

## Sound Ideas Progression Y1 – 6

### SINGING - Finding the Voice

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

		<ul style="list-style-type: none"> <li>• Use the voice with awareness and control over <b>breathing, diction and posture.</b></li> <li>• Sing confidently to <b>communicate meaning</b> using an appropriate range of <b>timbre and dynamics.</b></li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>• Good vocal technique involves awareness of: <b>correct posture; good breath control; accurate intonation; clear diction (articulation); appropriate changes in tone quality (timbre) and texture.</b></li> <li>• The voice is an <b>expressive instrument</b> and can convey a range of emotions to <b>support and enhance the text.</b></li> <li>• An <b>understanding of the text</b> is an integral part of communicating the meaning of a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the voice with increasing accuracy over a wider pitch range of <b>one octave - Major or Minor scale steps 1 – 8</b></li> <li>• Sing songs which contain <b>wider jumps (intervals) in pitch.</b></li> <li>• <b>Explore different parts of the voice</b> – ‘head’ and ‘chest’ – with some control and awareness.</li> <li>• Cultivate an <b>‘unbroken’ singing tone</b>, using one breath per melodic phrase.</li> <li>• Develop a <b>more focused singing tone</b> with good articulation and pitch-matching (intonation)</li> <li>• Use <b>dynamic contrast</b> ( e.g. crescendo / diminuendo) with growing awareness and control.</li> <li>• Sing rounds, canons and simple harmonic two part arrangements, <b>maintaining own part accurately</b> with growing confidence and awareness of the effect created.</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>• Good vocal technique involves awareness of: <b>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</b></li> <li>• The voice is an <b>expressive instrument</b> and can convey a range of emotions to support and enhance the text</li> <li>• An <b>understanding of the text</b> is an integral part of communicating the meaning of a song</li> <li>• Specific <b>vocal techniques</b> can be used to capture different elements of a particular musical genre or style</li> </ul>	<ul style="list-style-type: none"> <li>• Place the voice with accuracy over a wider pitch range of an <b>Octave + e.g. a range of 11 or 12 pitches</b></li> <li>• Sing songs which contain wider jumps (intervals) in pitch</li> <li>• Explore different parts of the voice – ‘head’ and ‘chest’ – with growing control and awareness.</li> <li>• Use an <b>‘unbroken’, relaxed singing tone</b>, using one breath per melodic phrase.</li> <li>• Develop a <b>focused singing tone</b> with good articulation, pitch-matching (intonation), phrasing and dynamic range.</li> <li>• Sing rounds, canons and simple harmonic two / three part arrangements, <b>maintaining own part accurately with confidence and growing awareness of how the different parts fit together.</b></li> <li>• Show an understanding of how <b>lyrics can reflect cultural and social meaning</b> and use this to enhance their performances.</li> <li>• Sing songs from a <b>wide range of musical genres and styles.</b></li> </ul>

<p><b>YEAR 6</b></p>	<ul style="list-style-type: none"> <li>• Good vocal technique involves awareness of: <b>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.</b></li> <li>• The voice is an <b>expressive instrument</b> and can convey a range of emotions to support and communicate the text</li> <li>• An <b>understanding of the text</b> is an integral part of communicating the meaning of a song</li> <li>• Specific <b>vocal techniques</b> can be used to capture different elements of a particular musical genre or style</li> </ul>	<ul style="list-style-type: none"> <li>• Place the voice with accuracy over a wider pitch range of <b>12 or 13 pitches.</b></li> <li>• Sing songs which contain <b>wider jumps (intervals) in pitch</b> and more complex pitch patterns e.g. use of ‘chromatic’ notes</li> <li>• <b>Explore different parts of the voice</b> – ‘head’ and ‘chest’ – with growing control and awareness.</li> <li>• Use an <b>‘unbroken’ singing tone</b>, using one breath per melodic phrase.</li> <li>• Sing rounds, canons and simple harmonic two / three part arrangements, <b>maintaining own part accurately with-confidence and awareness of how the different parts fit together.</b></li> <li>• Show an understanding of how <b>lyrics can reflect cultural and social meaning</b> and use this to enhance their performances.</li> <li>• Sing songs, including their own simple compositions, from a <b>wide range of musical genres and styles.</b></li> </ul>
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