

Terms 1—2

Vocabulary:

Singing, together, nursery rhymes, actions, tone.

Musical Skills:

Learning some well-known nursery rhymes.

Singing words in a nursery rhyme.

Developing a singing tone, singing out clearly but without shouting.

Developing the ability to sing words and do actions together.

Developing a sense of rhythm and pitch through singing well known nursery rhymes.

Improvising—make up own sections to nursery rhymes and make decisions about sounds and actions.

Performance Skills:

Beginning to develop skills for entering and leaving a stage area quietly and sensibly.

Experience performing a song for an audience.

Beginning to develop ability to watch a conductor and follow some non-verbal signals, for example when to stand, when to sit, when to begin singing, when to finish singing.

Beginning to develop a singing tone for a larger space and an audience so you can be heard.

Terms 1—2

Vocabulary:

Warm up, call and response, black history month, traditional, appraise, pitch, tone, rhythm

Musical Skills:

Beginning to understand the importance of warming up your voice ready for singing.

Learning how to sing in a “call and response” style

Singing with an accurate pitch in a 3 tone range song.

Performance Skills:

Beginning to understand some skills needed for performance:

- Looking happy
- Singing clearly
- Keeping together as a group
- Looking at the audience.

Appraising a performance by another group and talking about what you like about a performance.

Continuing to develop ability to watch a conductor and follow some non-verbal signals, for example when to stand, when to sit, when to begin singing, when to finish singing.

Continuing to develop a singing tone for a larger space and an audience so you can be heard.

Terms 1—2

Vocabulary:

Warm up, call and response, black history month, traditional, appraise, pitch, tone, rhythm

Musical Skills:

Beginning to understand the importance of warming up your voice ready for singing.

Learning how to sing in a “call and response” style

Singing with an accurate pitch in a 5 tone range song.

Performance Skills:

Beginning to understand some skills needed for performance:

- Looking happy
- Singing clearly
- Keeping together as a group
- Looking at the audience.

Appraising a performance by another group and talking about what you like about a performance.

Continuing to develop ability to watch a conductor and follow some non-verbal signals, for example when to stand, when to sit, when to begin singing, when to finish singing.

Continuing to develop a singing tone for a larger space and an audience so you can be heard.

Terms 1—2

Vocabulary:

Warm up, black history month, traditional, appraise, pitch, tone, rhythm, a cappella

Musical Skills:

Developing an understanding of the importance of warming up your voice ready for singing.

Developing a good tone for singing.

Developing good rhythm in singing.

Singing with an accurate pitch in an 8 tone range song.

Performance Skills:

Developing a deeper understanding of skills needed for a performance:

Good expression, looking at the audience, including some instruments or body percussion, including some movement, changing the dynamics or tempo so it is not all the same.

Appraising own performance and thinking about ways to improve it.

Continuing to develop ability to watch a conductor and follow some non-verbal signals, for example when to stand, when to sit, when to begin singing, when to finish singing.

Continuing to develop a singing tone for a larger space and an audience so you can be heard.

Terms 1—2

Vocabulary:

Warm up, black history month, traditional, appraise, pitch, tone, rhythm, a capella, gospel, dynamics, tempo

Musical Skills:

Developing an understanding of the importance of warming up your voice ready for singing.

Developing a good tone for singing.

Developing good rhythm and pitch in singing.

Keeping together while singing a gospel song.

Performance Skills:

Developing a deeper understanding of skills needed for a performance:

Good expression, looking at the audience, including some instruments or body percussion, including some movement, changing the dynamics or tempo so it is not all the same.

Appraising own performance and thinking about ways to improve it.

Continuing to develop ability to watch a conductor and follow some non-verbal signals, for example when to stand, when to sit, when to begin singing, when to finish singing.

Continuing to develop a singing tone for a larger space and an audience so you can be heard.

Terms 1—2

Vocabulary:

Warm up, black history month, traditional, appraise, pitch, tone, rhythm, gospel, dynamics, tempo,

Musical Skills:

Developing an understanding of the importance of warming up your voice ready for singing.

Developing a good tone for singing.

Developing good rhythm and pitch in singing.

Keeping together while singing a gospel song.

Opportunity to sing in parts either as the “caller” or the “responder”

Performance Skills:

Developing a deeper understanding of skills needed for a performance:

Good expression, looking at the audience, including some instruments or body percussion, including some movement, changing the dynamics or tempo so it is not all the same.

Appraising own performance and thinking about ways to improve it.

Continuing to develop ability to watch a conductor and follow some non-verbal signals, for example when to stand, when to sit, when to begin singing, when to finish singing.

Continuing to develop a singing tone for a larger space and an audience so you can be heard.

Terms 1—2

Vocabulary:

Warm up, black history month, traditional, appraise, pitch, tone, rhythm, influence, styl, dynamics, tempo

Musical Skills:

Understanding the importance of warming up your voice ready for singing.

Singing with accurate rhythm and pitch.

Singing with an appropriate tone to suit the style of music.

Beginning to develop confidence for solo and small group singing.

Performance Skills:

Understanding many skills needed for a performance:

Good expression, looking at the audience, including some instruments or body percussion, including some movement, changing the dynamics or tempo so it is not all the same.

Appraising own performance and thinking about ways to improve it.

Demonstrating skills in following a conductor and following many non-verbal signals for example when to stand, when to sit, when to begin singing, when to finish singing, when to change dynamic and tempo.

Singing to an audience with a good, clear tone suitable to the space you are performing in.