

# VOCAL PROGRESSION in Primary Music

## EYFS

- speak and chant short phrases together
- find their singing voice and begin to develop a sense of pitch over a small range of notes
- sing a variety of songs both accompanied and unaccompanied
- start and stop together
- sing a variety of songs both accompanied and unaccompanied
- make changes in their voices to express different moods/feelings
- respond appropriately to a range of classroom songs e.g. hello songs, tidy-up songs, circle time songs, line-up songs

## YEAR 1

- speak and chant together
- sing in time to a steady beat
- co-ordinate actions to go with a song
- follow simple signals: stop/start
- sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment
- perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing
- sing songs showing increasing vocal control, singing more in tune, breathing deeply, singing words clearly

## YEAR 2

- sing a variety of songs with more accuracy of pitch
- echo short sung melodic phrases
- identify if pitch is getting higher/lower/staying the same
- sing words clearly with breathing at the end of phrases
- convey the mood or meaning of the song
- follow a leader (teacher) starting and stopping together
- sing with a sense of control of dynamics [volume] and tempo [speed]
- demonstrate some confidence in performing as a group and as an individual



### YEAR 3

- sing songs in a variety of styles with confidence
- show increasing awareness of pitch and awareness of the shape of a melody
- compose words and actions to go with songs
- imitate increasingly longer sung phrases with accuracy
- sing with an awareness of the phrases in a song
- understand that posture, breathing and diction are important
- chant or sing a round in two parts
- sing songs with a recognised structure (verse and chorus/call and response)
- follow simple hand directions from a leader
- perform with an awareness of others



### YEAR 4

- sing songs in a variety of styles with an increasing awareness of the tone of their voices and shape of the melody
- copy short phrases and be able to sing up and down in step independently
- identify whether a song has a verse/chorus or call and response structure
- sing two/three part rounds with more confidence and increasing pitch accuracy
- sing confidently as part of a small group or solo being aware of posture and good diction
- follow a leader, stopping/starting, playing faster/slower and louder/quieter
- perform to an audience of adults, an assembly or other classes with increasing confidence

### YEAR 5

- sing songs in a wide variety of styles, showing accuracy and expression
- sing as part of three-part round: sing a second or third part with increasing confidence
- recognise and talk about specific styles/traditions with growing awareness of musical similarities/differences
- sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)
- perform a song showing an awareness of phrasing and the shape of the melody
- sing independently with increasing confidence and accuracy

### YEAR 6

- sing confidently in a wide variety of styles with great posture, strong diction, an understanding of dynamics and an accuracy of pitch
- communicate the meaning/mood of a song with great expression
- sing a simple second part of a two-part song
- perform a song from memory for a special occasion with a sense of commitment and a high level of performance skills