs - this doesn't have to be a direct copy Skills - copy sounds that go low and high and begin to recognise pitch changes; match actions to notes and song words Range - do-mi/do-so Perform - Harvest Songs, Nativity, Easter Songs Vocabulary - sing, voice, pitch, high low, fast, slow, posture 	<p>1 - Children use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others</p>	<p>Nursery rhymes Topic-themed/Seasonal songs - <i>Big, Red Combine Harvester, Nativity Songs</i> Call and Response Songs - Sing the register, Are you ready? Yes we are Teaching call and response songs</p>
1	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Echo songs - song leader sings, children directly copy Chants - speaking the words in a rhythmic way (same pitch) Topic-themed/Seasonal songs - Harvest Songs, Nativity, Easter Songs Skills - start matching pitch more accurately, follow visual symbols for stop, start, loud, quiet Range - building from do-so Perform - Harvest Songs, Nativity, Easter Songs Additional Vocabulary - breathe, phrase, chant, echo song 	<p>1 - Children use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others</p>	<p>Echo Songs - <i>Kye Kye Kule, Boom Chicka Boom, Have you Brought your Whispering Voice? Abeeyo, OLEO, Charanga games, Pretty Trees Around the World</i> Chants - <i>Hey, You! (Charanga), Boom Chicka Boom, Have you Brought your Whispering Voice?</i> Topic-themed/seasonal songs - <i>Oats and beans and barley grow, Paintbox, Nativity songs</i></p>
2	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Rounds - same song sung at staggered entry points 2 Part songs - 2 separate parts sung at the same time Topic-themed/Seasonal songs Skills - start including dynamics, understanding different tempo, and respond to visual symbols 	<p>2 - They sing with a sense of the shape of the melody and perform simple patterns and accompaniments keeping to a steady pulse</p>	<p>Rounds - <i>London Bridge, Algy met a bear, Rain on the Green Grass</i> 2 Part Songs Topic-themed/seasonal songs - <i>Oats and beans and barley grow, Paintbox, Nativity</i></p>

		<p>for crescendo and decrescendo</p> <ul style="list-style-type: none"> ● Range - do-la with increasing control ● Perform - Harvest Songs, Nativity, Easter Songs ● Additional Vocabulary - round, 2-part song 		songs
3	<ul style="list-style-type: none"> ● Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> ● 2 Part songs - 2 separate parts sung at the same time ● 3 Part songs - 3 separate parts sung at the same time ● Skills - include dynamics. Perform actions confidently, and in time, to a range of songs, adjusting to changes of tempo. Start to sing expressively ● Range - do-do (octave) ● Perform - as a choir in school assemblies ● Additional Vocabulary - 3-part song, melody 	<p>2 - They sing with a sense of the shape of the melody and perform simple patterns and accompaniments keeping to a steady pulse</p>	<p>2 Part Songs 3 Part Songs Songs for Range - <i>Ebenezer Sneezer, Do-re-mi</i></p>
4	<ul style="list-style-type: none"> ● Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> ● 3 Part songs - 3 separate parts sung at the same time ● Layered songs - 2 or more different songs happening at the same time ● Skills - Pitching accurately whilst changing dynamic. Sing songs with different time signatures. Sing expressively ● Perform - a range of songs in school assemblies. ● Range - 1 octave, mostly in steps ● Additional Vocabulary - layered song, expression 	<p>3 - They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes</p>	<p>3 Part Songs Layered Songs - <i>Row, Row, Row Your Boat, Frere Jacques and Three Blind Mice, She'll be Coming Round the Mountain and When the Saints, Let in Be (The Beatles) and Someone Like you (Adele)</i></p>
5	<ul style="list-style-type: none"> ● Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> ● Layered songs - 2 or more different songs happening at the same time ● Parallel Harmony - same words, same rhythm, 2 or more different melody lines - this is the hardest type of part singing for children to master ● Skills - sing a broad range of songs from an extended repertoire with a sense of ensemble and 	<p>4 - While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect</p>	<p>Layered Songs - <i>Row, Row, Row Your Boat, Frere Jacques and Three Blind Mice, She'll be Coming Round the Mountain and When the Saints, Let in Be (The Beatles) and Someone Like you (Adele)</i> Parallel Harmony - <i>Soualle</i></p>

		<p>performance. This should include observing phrasing, accurate pitching and appropriate style</p> <ul style="list-style-type: none"> ● Perform - a range of songs in school assemblies and in school performance opportunities ● Range - 1 octave with small jumps ● Additional Vocabulary - parallel harmony 		
6	<ul style="list-style-type: none"> ● Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> ● Parallel Harmony - same words, same rhythm, 2 or more different melody lines - this is the hardest type of part singing for children to master ● A capella songs - without accompaniment ● Skills - the children will sing positioned randomly within the group, i.e. not singing the same part as the person next to them. They will sing with a sense of ensemble, observing rhythm, phrasing, accurate pitching and appropriate style ● Perform - a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience ● Range - 1 octave with jumps ● Additional vocabulary - a capella, unaccompanied, solo 	5 - Children perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part, confident singing in parts and/or providing rhythmic support.	<p>Parallel Harmony - <i>Soualle</i> A Capella Songs - <i>Somewhere Over the Rainbow</i></p>