

Singing

Knowledge Organisers

Singing EYFS: Level 1

Course Evaluation Criteria

Reception: We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils know how to warm up their voices before singing.
2. Pupils know the correct way to stand when they sing.
3. Pupils know how to use breath control when they sing.
4. Pupils know the difference between singing loudly and shouting.
5. Pupils understand what call and response is and how to use it in a group context.
6. Pupils are able to use call and response within a group context and come up with their own call and response.
7. Pupils understand that using actions whilst they sing helps them to remember songs.

Course Overview

Course Overview: During Level 1, reception will learn the importance of warming up their voices, how to stand, projecting instead of shouting and how much breath they need to sing. Pupils will also learn what call and response is and create their own call and response to be sung over an instrumental.

Learning Outcomes: By the end of the course pupils will understand the importance of warming up and cooling down. They may be able to lead a warmup and cool down in later lessons of the course. Pupils will know the difference between singing loudly and shouting, and most within the class can perform. Pupils understand call and response and can perform a piece of music that uses this technique.

Keywords

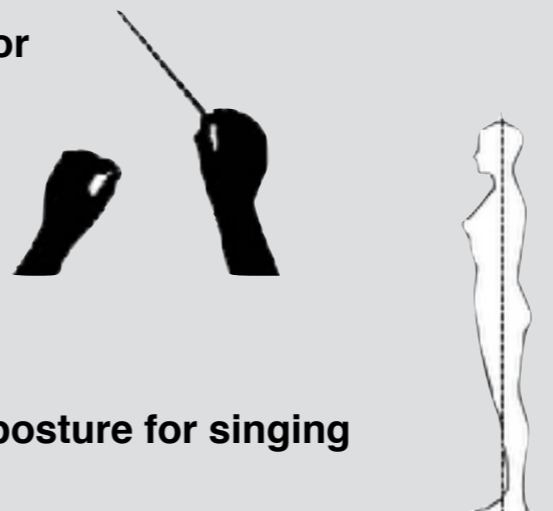
- **Vocal warmups**



- **Breath control**



- **Conductor**



- **Correct posture for singing**

- **Dynamics**



Vocabulary Bank

| | |
|-----------------|---------------------------------------------------------|
| Singing | <i>Making musical sounds with the voice.</i> |
| Conductor | <i>Someone who leads a musical group.</i> |
| Breath Control | <i>Concentrating on your breath.</i> |
| Call & Response | <i>A musical conversation.</i> |
| Voice | <i>Making sounds from your mouth.</i> |
| Song | <i>A short piece of music with words that are sung.</i> |
| Posture | <i>How to stand when we sing.</i> |
| Echo | <i>A repetition or imitation of sound.</i> |
| Repeat | <i>Do something more than once.</i> |
| Lyrics | <i>The words of a song.</i> |
| Dynamics | <i>How loud or quiet a piece of music is.</i> |

Class Songs

- Wheels on the Bus
- Shake Your Sillies Out
- Five Little Speckled Frogs
- I'm a Little Teapot
- Old Macdonald

Plus extra songs from the Junior Jam Song bank!

Singing EYFS: Level 2

Course Evaluation Criteria

Reception: We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils know that there are many different ways to add feeling and emotion to a song they are singing and can recognise emotions whilst others are singing.
2. Pupils know the importance of listening to each other whilst singing to make the song sound good.
3. Pupils know the importance of standing correctly whilst singing.
4. Pupils can sing songs both at a slow and fast tempo.
5. Pupils know what the word volume means and can sing songs both quietly and loudly.
6. Pupils understand the importance of singing the words clearly to make sure the audience understands what the song is about.
7. Pupils understand what a cover song is and how they can change the sound of a song by using different speeds and instruments.

Course Overview

Course Overview: Within this level pupils will focus on listening to the music and each other when singing. Pupils will sing songs with dynamic and tempo changes and learn to adapt to those changes. Pupils will learn the essential steps towards good diction and learn why it is important when people are trying to learn your song. Pupils will sing along to songs with different textures to the melody and evaluate how easy or hard they found it.

Learning Outcomes: Pupils will learn how to create feeling in a song using their voices. Pupils will learn to listen to each other when they are singing in a group and how that can affect the performance. Pupils will learn about singing at different speeds and volumes and how that can change your performance and affect how your audience views the performance.

Keywords

• Singing with different emotions



• Listening to others whilst singing



• Singing at different speeds



• Singing at different volumes



• Correct posture for singing

• Listening to cover songs and listening to the instrumentation



Vocabulary Bank

Song

A piece of music with words that are sung.

Voice

Making sounds with your mouth.

Feeling

The emotion with which we sing.

Speed

How fast or how slow we sing.

Volume

How loud or how quiet we sing.

Sound

The noise we create.

Listen

We listen with our ears.

Posture

How we stand when we sing.

Class Songs

If You're Happy and You Know It

Row Row Row Your Boat

There's a Spider on the Floor

Head, Shoulder, Knees & Toes

When I Was One

Plus extra songs from the Junior Jam Song bank!

Singing EYFS: Level 3

Course Evaluation Criteria

Reception: We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils know that songs are made up of different sections, including verse, chorus, etc. and can hear these sections in the music.
2. Pupils know the importance of being able to keep the same amount of enthusiasm throughout the whole song, whether it is a short or long song.
3. Pupils know that doing the same actions whilst in a group performance makes the performance better.
4. Pupils are able to sing a duet with another person.
5. Pupils are able to define what a solo is and (if confident enough) perform one in front of the class.
6. Pupils can perform expressively in front of the class.
7. Pupils can recall the skills they have learnt over the course.

Course Overview

Course Overview: In becoming a performer, pupils will learn about performing a song. They will investigate what could happen with energy levels throughout a performance and how to treat others when performing. Pupils will learn what solos and duets are and build up to being confident enough to perform both.

Learning Outcomes: Pupils will know the different variations of group performance size, e.g., Solo, Duet, Group. Pupils will know how to perform on a stage and stage etiquette. Pupils will know the importance of keeping focus throughout a performance and being in sync with everyone else.

Keywords

• Song structure



• Performance techniques & tips



• Performing solo



• Performing as a duo



• Stage etiquette



Vocabulary Bank

| | |
|--------------|------------------------------------------------------------|
| Song | <i>A piece of music with words that are sung.</i> |
| Performing | <i>Musical ideas are transmitted to a listener.</i> |
| Solo | <i>Performing music alone.</i> |
| Duet | <i>Performing music with another person.</i> |
| Singing | <i>Making musical sounds with the voice.</i> |
| Voice | <i>Making sounds with your mouth.</i> |
| Audience | <i>A group of people who listen and watch a performer.</i> |
| Stage | <i>An area where people perform.</i> |
| Introduction | <i>The start of a song.</i> |
| Verse/Chorus | <i>Structures of a song.</i> |
| Unison | <i>Singing the same thing at the same time as others.</i> |

Class Songs

| | |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Down in the Jungle | Alice the Camel |
| 10 Green Bottles | 1,2,3,4,5, |
| A Sailor Went to Sea, Sea, Sea | Once I Caught a Fish |
| Boom Chicka Boom | <div style="background-color: red; color: white; padding: 5px; text-align: center;"> Plus extra songs from the Junior Jam Song bank! </div> |
| Wind the Bobbin Up | |

Singing EYFS: Level 4

Course Evaluation Criteria

Reception: We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils are able to follow directions while singing.
2. Pupils know what the role of a conductor is.
3. Pupils are able to conduct their peers.
4. Pupils can sing musical phrases at different tempos.
5. Pupils are able to sing at different volumes.
6. Pupils know how to change their voices to sing different songs.
7. Pupils are able to perform different roles within a performance (conductor, soloist, action leader, etc.)

Course Overview

Course Overview: Pupils will draw on their learning from Levels 1 – 3 and learn how to lead a performance. Pupils will learn what a conductor does and conduct a performance of their own. Pupils will learn to make decisions about the speed and volume at which a song is performed. Pupils will also take on different roles within their final performance, such as conductor, soloist, duettists and action leaders.

Learning Outcomes: Pupils will know what the role of a conductor is within a performance. Pupils will be able to lead a performance, performing some of the roles of a conductor. Pupils will be able to make decisions on the inter-related dimensions of music to create a well-rounded performance. Pupils will be able to take part in different size performances.

Keywords

- **Understanding the role of a conductor**



- **Singing at different speeds**



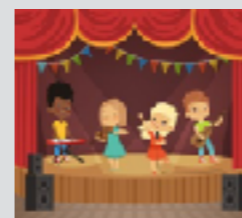
- **Singing at different volumes**



- **Singing in different styles and genres**



- **Understanding different roles in a performance**



Vocabulary Bank

| | |
|------------|----------------------------------------------------------|
| Conductor | <i>Someone who leads a musical group.</i> |
| Musician | <i>Someone who plays music.</i> |
| Orchestra | <i>A group of musicians playing music together.</i> |
| Baton | <i>A stick which a conductor holds.</i> |
| Opera | <i>A genre of music from Italy.</i> |
| Volume | <i>How loud or quiet a song is performed.</i> |
| Speed | <i>How fast or slow music is performed.</i> |
| Voice | <i>Making sounds using your mouth.</i> |
| Solo | <i>Performing music alone.</i> |
| Duet | <i>Performing music with another person.</i> |
| Performing | <i>The transmitting of musical ideas to an audience.</i> |

Class Songs

| | |
|---------------------|------------------|
| My Aunt Came Back | 5 Little Monkeys |
| Baa Baa Black Sheep | Twinkle Twinkle |
| Incy Winky Spider | This Old Man |
| Pat-a-cake | |
| 5 Little Ducks | |

Plus extra songs from the Junior Jam Song bank!

Singing: Lite Level 1

Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils know how to correctly warm up and cool down their voices.
2. Pupils understand the importance of correct breathing.
3. Pupils can explain why posture is important in singing.
4. Pupils can explain what diction means.
5. Pupils can sing response phrases in a call and response style.
6. Pupils can explain what call and response is.
7. Pupils know what a scale is.
8. Pupils can sing lyrics to a scale.
9. Pupils can move in time to the beat of the song.
10. Pupils can explain why movement is important in singing.

Course Overview

Course overview: Pupils will learn the importance of warming up and cooling down before and after singing. They will learn how to breathe within a song without 'snatching' breath and how posture can help with our breathing. Pupils will also learn the keyword diction and see how useful it is; they will also investigate when it's used and when it's dropped and the reasons behind this.

Learning Outcomes: By the end of the course pupils will know about the importance of, and how to, warm up and cool down. Pupils will know the fundamentals of singing such as posture, breathing properly and diction. Pupils will also know some vocal techniques such as singing scales and using call and response.

Keywords

- **Warming up/Cooling down our voices**



- **The importance of correct breathing**



- **The importance of good posture**



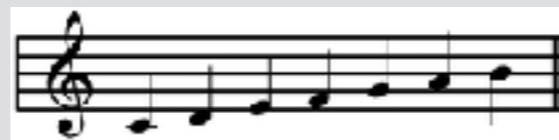
- **Understanding diction**



- **Call and Response**



- **Singing Scales**



Vocabulary Bank

| | |
|-----------------|----------------------------------------------------------------------|
| Breathing | <i>The process of taking air in and out of the lung.</i> |
| Diaphragm | <i>The diaphragm is the muscle that helps us breathe in and out.</i> |
| Posture | <i>The correct way to stand whilst singing.</i> |
| Diction | <i>How we pronounce words when we sing.</i> |
| Call & response | <i>A musical conversation.</i> |
| Scales | <i>A set of notes played in succession.</i> |
| Movement | <i>An act of moving.</i> |
| Pitch | <i>How high or low a sound is.</i> |

Class Songs

- Three Little Birds
- Shake my Sillies Out
- Alice the Camel
- Umpah Stick it Up Your Jumper
- Bibbidi Bobbedi Boo
- The World is Big, the World is Small
- Do-Re-Mi
- Rhymin' Simon says

Plus extra songs from the Junior Jam Song bank!

Singing: Lite Level 2

Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils know what pitch is.
2. Pupils can aurally identify high and low-pitched notes.
3. Pupils can sing songs at the correct pitch.
4. Pupils understand what dynamics are.
5. Pupils can perform dynamics by following hand gestures.
6. Pupils can explain the keywords crescendo and diminuendo.
7. Pupils can explain what tempo is.
8. Pupils can sing lyrics in a different language.
9. Pupils can explain why people sing songs in other languages.
10. Pupils can sing songs using a combination of skills they have learnt.

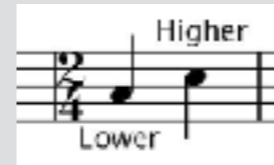
Course Overview

Course overview: Pupils will use their knowledge from Lite level 1 to combine their keywords into musical phrasing. Pupils will perform vocal exercises to build on their pitch matching skills and their responses to changes in dynamics and tempo within a song. Pupils will also learn more technical keywords such as crescendo and diminuendo and be taught how to perform these using visual cues. Visual cues will also be brought into performances by the leader to change tempo and overall dynamics.

Learning Outcomes: By the end of the course pupils will know about the importance of, and how to, warm up and cool down. Pupils will know the fundamentals of singing such as posture, breathing properly and diction. Pupils will also know some vocal techniques such as singing scales and using call and response.

Keywords

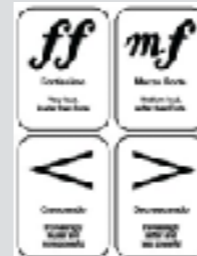
- **Understanding singing on pitch and pitch matching**



- **Understanding dynamics**



- **Understanding crescendos and diminuendos**



- **Understanding tempo**



- **Singing songs in different languages**



Vocabulary Bank

| | |
|----------------------|-----------------------------------------------------------|
| Breathing | <i>The process of taking air in and out of the lungs.</i> |
| Posture | <i>The correct way to stand whilst singing.</i> |
| Call & Response | <i>A musical conversation.</i> |
| Scales | <i>A set of notes played in succession.</i> |
| Movement | <i>An act of moving.</i> |
| Pitch | <i>How high or how low a sound is.</i> |
| Crescendo/Diminuendo | <i>Gradually getting louder/quieter.</i> |
| Tempo | <i>How fast or slow we play the music.</i> |
| Dynamics | <i>How loud or quiet we play the music.</i> |

Class Songs

| | |
|---------------------------------|----------------------|
| And the Green Grass Grew | Frère Jacques |
| Let it Go | Hola Hola |
| Boom Chicka Boom | The Name Game |
| We Will Rock You | |
| The Old Grey Cat | |
| Bele Mama | |

Plus extra songs from the Junior Jam Song bank!

Singing: Level 1

Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils can sing songs on pitch.
2. Pupils can explain what pitch matching is.
3. Pupils know how good posture can improve singing.
4. Pupils understand why breathing in the right place is important while singing.
5. Pupils understand what diction is.
6. Pupils can sing examples of both bad and good diction.
7. Pupils can explain what characterisation is.
8. Pupils will be able to aurally identify the beat within a song and move to the beat.
9. Pupils can use dynamics to create a more interesting and expressive performance.
10. Pupils can explain three-part breathing.

Course Overview

Course overview: Pupils in Keystage 2 will learn a number of keywords that will help them control their voice, their pitch and their breathing. Whereas in lower levels pupils have been taught the keywords and how they affect your singing, Keystage 2 pupils will be taught how the keywords link together to help with the overall sound and precision of singing. Pupils will learn about different techniques that songs use to keep them interesting such as verses, choruses, and call and response.

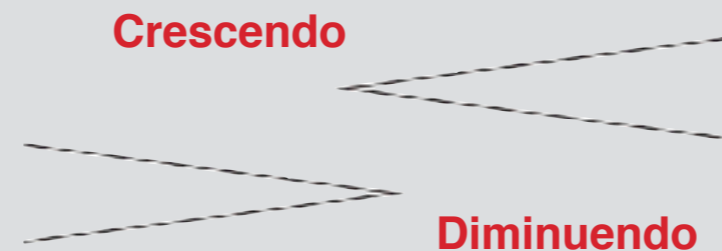
Learning Outcomes for the course: Over this course, pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance.

Keywords

• Breathing Techniques



• Dynamics



• Diction & Characterisation



• Good Posture vs Bad Posture

- Year 3/4 - 5 point standing position.
- Year 5/6 - 8 point standing position.



Vocabulary Bank

Warm up

Exercises to help prevent vocal damage before singing.

Cool Down

Exercises to do after singing to prevent vocal damage.

Vocal Chords

The part of your throat that vibrates when you speak or sing.

Pitch

How high or low a note is.

Pitch Matching

The practice of hearing a pitch and singing it back.

Dynamics

How loud or how quiet we sing.

Phrasing

The way a musician shapes a sequence of notes in a passage of music to allow expression.

Diction

How we pronounce words when we sing.

Characterisation

Performing in different ways to reflect different characters.

Posture

The correct way to stand whilst singing.

Breathing

The process of taking air in and out of your lungs.

Class Songs

The Alphabet Song

Plus extra songs from the Junior Jam Song bank!

Singing: Level 2

Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils can sing in a two-part round.
2. Pupils understand what a time signature is.
3. Pupils can sing songs in 3/4 and 4/4 time signatures.
4. Pupils can name the anatomical factors that affect the singing voice.
5. Pupils understand the role of the conductor.
6. Pupils are able to conduct in 4/4 and 3/4.
7. Pupils can sing *a cappella* as a class.
8. Pupils can explain the difference between melody and harmony.
9. Pupils can explain what a vocal range is.
10. Pupils can name different types of vocal register.

Course Overview

Course Overview: From Level 1 'Controlling our voices' pupils know the fundamentals of best singing practice, this level moves on to different types of songs singers can perform such as rounds and partner songs. Pupils will learn to listen to each other when they are singing but must also learn the hard skill of singing something different to the group next to them. This may sound simple but it is a hard skill to master. Pupils will learn about harmonies and listen to some examples before trying a simple three-part harmony within their classes. Pupils will also learn about voice classification and what their own vocal range is.

Learning Outcomes: Pupils will know how to sing in rounds and create very simple harmonies. Pupils will understand the role a conductor plays and why they are needed. Pupils will also know their own range classification and be able to sing their range from Fry to the top.

Keywords

• Two-part rounds



• Singing songs in different time signatures



• Vocal tone, and its anatomical factors



• The role of a conductor



• Singing harmonies



• Vocal registers



Vocabulary Bank

| | |
|----------------|--------------------------------------------------------------------------------------|
| Round | A song form where each singer sings the same melody, but begins at different points. |
| Time Signature | The amount of beats in the bar. |
| Tone | The colour or timbre of the voice. |
| Melody | A sequence of single notes that is musically satisfying; a tune. |
| Vocal Register | The range of tones in the human register. |
| Bass | The lowest male voice. |
| Baritone | Male voice between Tenor and Bass. |
| Tenor | The highest male voice. |
| Alto | A low female voice. |
| Soprano | The highest female voice. |
| Vocal Fry | A creaky voice. |
| Falsetto | A male voice that sings higher than the natural range. |
| Whispering | A soft breathy way of speaking/singing. |

Class Songs

One Finger, One Thumb

Are You Sleeping?

My Favourite Things

Clapping Game

Bye Bye Love

Plus extra songs from the Junior Jam Song bank!

Singing: Level 3

Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils understand and recognise different styles of singing.
2. Pupils can differentiate between and correctly name the different styles of singing.
3. Pupils can perform simple improvisation.
4. Pupils can sing an *a cappella* song in unison.
5. Pupils can sing a five-note pentatonic scale.
6. Pupils can use projection techniques in their performances.
7. Pupils can recite lyrics at a fast tempo in a rap style.
8. Pupils can write and perform their own rap verse.
9. Pupils can sing an *a cappella* song in a group in two or three-part harmony.
10. Pupils can improvise over a chord sequence using the pentatonic scale.

Course Overview

Course overview: Pupils will learn how singing has changed throughout time and how different genres require different singing techniques. Pupils will learn keywords and practise specific songs from each genre. Pupils will practise singing scales to help them improvise, singing words at a fast tempo/rapping, singing in harmony in an *a cappella* group setting, and vocal projection for singing pop ballads.

Learning Outcomes: Pupils will understand the vocal difference between different genres and be able to sing using different vocal techniques. Pupils will know different scales and be able to improvise freely within them. Pupils will also know how to sing at different tempos, particularly fast tempos required in rap music and know how to project their voices without shouting.

Keywords

- **Opera singing**



- **How to improvise in a Jazz context**



- **Singing in harmony and Polyphonic singing**



- **Country music**



- **Rapping**

- **Riffs and Runs**



- **Projection techniques**



Vocabulary Bank

| | |
|------------------|-----------------------------------------------------------------------|
| Vocal Projection | <i>Singing loud without shouting.</i> |
| Improvisation | <i>Music created spontaneously on the spot.</i> |
| Riffs & Runs | <i>A series of notes sung quickly up and down a scale.</i> |
| Scat | <i>Jazz vocal style using emotive, nonsense syllables.</i> |
| Accent | <i>The sound of your voice depending on where you come from.</i> |
| Characterisation | <i>Performing in a different way to reflect different characters.</i> |
| Rapping | <i>Vocal style that incorporates rhyme and rhythmic speech.</i> |

Class Songs

Nessun Dorma

Bee Hive Song

Ah Poor Bird

Achy Breaky Heart

Rappers Delight

The Greatest Showman

Plus extra songs from the Junior Jam Song bank!

Singing: Level 4

Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils can sing an *a cappella* song together in unison.
2. Pupils can sing a round in four separate parts.
3. Pupils understand the health benefits of singing as part of a choir.
4. Pupils know the four sections that usually make up a choir are Soprano, Alto, Tenor and Bass.
5. Pupils understand what good stage etiquette is, and are able to incorporate this into their performances.
6. Pupils can sing as a soloist.
7. Pupils understand that singing in a choir means they are working as a team.
8. Pupils can sing a song in two/three-part harmony.
9. Pupils can sing simple musical accompaniment for a soloist to sing over.
10. Pupils can sing with musical independence through focussing on their own parts despite others singing something different.

Course Overview

Course overview: Pupils will learn in depth how to sing as part of a choir and understand the different voice ranges that make up a choir, for example, Soprano, Alto, Tenor and Bass. Pupils will develop their choral skills and musicianship throughout a wide range of different songs at different ability levels. Through the singing of canons/rounds, partner songs and later songs in two/three-part harmony, pupils will develop their musical independence which is an important part of successful choir singing. Pupils will also learn the importance of stage etiquette and why what you do on stage matters.

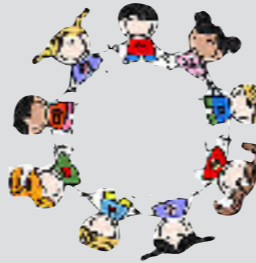
Learning Outcomes for the course: Pupils will know all the different sections that make up a choir and be able to identify them by listening. Pupils will be confident when singing rounds as a group and be able to sing simple harmony. Pupils will know what stage etiquette is and be able to list ways in which we should and shouldn't perform on stage.

Keywords

• Unison singing



• Rounds



• Choirs



• Soloists



• Two/Three-part harmony



• Health benefits of singing



Vocabulary Bank

| | |
|-----------------|---------------------------------------------------------------------------------------------|
| Unison | <i>Singing the same thing at the same time as other people.</i> |
| Canon | <i>A song form in which the singers sing the same melody but start at different points.</i> |
| Partner Songs | <i>Different melodies that share the same harmonic backing.</i> |
| Soprano | <i>High female voice.</i> |
| Alto | <i>Low female voice.</i> |
| Tenor | <i>High male voice.</i> |
| Bass | <i>Low male voice.</i> |
| Choir | <i>A group of singers.</i> |
| Harmony | <i>Two or more notes sung simultaneously.</i> |
| Stage Etiquette | <i>Accepted behaviour during a performance.</i> |
| Soloist | <i>Someone who performs alone.</i> |

Class Songs

| | |
|---------------------------------------------|------------|
| Dynamite | Happy |
| London Bridge/Merrily We Roll Along | Lean On Me |
| I Wish I Knew How (It Will Feel To Be Free) | |
| Round and Round | |
| Wade in the Water | |
| Believer | |
| Oh Happy Day | |

Plus extra songs from the Junior Jam Song bank!