



## St Joseph's Catholic Primary School

### Singing Progression

Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Anticipate phrases in songs like 'Peepo'</li> <li>Joins in with songs, making sounds,</li> <li>Explores his/her voice and enjoys making sounds</li> </ul>	<ul style="list-style-type: none"> <li>Is able to remember and sing entire songs.</li> <li>Can sing the pitch of a tone sung by another person (pitch match)</li> </ul>	<ul style="list-style-type: none"> <li>Sing simple songs, <b>chants</b> and rhymes from memory, singing collectively and at the same <b>pitch</b>, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>Begin with simple songs with a very small range, <b>mi-so</b>, and then slightly wider Include</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs regularly with a <b>pitch</b> range of <b>do-so</b> with increasing vocal control.</li> <li>Sing songs with a small pitch range pitching accurately.</li> <li>Know the meaning of <b>dynamics</b> (loud/quiet) and <b>tempo</b> (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions</li> </ul>	<ul style="list-style-type: none"> <li>Sing a widening range of <b>unison</b> songs of varying styles and structures with a <b>pitch</b> range of <b>do-so</b>, tunefully and with expression. Perform <b>forte</b> and <b>piano</b>, loud and soft. <ul style="list-style-type: none"> <li>Perform actions confidently and in time to a range of action songs. <ul style="list-style-type: none"> <li>Walk, move or clap a steady <b>beat</b> with others,</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continue to sing a broad range of unison songs with the range of an <b>octave (do-do)</b> pitching the voice accurately and following directions for getting louder (<b>crescendo</b>) and quieter (<b>decrescendo</b>).</li> <li>Sing <b>rounds</b> and <b>partner songs</b> in different <b>time signatures</b> (2, 3 and 4 time) and begin to sing repertoire with small and large</li> </ul>	<ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>Sing <b>three-part rounds</b>, <b>partner songs</b>, and songs with a <b>verse and a chorus</b>.</li> <li>Perform a range of songs in school assemblies and in school performances.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs, including those that involve <b>syncopated</b> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. <ul style="list-style-type: none"> <li>Continue to sing <b>three-and four-part rounds</b> or partner songs, and</li> </ul> </li> </ul>



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		<p><b>pentatonic songs.</b></p> <ul style="list-style-type: none"> <li>Sing a wide range of <b>call and response</b> songs to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul>	<p>and (b) visual symbols (e.g. <b>crescendo, decrescendo, pause</b>)</p> <ul style="list-style-type: none"> <li>Sing a repertoire of songs.</li> </ul>	<p>changing the speed of the beat as the <b>tempo</b> of the music changes.</p> <ul style="list-style-type: none"> <li>Perform as a choir in school assemblies.</li> </ul>	<p>leaps as well as a simple second part to introduce vocal harmony.</p> <ul style="list-style-type: none"> <li>Perform a range of songs in school assemblies.</li> </ul>		<p>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.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
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