

Singing

The following principles should be kept in mind as pupils develop their vocal potential through the Key Stages:

- **Warm ups** will help pupils use their voices safely. There are many places to find good examples of vocal warm ups, and they will typically include vocalising, sirening and simple scales, as well as games to energise pupils.
- **Breathing**. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively
- **Posture**. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.
- **Dynamics**. When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- **Phrasing** gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.
- **Context**. Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words
- **Vocal health**. Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

Year Group Guidelines:

(Taken from the Music Model Curriculum 2021)

Year 1

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in
- Begin with simple songs with a very small range, mi-so, and then slightly wider. Include pentatonic songs
- Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.

Year 2

- Sing songs regularly with a pitch range of do-so with increasing vocal control.
- Sing songs with a small pitch range, pitching accurately.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

Year 3

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action song
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Perform as a choir in school assemblies

Year 4

- Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony
- Perform a range of songs in school assemblies.

Year 5

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- Perform a range of songs in school assemblies and in school performance opportunities.

Year 6

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Our School Song Bank/Singing Assembly Songs:

Song	Y 1	Y2	Y3	Y4	Y5	Y6	Celebrations/ Special Assemblies	Global Themes
Clap your Hands, Everyone Together.	/							
There's a Worm at the Bottom of the Garden.	/							
Down in the Jungle, Where Nobody Knows	/							
Touch Your Shoulders (Ready Steady Sing...Imelda Shirley)	/							
Can You Sing, Just Like Me?	/							
My Song is a Good Song (R.Ledgard/R Challinor)	/	/						
One, Two Three, It's Good to be Me! (G Gaunt and P Needham)	/	/						
Senwa Dedende (Trad.)	/	/						
I'm Gonna Shine (without harmony part) (Ula Weber)	/	/						
We're going on a Picnic	/	/					Harvest	
Well I walk... (Ready Steady Sing ...Imelda Shirley)	/	/						

Every Colour Under the Sun (Jan Holdstock)	/	/						Diversity and Gender
Jakaleza (African Trad.)	/	/						
Mr Moon (as a round)	/	/						
London's Burning (In a round)	/	/						Fire of London
Our God is a Great Big God	/	/					Christian Celebration	
This is Our Leavers Song (Out of the Ark Music)	/	/	/	/	/			
When I was One (Trad.)	/	/						
Three Little Birds (Bob Marley)	/	/						
Pack up Your Troubles/It's a Long Way to Tipperary (Can be sung at same time)	/	/	/	/	/	/		Peace and Conflict WW1/2
Big Red Combine Harvester	/	/						
Cauliflowers Fluffy (L Hardingham)	/	/					Harvest	
Peace Like a River	/	/						

(Trad. North American)								
Gospel Medley: Oh When the Saints/ Swing Low/I'm Gonna Sing. (Trad. American Gospel)			/	/	/	/		
Power in Me (Rebecca Lawrence)			/	/	/	/		
I am the Earth (Glyn Lehmann)			/	/	/	/		Eco theme /Sustainable development
In Flanders Fields (John McCrae poem set to music by Sharon Durant)			/	/	/	/		Peace and Conflict WW1
Water Cycle Song (Beccy Owen)			/	/	/	/		Ocean Conservation
Refuge (Howard Goodall)			/	/	/	/		Refugees
Freedom Train (Negro Spiritual Trad.)			/	/	/	/		
A Drop Of Nelsons Blood (Sea Shanty Trad			/	/	/	/		
Autumn Days (K Mayhew)	/	/	/	/	/	/	Harvest	
Harvest Samba (K and H Johnson)		/	/	/	/	/	Harvest	
Songs from The Last Aliens (Y4 Scottish				/	/	/		Sustainable

Opera Programme by A Penman)								Development
Streets of London			/	/	/	/		Poverty and Homelessness
We'll Meet Again	/	/	/	/	/	/		War and Conflict WW2
White Cliffs of Dover	/	/	/	/	/	/		War and Conflict WW2
Silent Night In English and in German			/	/	/	/		Linked to 1914 WW1 Trenches.
Wavin' Flag (Knaa)			/	/	/	/		Aspirations
Ain't Gonna Let Nobody Turn Me Around (Sharon Durant)			/	/	//	/		
Believe (Lin Marsh)			/	/	/	/		Aspirations
Wish (Sing Up)			/	/	/	/		
Rock n Roll Around (Rosemary Redding - Sing for Pleasure resources)								