

SINGING

EYFS	Year One	Year Two	
<p>Sing simple songs, chants and rhymes from memory</p> <p>Remember their role in a group performance</p> <p>Move to music and perform actions</p> <p>Perform to small audiences.</p>	<p>Sing simple songs, chants and rhymes from memory</p> <p>Singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing a wide range of call and response songs</p> <p>Control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</p> <p>Sing songs regularly with a larger pitch range with increasing vocal control.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)</p> <p>Demonstrate the use of dynamics and tempo when singing by responding to the leader's directions and visual symbols (e.g. crescendo, decrescendo, pause)</p>	
Year Three	Year Four	Year Five	Year Six
<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so.</p> <p>To sing tunefully and with expression.</p> <p>Perform forte and piano, loud and soft and in different tempos.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school assemblies.</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (do–do)</p> <p>To pitch voices accurately, following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>Perform a range of songs as a choir in school assemblies</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Sing with phrasing, accurate pitching and appropriate performance style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.</p> <p>Sing with observation of rhythms, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three- and four-part rounds or partner songs</p> <p>Practise holding parts individually in order to develop greater listening skills.</p> <p>Sing with 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>