



Strand 3: Singing (Learn to Sing the Song)

	Curriculum Skills and Elements	Key Learning The children will learn:	National Curriculum The National Curriculum for Music says that pupils should be taught to:
Year 1	Singing/rapping Words and meaning Follow a leader Movement Pulse Rhythm Pitch Tempo Dynamics Structure	<ul style="list-style-type: none"> To sing, rap or rhyme as part of a choir/group. Begin to demonstrate good singing posture – standing up straight with relaxed shoulders To sing unit songs from memory. (Perhaps) to have a go at singing a solo Try to understand the meaning of the song. Try to follow the leader or conductor To add actions and/or movement to a song 	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Year 2	Singing/rapping Words and meaning Follow a leader Movement Pulse Rhythm Pitch Tempo Dynamics Structure	<ul style="list-style-type: none"> To sing as part of a choir. To have a go at singing a solo. To demonstrate good singing posture. To sing songs from memory. To sing with more pitching accuracy. To understand and follow the leader or conductor. To sing to try to communicate the meaning of the words. To listen for being ‘in time’ or ‘out of time’ 	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

		<ul style="list-style-type: none"> To add actions and perhaps movement to a song. 	
Year 3	<p>Singing Listening</p> <p>Pulse Rhythm Pitch Tempo Dynamics Structure</p>	<ul style="list-style-type: none"> To sing as part of a choir and in unison. To demonstrate good singing posture. To sing the unit songs from memory. To listen for being 'in time' or 'out of time', with an awareness of following the beat. To sing with attention to clear diction. To sing more expressively, with attention to breathing and phrasing. To have a go at singing a solo. To discuss together what the song or piece of music might be about. To follow the leader or conductor confidently. To sing with attention to the meaning of the words. To perform actions confidently and in time. To sing a widening range of unison songs, of varying styles and structures 	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>
Year 4	<p>Singing Listening</p> <p>Pulse Rhythm Pitch Tempo Dynamics Structure</p>	<ul style="list-style-type: none"> To rehearse and learn songs from memory and/or with notation. To sing in different time signatures: 2/4, 3/4 and 4/4. To sing as part of a choir with awareness of size: the larger the ensemble, the thicker and richer the musical texture. To demonstrate vowel sounds, blended sounds and consonants. 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

		<ul style="list-style-type: none"> • To sing 'on pitch' and 'in time'. • To sing expressively, with attention to breathing and phrasing. • To sing expressively, with attention to staccato and legato. • To talk about the different styles of singing used for different styles of song. • To talk about how the songs and their styles connect to the world. 	
Year 5	<p>Singing Listening Notation</p> <p>Pulse Rhythm Pitch Tempo Dynamics Structure</p>	<ul style="list-style-type: none"> • To rehearse and learn songs from memory and/or with notation • To sing in 2/4, 3/4, 4/4 and 6/8 time. • To sing in unison and in parts, and as part of a smaller group. • To sing 'on pitch' and 'in time'. • To sing a second part in a song. • To self-correct if lost or out of time. • To sing expressively, with attention to breathing and phrasing. • To sing expressively, with attention to dynamics and articulation. • To develop confidence as a soloist. • To talk about the different styles of singing used for different styles of song. • To talk confidently about how connected they feel to the music and how it connects to the world. 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

		<ul style="list-style-type: none"> • To respond to a leader or conductor. 	
Year 6	<p>Singing Listening Notation</p> <p>Pulse Rhythm Pitch Tempo Dynamics Structure</p>	<ul style="list-style-type: none"> • To rehearse and learn songs from memory and/or with notation. • To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing in parts where appropriate. • To sing in 2/4, 4/4, 3/4, 5/4 and 6/8. • To sing with and without an accompaniment. • To sing syncopated melodic patterns. • To demonstrate and maintain good posture and breath control whilst singing. • To lead a singing rehearsal. • To talk about the different styles of singing used in the different songs sung throughout this year. • To discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world. 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>