

DASP Singing Curriculum – Developing musicianship through singing across the music curriculum

Appropriate songs for each year group with clearly sequenced progression

(Letters in brackets after the song title give an indication of a suitable starting pitch)

Year 1

Key singing objectives:

- Sing/chant simple songs/rhymes, with a small range (e.g. mi-so), mostly in time with others (by memory), mostly matching pitch (e.g unison/call and response)
- Make different vocal sounds and experiment with voice.
- Tap pulse whilst singing/chanting.
- Follow instructions/gestures e.g start/stop
- Keep a regular pulse at varying tempos.
- Respond to fast/slow, high/low, loud/quiet, long/short through movement or verbally.
- Follow and create simple graphic notation

Song	Feature	Video	Development ideas
Hello Everyone	pitch/pulse	https://youtu.be/1yy2B-686Aw	
Can you use your speaking voice?	voice exploration	https://youtu.be/Vdi62M4WHzw	• Add 'thinking voice' ('sing' the words in your head) • Children take turns to lead
Mummy Bear she walks like this (G)	Pitch/pulse/rhythm	https://youtu.be/clkba5XYObM	• Use stick notation/standard notation as visual clues • Play a ta and tete game (respond to the different rhythms with different movements, use pairs and single children to represent ta/tete, use arm signs).
Hey Hey look at me (G)	Pitch/actions	https://youtu.be/VxMvTvPAmno	• Match the pitches to touching higher/lower body parts e.g head, thigh (there are 2 pitches in the song). • Try using so-mi hand signs. Sol fa Hand sign video
Engine Engine	pulse/rhythm	https://youtu.be/ayH3hFGfUNK	• Try tapping the pulse. • Try tapping the rhythm of the words. How are they different?
Copy Cat	pulse/rhythm/action	https://youtu.be/pmctHIIUIX0	
Chop Chop Chopitty Chop	pulse	https://youtu.be/Xbx2ONyyOCK	• Create your own recipes – link to topic work
Peter taps with one hammer (E)	singing/pulse/action	https://youtu.be/l7xa9SVpKBM	
Jack in the box (D)	pitch	https://youtu.be/waYXtC-w9M	• Do the actions (curl up/reach up). • Match the pitches to touching higher/lower body parts e.g thigh, tummy, head (there are 3 pitches in the song). • Try using do-mi-so hand signs.

Build a house (C)	pitch	https://youtu.be/ubxStvg1VKA	Try creating activities to do in the house and turn it into a story (could you link in other songs to things you might do in the house e.g bake hot cross buns?).
Hot cross buns (E)	pitch	https://youtu.be/jvXnFxJ5jYM	- Match the pitches to touching higher/lower body parts e.g thigh, tummy, head (there are 3 pitches in the song). - Try using mi-re-do hand signs.
Teddy Bear Teddy Bear	Pulse/actions	https://youtu.be/i64aEMOKqZY	
Hickety Tickety bumblebee (G)	pitch/solo	https://youtu.be/_g7YqjK4gMw	
Tony Chestnut (G)	Pitch/actions	https://youtu.be/geIWJJxEJ7M	
Aiken Drum (G – ‘was’)	Creating lyrics	https://youtu.be/Trsj5FwWqb8	Make up your own Aiken Drum and draw it

Year 1 Stem sentences (ticked sentences are new)

- ✓ **Pitch** is how high or low a sound is. Let's sing this song at a higher pitch.
- ✓ **Dynamic** is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- ✓ **Tempo** is how fast or slow the music is. Let's sing this song at a faster tempo.
- ✓ **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- ✓ **Ta** and **Tete** tell us how long or short the sounds are.

Year 2

Key singing objectives:

- Sing/chant simple songs/rhymes with a small range (e.g do-so), in time with others (by memory), generally in tune, (e.g unison, call and response, partner songs/simple 2 part rounds)
- Respond to cues/gestures of teacher to start/stop, sing with dynamics, change tempo etc.
- Tap pulse whilst singing.
- Perform actions or tap a rhythmic ostinato, generally in time, whilst singing
- Understand and follow simple stick notation for rhythm and simple dot notation for pitch
- Respond to tempo/pitch/dynamic/structure through movement or verbally.
- Identify beat groupings in music.

Song	Feature	Video	Development ideas
Hot cross buns (E)	pitch	https://youtu.be/jvXnFxJ5jYM	• Match the pitches to touching higher/lower body parts e.g thigh, tummy, head (there are 3 pitches in the song). • Mark the rests with 'shh' e.g 'Hot Cross Buns Shh' • Try using mi-re-do hand signs. • Try using finger stave (2 fingers). • Try using 2 line stave written notation. • Play a pitch matching game. • Try singing the song with a rhythmic ostinato accompaniment. • Try playing the tune on tuned percussion e.g Glocks (use both hands if possible to ensure proper instrument-specific technique)
Spinning Top (C)	Pitch + round	https://youtu.be/pWx7YO18wH4	• Match the pitches to touching higher/lower body parts e.g knee, tummy, head (there are 3 pitches in the song). • Try using do-mi-so hand signs. • Try using finger stave (3 fingers) • Try using 3 line stave written notation. • Play a pitch matching game (see link in Hot Cross Buns). • Try singing the song with a rhythmic ostinato accompaniment (see link in Hot Cross Buns). • Try playing the tune on tuned percussion
Chest Chest Knee Toe (G)	Pitch/pentatonic scale	https://youtu.be/nxRQKoqzb9Q	• Use touching body parts to represent pitch. • Try using do-re-mi-so-la hand signs (pentatonic scale) • Try singing some pitches in 'thinking voice' (ie miss out some words but 'sing' them in your head).

Make a circle/Frere Jacques (C)	round	https://youtu.be/oqmmQWefv9s	
High Low Chickalow (A)	Pitch/ clapping	https://youtu.be/XsackPooxpE?t=482	
Penguins (C)	pulse/actions	https://youtu.be/A5 dgQ f qg?t=32	
Dipidu (G)	groupings of beats	https://youtu.be/4j5jNlu3h14	How many beats are there in each section of the song? Explanation
Bala Pata Zoom (A traditional Ghanaian song) (G)	pitch/body percussion	https://youtu.be/z42w0xuelQ4?t=460	
London Bridge (A)/Mary Had a Little Lamb (F#)/Peas Pud#ding Hot (D)	partner songs	https://youtu.be/SP95aERoTGY	- Sing the songs separately. - Sing the songs together at the same time (use the performance at the end of the video to help you – one group sing with me on the video, another group sing the songs in a different order with the teacher live in the lesson).
Double Double (A)	pitch, body percussion	https://youtu.be/6Rvt234hUcl	- Can you clap this in a pair? - Can you clap this in two pairs? - Can you clap this as a round?
Engine Engine	pulse/rhythm	https://youtu.be/7SwV5qcLFD8	- Try tapping the pulse. - Try tapping the rhythm of the words. How are they different?
Copy Cat	pulse/rhythm/action	https://youtu.be/pmctHIIUIX0	Can you do both at once? (maybe one half of the class does each?)

Year 2 Stem sentences (ticked sentences are new)

- **Pitch** is how high or low a sound is. Let's sing this song at a higher pitch.
- **Dynamic** is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- **Tempo** is how fast or slow the music is. Let's sing this song at a faster tempo.
- **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- **Ta** and **Tete** tell us how long or short the sounds are.
- ✓ **Beat** is when the pulse is put into groups. How many beats are there in this music?
- ✓ A **rest** is a 'shh' note.
- ✓ **Melody** is the tune. Let's all sing the melody.
- ✓ **Rhythm** is how long or short the sounds are. Can you clap the rhythm of the words in this song?
- ✓ **Structure** is the order of the sounds.
- ✓ **Ostinato** is a repeating pattern. Can we clap an ostinato to accompany this song?
- ✓ A **Round** is when people start playing or singing the same thing at different times. Let's sing this song as a round.

Year 3

Key singing objectives:

- Sing unison songs, 2-4 part rounds, call and response and partner songs, by memory, in tune (a greater range than a 5th) with increasing accuracy/fluency/expression.
- Respond to non-verbal gestures of teacher to demonstrate an understanding of singing/playing with expression.
- Play body percussion/ do actions whilst singing.
- Start to follow and understand rhythmic notation (crotchets, quavers, minims and rests) and limited pitch notation (3-5 notes).
- Can respond to tempo/pitch/dynamic/structure through movement or verbally

Song	Feature	Video	Score/lyrics/audio	Development ideas
I say Hip, you say Hop	elements/rhythm/pulse	https://youtu.be/iC80qJWzix0		
Boom a chicka boom	pulse	https://youtu.be/ftaq0Z2jYC0		
Kumala Vista (C)	pitch/call & response	https://youtu.be/34vfQ40ZtKk	https://drive.google.com/file/d/1lvp7Cg-SZgMLtAGw66ZFVBZutD6AvVKb/view?usp=sharing	• Try starting on different pitches
I love to sing (B-E – “I love”)	call & response	https://youtu.be/cFSK1_h3-5g?t=452	Chords: https://drive.google.com/file/d/16r_QEaPYEadei5dDsQpwB85WO0DsRYxL/view?usp=sharing Backing Track: https://drive.google.com/file/d/1ovlAbVoFJeGv8ZJCEGawACLoP2irbVaR/view?usp=sharing	• Work out which parts of the song move in step and which parts move by a leap. (Most of the first section is by step, the bit that starts ‘I can sing high’ uses a big leap).
London’s Burning (CC-FF – “London’s Burning”)	round	https://youtu.be/5i9RvBfCEDg		• Sing this as a round – use the multi-screen section at the end of the video to help your class to keep in time. • Can you add a ‘do’ drone to accompany this?
Black Socks (A)	round	https://youtu.be/KZWm6rdjsis?t=623		• Try singing ‘not yet’ as an ostinato drone to accompany the melody.

				Try singing it as a round in 2 parts (second part to come in after the word 'washing'). Try using the performance on the video as the first part of the round and have the class sing together as the second part of the round.
First you make your fingers click (D)	round/body percussion/internalisation	https://youtu.be/a2NXVzFdwNg		- Try singing some of the lines in 'thinking voice' ie miss out some lines. - Try missing out all of the singing but still doing the body percussion in time. - Try singing it as a round (both out loud and in 'thinking voice' with just the body percussion out loud!). To practice the round, try singing it along as a round (e.g come in 4 beats later) with the part of the video when the song is performed twice through in a row (at 3:16). - Work out which parts of the song move in step and which parts move by a leap.
Lil Liza Jane (G)	clapping song/syncopation/pentatonic scale	https://youtu.be/soGRftTP5c?t=511	https://drive.google.com/file/d/1osA1yVYBVyXi25cKokbv6ZdDN50aiYti/view?usp=sharing	What is the same or different about each phrase?
Dr Knickabocka (F-G-A – “Doc-tor Knick”)	actions	https://youtu.be/Y13hg8Tfg9o		

Year 3 Stem sentences (ticked sentences are new)

- **Pitch** is how high or low a sound is. Let's sing this song at a higher pitch.
- **Dynamic** is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- **Tempo** is how fast or slow the music is. Let's sing this song at a faster tempo.
- **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- **Ta** and **Tete** tell us how long or short the sounds are.
- **Beat** is when the pulse is put into groups. How many beats are there in this music?
- A **rest** is a 'shh' note.
- **Melody** is the tune. Let's all sing the melody.
- **Rhythm** is how long or short the sounds are. Can you clap the rhythm of the words in this song?
- **Structure** is the order of the sounds.
- **Ostinato** is a repeating pattern. Can we clap an ostinato to accompany this song?
- A **Round** is when people start playing or singing the same thing at different times. Let's sing this song as a round.
- ✓ **Unison** is when everyone sings or plays the same thing at the same time. Let's sing this song in unison.
- ✓ **Call and response** is when one person sings and everyone sings something after them. This song uses call and response.
- ✓ A **Drone** is a long note held under a melody. Let's accompany this song with a drone.
- ✓ **Diminuendo** is when the dynamic gradually gets quieter. (say this sentence with a diminuendo!)
- ✓ **Crescendo** is when the dynamic gradually gets louder. (say this sentence with a crescendo!)

Year 4

Key singing objectives:

- Sing more complex (e.g faster/minor key/longer phrases) unison songs, 2-4 part rounds, call and response, partner songs and songs with simple harmonies, by memory, in tune (a greater range than a 5th) with increasing accuracy/fluency/expression.
- Respond to non-verbal gestures of teacher, to demonstrate an understanding of singing/playing with expression.
- Play body percussion / do actions whilst singing showing an awareness of pulse/rhythm.
- Respond to tempo/pitch/dynamic/structure through movement or verbally.

Song	Feature	Video	Score/lyrics/audio	In previous year?	Development ideas
Bumblebee tuna (E)	resonating	https://youtu.be/9xFg6VAEXsE?t=494	Chords: https://drive.google.com/file/d/16r_QEaPYEadei5dDsQpwB85WO0DsRYxL/view?usp=sharing Backing track: https://drive.google.com/file/d/10a6qSNbGDbITc_pZJAQ3R54pi6_hYeEe/view?usp=sharing	n	• Try to make your face vibrate as you sing by emphasising the mmm sound.
Kumala Vista (C)	pitch/call & response	https://youtu.be/34vfQ40ZtKk	https://drive.google.com/file/d/1lvp7Cg-SZgMLtAGw66ZFBZutD6AvVKb/view?usp=sharing	y	• Try starting on different pitches • Ask different children to lead.
Lil Liza Jane (G)	clapping song/syncopation	https://youtu.be/soGRfrtTP5c?t=511	https://drive.google.com/file/d/1osA1yVYBVyXi25cKokbv6ZdDN50aiYti/view?usp=sharing	y	• What is the same or different about each phrase? • Discuss the syncopated 'syn-co-pa-ta' rhythm and clap it when you sing the song (on the words 'lil liza Jane'. • Discus 'tai-ti' rhythm (dotted crotchet – quaver) on the words 'Oh Elisa'. • Sing the song using rhythm words

					Sing with solfa hand signs – explain pentatonic scale
Ah Poor Bird (Elizabethan round) (D)	Round/minor key	https://youtu.be/AZB-4TUIFOQ (Ignore the body percussion)	https://drive.google.com/file/d/1uHZQTuOLPqecsV7UnKuGGSIxLGXyLWQR/view?usp=sharing	n	- Discuss how this song sounds different to songs in a major key such as Bumblebee Tuna. - How could you sing this song to create the mood of the lyrics? - Sing as a round. This video might be helpful to use as a backing to keep you in time: https://www.youtube.com/watch?v=-mdd9gkvJ2E (second part comes in after the words ‘ah poor bird’)
Mango Mango (E)	layers	https://youtu.be/5aliArvYsNY		n	- Ask a leader to conduct the layers to start and stop. - Can you sing along to the layers at the end of the video?
A Keelie Makolay (Traditional Ghanaian song) (G)	2 part harmony	https://youtu.be/q3C3OcgSVLs	https://docs.google.com/document/d/1IAWvS3ljGT2EGrJDaDO2xGoCuaZtzbvs/edit?usp=sharing&oid=117577541039378532659&rtpof=true&sd=true	n	- Ask different children to lead the call. - Sing in unison, then add the higher harmony.
Zum Gali Gali (Israeli song) (E)		https://youtu.be/GBMj3dEbSV0	https://drive.google.com/drive/folders/1QNDQ2GCoDlpsHiaQiZKcFGmm9YlyZVGf?usp=sharing	n	Use the zum gali gali chorus as an ostinato (repeated pattern) accompaniment.
Ooh la la lay (C)	round	https://youtu.be/jdeyRJhgdzY	As an accompaniment, use chords D7, G7, D7 for each line Backing track: https://drive.google.com/file/d/	n	

			15WFPENUllJy03nO-Gb5sfF36JlIGD3BK/view?usp=sharing Score: https://drive.google.com/file/d/1A82ja2M8aJYS0iXYNu9oYUHfCl-iFIDg/view?usp=sharing		
Scooby doo song (my feet do stamp) (A)	body percussion/2 part texture	https://youtu.be/79p53bSNu_M?t=430		n	
I walked to the end of the road (G)	round	https://youtu.be/367IU-ECM7c		n	
Mrs O'Leary (G)	round	https://youtu.be/A5_dgQ_fg?t=292		n	Can you sing it as a round with the man in the video? (come in with the second part after the word 'bed')
Breakfast Song (E)	Partner song/Layers	https://youtu.be/FPVhjXWKgg4?t=349 (part 1 & 2) https://youtu.be/Yze8KhZJksA?t=376 (part 3)		n	
Drunken Sailor (A – "What")	Minor key and riffs	https://youtu.be/T0jfzdiO09o	https://drive.google.com/file/d/1ZICKLCIKv_pE8P2oshstnZ6RBKhJsV5v/view?usp=sharing	n	Can you create your own arrangement of this song by putting all the sections in your own order?
Fire! (E)	round	https://youtu.be/sQUkOjluLf4	https://drive.google.com/drive/folders/1RCzyLcfwDIkEt9y2lwbZBSlhZOStEagR?usp=sharing	n	- Try the round in 2, 3 and 4 parts (Use the performance in the first bit of the video to help you to get it together as a round – one group can sing with the video, another with the teacher live in the room). - Try singing with very clear diction.

Year 4 Stem sentences (ticked sentences are new)

- **Pitch** is how high or low a sound is. Let's sing this song at a higher pitch.
- **Dynamic** is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- **Tempo** is how fast or slow the music is. Let's sing this song at a faster tempo.
- **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- **Ta** and **Tete** tell us how long or short the sounds are.
- **Beat** is when the pulse is put into groups. How many beats are there in this music?
- A **rest** is a 'shh' note
- **Diminuendo** is when the dynamic gradually gets quieter. (say this sentence with a diminuendo!)
- **Crescendo** is when the dynamic gradually gets louder. (say this sentence with a crescendo!)
- **Melody** is the tune. Let's all sing the melody.

- **Rhythm** is how long or short the sounds are. Can you clap the rhythm of the words in this song?
- **Structure** is the order of the sounds.
- **Ostinato** is a repeating pattern. Can we clap an ostinato to accompany this song?
- A **Round** is when people start playing or singing the same thing at different times. Let's sing this song as a round.
- **Unison** is when everyone sings or plays the same thing at the same time. Let's sing this song in unison.
- **Call and response** is when one person sings and everyone sings something after them. This song uses call and response.
- A **Drone** is a long note held under a melody. Let's accompany this song with a drone.
- ✓ **Tonality** describes whether a piece is major or minor.
- ✓ **Major** tonality sounds happy
- ✓ **Minor** tonality sound sad
- ✓ The **pentatonic** scale has five notes. 'Lil Liza Jane' is a pentatonic melody.

Year 5

Key singing objectives:

- Sing 3 part rounds/songs with simple 2- part harmonies as part of a group, by memory, in tune, with more attention to detail such as phrasing, dynamics etc.
- Demonstrate a sense of ensemble and performance when singing or playing (using the elements effectively together, communicating/listening/practising effectively).

Song	Feature	Link	Score/Lyrics	In previous year?	Development ideas
Bumblebee tuna (E)	resonating	https://youtu.be/9xFg6VAEXsE?t=494	Chords: https://drive.google.com/file/d/16r_QEaPYEadei5dDsQpwB85W00DsRYxL/view?usp=sharing Backing track: https://drive.google.com/file/d/10a6qSNbGDbITc_pZIAQ3R54pi6_hYeEe/view?usp=sharing	y	• Try to make your face vibrate as you sing by emphasising the mmm sound.
Kumala Vista (C)	Call & response	https://youtu.be/34vfQ40ZtKk	https://drive.google.com/file/d/1lvp7Cg-SZgMLtAGw66ZFVBZutD6AvVKb/view?usp=sharing	y	• Try starting on different pitches • Ask different children to lead. • Add your own body percussion.
Mango Mango (E)	layers	https://youtu.be/5aliArvYsNY		y	• Ask a leader to conduct the layers to start and stop. • Mix the parts up so that children are not standing with people singing the same part as them.
Ooh La la lay (C)	round	https://youtu.be/jdeyRJhgdzY	As an accompaniment, use chords D7, G7, D7 for each line Backing track: https://drive.google.com/file/d/15WFPENUllJy03nO-	y	• Mix the parts up so that children are not standing with people singing the same part as them.

			Gb5sfF36JlIGD3BK/view?usp=sharing Score: https://drive.google.com/file/d/1A82ja2M8aJYS0iXYNu9oYUHfCI-iFIDg/view?usp=sharing		
A Keelie Makolay (Traditional Ghanaian song) (G)	2 part harmony	https://youtu.be/q3C3OcgVLS	https://docs.google.com/document/d/1IAWvS3IjGT2EGrJDaDO2xGoCuaZtzbvs/edit?usp=sharing&oid=117577541039378532659&rtpof=true&sd=true	y	- Ask different children to lead the 'call' - Sing in unison, then add the higher harmony.
Scooby doo song (A)	body percussion	https://youtu.be/79p53bSNuM?t=430		y	Try missing out odd lines and sing them in 'thinking voice' (in your head to internalise the sound).
Fire! (E)	round	https://youtu.be/sQUkOjluLf4	https://drive.google.com/drive/folders/1RCzyLcfwDIkEt9y2lwbZBSlhZOSTeagR?usp=sharing	y	Mix the parts up so that children are not standing with people singing the same part as them.
Ooh a lay lay (G)		https://youtu.be/Yze8KhZJksA?t=43	https://drive.google.com/file/d/1adkdHCA00AQxKe20rhTli1Bke4NM5glX/view?usp=sharing	n	
Oh when the saints/swing low/ This train is bound for glory medley (D – "Oh")	partner songs	https://youtu.be/Sa9DjMg_wJY?t=384	https://drive.google.com/file/d/1JrmVMrloQ4dyi_7445pcmqP0yG-Yidaq/view?usp=sharing https://drive.google.com/file/d/1B82TYgkF-Q84rAHWYWzd9IYJFKPpEdst/view?usp=sharing	n	Mix the parts up so that children are not standing with people singing the same part as them.
Great Day (G – "Great")	2 or 3 layers /harmony	https://youtu.be/xgwvebA19KY		n	Mix the parts up so that children are not standing with people singing the same part as them.

Ain't gonna let nobody (A)	3 layers/harmony	https://youtu.be/PcN1ReaOIY4?t=764	Chords: https://drive.google.com/file/d/1JrmVMrloQ4dyi_7445pcmQp0yG-Yidaq/view?usp=sharing	n	Mix the parts up so that children are not standing with people singing the same part as them.
Dona Nobis Pacem (F)	Round		https://docs.google.com/document/d/1YXbanrcI0neh_TarhUcH8zu_K92camun/edit?usp=sharing&ouid=117577541039378532659&rtpof=true&sd=true	n	- Assign each verse to a different group – sing in layers. - Then try singing all three verses as a round.
Lean on Me (E – “Some”)	2/3 part Harmony		https://drive.google.com/drive/folders/1a5-KbsnXmMB7wGNDTEzXUDs6LsVaOZ1D?usp=sharing	n	

Year 5 Stem sentences (ticked sentences are new)

- **Pitch** is how high or low a sound is. Let's sing this song at a higher pitch.
- **Dynamic** is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- **Tempo** is how fast or slow the music is. Let's sing this song at a faster tempo.
- **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- **Ta** and **Tete** tell us how long or short the sounds are.
- **Beat** is when the pulse is put into groups. How many beats are there in this music?
- A **rest** is a 'shh' note
- **Diminuendo** is when the dynamic gradually gets quieter. (say this sentence with a diminuendo!)
- **Crescendo** is when the dynamic gradually gets louder. (say this sentence with a crescendo!)
- **Melody** is the tune. Let's all sing the melody.
- **Rhythm** is how long or short the sounds are. Can you clap the rhythm of the words in this song?
- **Structure** is the order of the sounds.

- **Ostinato** is a repeating pattern. Can we clap an ostinato to accompany this song?
- A **Round** is when people start playing or singing the same thing at different times. Let's sing this song as a round.
- **Unison** is when everyone sings or plays the same thing at the same time. Let's sing this song in unison.
- **Call and response** is when one person sings and everyone sings something after them. This song uses call and response.
- A **Drone** is a long note held under a melody. Let's accompany this song with a drone.
- **Tonality** describes whether a piece is major or minor.
- **Major** tonality sounds happy
- **Minor** tonality sound sad
- The **pentatonic** scale has five notes. 'Lil Liza Jane' is a pentatonic melody.
- ✓ Each **verse** uses the same melody with different words.
- ✓ Each **chorus** uses the same melody and the same words.
- ✓ **Binary** structure has two sections.
- ✓ **Ternary** structure has three sections – A B A
- ✓ A **Triad** is three notes played together to make a major or minor **chord**.

Year 6

Key singing objectives:

- Sing 3 part rounds/songs with simple 2- part harmonies, not always as part of a group, by memory, in tune, with more attention to detail such as diction, phrasing, dynamics etc and an awareness of song structure and intent.
- Demonstrate a clear sense of performance (can communicate) both as a solo and in an ensemble and know how to rehearse effectively and respond to performance directions as appropriate

Song	Feature	Link	Score/Lyrics	In previous year?	Development ideas
Kumala Vista (C)	call and response	https://youtu.be/34vfQ40ZtKk	https://drive.google.com/file/d/1lvp7Cg-SZgMLtAGw66ZFVBZutD6AvVKb/view?usp=sharing	y	• Try starting on different pitches • Ask different children to lead. • Add your own body percussion
Mango Mango (E)	layers	https://youtu.be/5aliArvYsNY		y	• Ask a leader to conduct the layers to start and stop. • Mix the parts up so that children are not standing with people singing the same part as them.
Ooh La la lay (C)	round	https://youtu.be/jdeyRJhgdzY	As an accompaniment, use chords D7, G7, D7 for each line Backing track: https://drive.google.com/file/d/15WFPENUlJy03nO-Gb5sfF36JlIGD3BK/view?usp=sharing Score: https://drive.google.com/file/d/1A82ia2M8aJYS0iXYNu9oYUHfCl-iFIDg/view?usp=sharing	y	• Mix the parts up so that children are not standing with people singing the same part as them.

Oh when the saints/swing low/ This train is bound for glory medley (D – “Oh”)	partner songs	https://youtu.be/Sa9DjMg_wJY?t=384	https://drive.google.com/file/d/1JrmVMrloQ4dyi_7445pcmqP0yG-Yidaq/view?usp=sharing https://drive.google.com/file/d/1B82TYgkF-Q84rAHWYWzd9IYJFKPpEdst/view?usp=sharing	y	Mix the parts up so that children are not standing with people singing the same part as them.
Great Day (G – “Great”)	3 or 4 layers/harmony	https://youtu.be/xgwvebA19KY		y	Mix the parts up so that children are not standing with people singing the same part as them.
Ain’t gonna let nobody turn me around (A)	3 layers/harmony	https://youtu.be/PcN1ReaOIY4?t=764	https://drive.google.com/file/d/1JrmVMrloQ4dyi_7445pcmqP0yG-Yidaq/view?usp=sharing	y	Mix the parts up so that children are not standing with people singing the same part as them.
Lean on Me (E – “Some”)	2/3 part Harmony		https://drive.google.com/drive/folders/1a5-KbsnXmMB7wGNDTEzXUDs6LsVaOZ1D?usp=sharing	y	
Something inside so strong (G)	Harmony		https://drive.google.com/drive/folders/1wAvaCG6g1crQlog_nyjgA2nv55eEhHUF?usp=sharing	n	
Senua Dedende (Ghanian song) (A)	Round & body percussion	https://youtu.be/4-XlmQ0xNWI?t=19		n	- Sing in unison first with no body percussion. - Then add body percussion (as per video). - Then sing as a round – (second part comes in after four counts).
Dona Nobis Pacem (F)	Round		https://docs.google.com/document/d/1YXbanrcI0neh_TarhUcH8zu_K92camun/edit?usp=sharing&oid=117577541039378532659&rtopof=true&sd=true	y	- Assign each verse to a different group – sing in layers. - Then try singing all three verses as a round.

Siyahamba (D)	2 part harmony		https://drive.google.com/file/d/1dT7YEGuAwglWuqG5ttK9_no67u2lweX1/view?usp=sharing	n	
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Year 6 Stem sentences (ticked sentences are new)

- **Pitch** is how high or low a sound is. Let's sing this song at a higher pitch.
- **Dynamic** is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- **Tempo** is how fast or slow the music is. Let's sing this song at a faster tempo.
- **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- **Ta** and **Tete** tell us how long or short the sounds are.
- **Beat** is when the pulse is put into groups. How many beats are there in this music?
- A **rest** is a 'shh' note
- **Diminuendo** is when the dynamic gradually gets quieter. (say this sentence with a diminuendo!)
- **Crescendo** is when the dynamic gradually gets louder. (say this sentence with a crescendo!)
- **Melody** is the tune. Let's all sing the melody.
- **Rhythm** is how long or short the sounds are. Can you clap the rhythm of the words in this song?
- **Structure** is the order of the sounds.
- **Ostinato** is a repeating pattern. Can we clap an ostinato to accompany this song?
- A **Round** is when people start playing or singing the same thing at different times. Let's sing this song as a round.
- **Unison** is when everyone sings or plays the same thing at the same time. Let's sing this song in unison.
- **Call and response** is when one person sings and everyone sings something after them. This song uses call and response.
- A **Drone** is a long note held under a melody. Let's accompany this song with a drone.
- **Tonality** describes whether a piece is major or minor.
- **Major** tonality sounds happy
- **Minor** tonality sound sad
- The **pentatonic** scale has five notes. 'Lil Liza Jane' is a pentatonic melody.
- Each **verse** uses the same melody with different words.
- Each **chorus** uses the same melody and the same words.
- **Binary** structure has two sections.
- **Ternary** structure has three sections – A B A
- A **Triad** is three notes played together to make a major or minor **chord**.

Year 7 and 8

Key singing objectives:

- Confidently sing more complex songs (3-4 part rounds/more complex harmonies, not always with a group), with attention to detail such as diction, phrasing, dynamics etc. and an awareness of song structure/intent.
- Start to adapt their technique to their gradually changing voices to maintain in tune singing

Aim for range mainly F – F (some songs might need transposing)

Song	Feature	Link	Score/Lyrics	In previous year?	Development ideas
Kumala Vista (C)	call and response	https://youtu.be/34vfQ40ZtKk	https://drive.google.com/file/d/1lvp7Cg-SZgMLtAGw66ZFVBZutD6AvVKb/view?usp=sharing	y	• Try starting on different pitches • Ask different children to lead. • Add your own body percussion
Great Day (G – “Great”)	3 or 4 layers/harmony	https://youtu.be/xgwwebA19KY		y	• Mix the parts up so that children are not standing with people singing the same part as them.
Queen Medley (G – “We”)	Round/layers	https://youtu.be/FcFT-8RB68A		n	• Mix the parts up so that children are not standing with people singing the same part as them.
Dynamite Round (A)	round	https://youtu.be/s6VS2QQH0gs		n	• Mix the parts up so that children are not standing with people

					singing the same part as them.
Itsy Bitsy	spoken layers	https://youtu.be/-P3IyKnpxcs		n	Mix the parts up so that children are not standing with people singing the same part as them.
Booty booty	beat boxing warmup	https://youtu.be/v4Ma3EYi8qc		n	
Something's singing (D)		https://youtu.be/VqC1SjxedtM (tutorial) https://youtu.be/gux5_fH7Ynl (full song)	https://drive.google.com/file/d/1nqi_l-hBcNFrPHDZbqXds_Hruftd27SX/view?usp=sharing	n	
Wonderwall	unison		https://drive.google.com/file/d/1vbdVyBryTafx7PwJ4wOZYpEMPg4KwRU/view?usp=sharing	n	
Let it be	2 part harmony		https://drive.google.com/drive/folders/1mC9zYURXdW6p9P__Y00Jyh0eW0Ha3Fu6?usp=sharing	n	
Adio mama	harmony, riffs, syncopation		https://drive.google.com/file/d/1MWmAayGtVPm7TtITg_NDFxL7bGUHlr2-/view?usp=sharing	n	
Da doo ron ron ron	riffs		https://drive.google.com/file/d/1f1rsXZmMFyvAbBqig-GFOplh1OCnLpU6/view?usp=sharing	n	
Wimmoweh	riffs		https://drive.google.com/file/d/1BZm7Fqeb7ZjVev8xy4jvrdvZuNm5403V/view?usp=sharing	n	
Stand by Me	riffs		https://drive.google.com/file/d/1BHKiUYz2uGOJ5GT2xiI9jO25GQX8nXJ/view?usp=sharing	n	
One Love (Bob Marley)	2/3 part Harmony	https://www.youtube.com/watch?v=vdB-8eLEW8g	Karaoke track: https://www.youtube.com/watch?v=7dFuubB3Ne0		

Poppa's Blues (Starlight Express)	Improvisary/styl istic	https://www.youtube.com/watch?v=V6Q5ZsUKUwA	Karaoke track: https://www.youtube.com/watch?v=8HKWclyfrL8		
Revolting Children	Performance skills	https://www.youtube.com/watch?v=dExxFRTwBsw	Karaoke track: https://www.youtube.com/watch?v=dKFahmUS_Ns Backing track (lower key): https://www.youtube.com/watch?v=y1H21X2kN6c		

Year 7 & 8 Stem sentences (ticked sentences are new)

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- A **Triad** is three notes played together to make a major or minor **chord**.
- ✓ **Bassline** is the lowest part.
- ✓ **Texture** is the layers in music and how they interact
- ✓ **Dotted rhythms** are bouncy
- ✓ **Swung rhythms** are bouncy and relaxed
- ✓ **Syncopated rhythms** work against the beat.
- ✓ **Diatonic** melody uses only notes 'in the key'
- ✓ **Chromatic** melody uses notes that are not 'in the key'