

# Progression in Singing

*Vocal Progression and Development from EYFS to KS2*

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# Hertfordshire Music Service

## Progression in Singing



Welcome to the HMS (Hertfordshire Music Service) Singing Progression Document.

It should be used in conjunction with the documents 'Progress in Musical Skills, Knowledge and Understanding', and with HMS Songbooks 1, 2 and 3.

We have outlined progression in singing, focusing on three main areas across the main age groups (EYFS/Year 1-2, Year 3-4, Year 5-6):

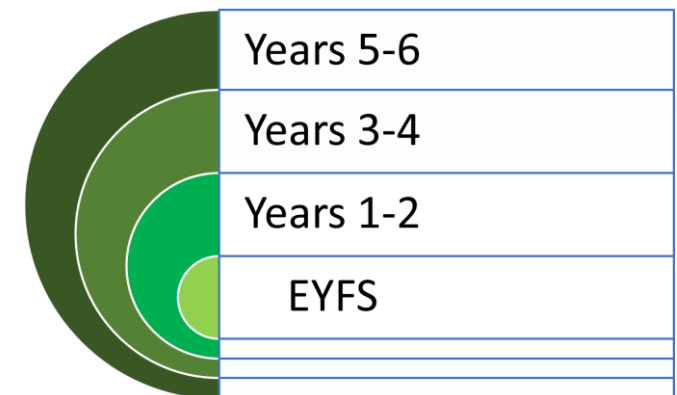
- Singing Skill Progression
- Vocal Range Progression
- Specific Technical Skill Progression

At the end of the document, we have listed every song from HMS Songbooks 1, 2 and 3 - outlining the main singing skills which each song focusses on, along with a glossary of terms.

There will be some overlap of skills between year groups. For example, singing skills that are learnt in EYFS and Year 1-2 also provide fundamental building blocks for skills which will be developed in Year 3-4 and Year 5-6, and beyond into KS3.

It is therefore vital that the basic singing skills are practised and mastered first. So, if you are working with an older year group, such as Year 3-4 or Year 5-6, who have not had much experience of singing, do not be afraid to cover some slightly simpler material at first, in order to firmly establish the fundamental skills (the division into year groups is just a rough guide). Similarly, if Year 3-4 are very experienced singers, it may be that they can try some more difficult multi-part rounds, for example, from Songbook 3.

Singing regularly in lessons is the best way to develop these skills – repeating songs little and often, ideally throughout the school day, or three to four times per week, in addition to their music lessons. This regular singing will help develop vocal skills as they try more challenging material, but most importantly, it will help children to develop a love of singing – it should always be enjoyable!



By the end of each KS, most children can:





	EYFS	KS1 (Years 1-2)	LKS2 (Years 3-4)	UKS2 (Years 5-6)
Singing Skill Progression	<p>Be comfortable exploring the voice – vocal sounds &amp; different voices, e.g., sounds you can make with your lips, teeth, tongue, sound effects, voices of different traditional characters (such as The 3 Bears) or animals, insects, birds, and sounds of machines...</p> <p>Say and chant simple poems and phrases in time with the whole class.</p>	<p>Chant poems and lyrics together.</p> <p>Sing in time to a pulse.</p> <p>Be able to do actions which fit the rhythm or pulse of the song.</p> <p>Perform an action to keep the pulse (e.g., clapping), whilst singing.</p> <p>Accurate unison singing, with a sense of increasing confidence.</p>	<p>Unison singing with blended voices.</p> <p>Chorus &amp; Verse.</p> <p>Call and Response.</p> <p>Chant &amp; sing simple rounds in 2 or 3 parts.</p> <p>2 Partner songs performed simultaneously.</p> <p>Compose simple words and new actions for existing songs.</p> <p>Copy increasingly longer sung phrases, accurately.</p>	<p>Sing in 2 or 3 parts, including harmonies.</p> <p>3 or more Partner songs performed simultaneously.</p> <p>Confidently sing a more complex 3 or 4-part round.</p> <p>Sing songs with an understanding of the history/background to the song.</p>

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	EYFS	KS1 (Years 1-2)	LKS2 (Years 3-4)	UKS2 (Years 5-6)
Singing Skill Progression	<p>Adapt their singing and spoken voices as appropriate to the style or mood of the song.</p> <p>Begin to find their singing voice.</p> <p>Sing and respond to a range of classroom songs, e.g. circle time songs, line-up songs.</p> <p>Join in with a variety of action songs.</p>	<p>Call and response.</p> <p>Echo sing (my turn, your turn) short phrases, with accuracy.</p> <p>Sing a simple second part (such as a single repeating note).</p>	<p>Sing songs with a Verse/Chorus or Call and Response structure.</p> <p>Be able to sing short, stepwise phrases, independently.</p> <p>Increased confidence and accuracy when performing rounds.</p>	<p>Recognise different styles and genres of songs, and the musical features of each song style.</p> <p>Sing confidently, accurately and expressively, in a wide variety of musical genres.</p> <p>Confidently communicate the meaning of the song.</p>

	EYFS	KS1 (Years 1-2)	LKS2 (Years 3-4)	UKS2 (Years 5-6)
Vocal Range Progression	<p>Have a very small vocal range – think of the playground chant “na na ne na na”, but singing notes accurately within this (a developing sense of pitch).</p> <p>(approx. E-G/A):</p>  <p>Sing a range of accompanied and unaccompanied songs.</p>	<p>Vocal range gradually expands outwards: (approx. D-B):</p>  <p>Sing songs in a range of genres, conveying different feelings (happy, sad, angry etc), and with a sense of enjoyment.</p>	<p>Vocal range gradually expands even further: (approx. C-c):</p>  <p>Sing songs in a range of genres, confidently.</p>	<p>Have a wider vocal range covering slightly more than an octave.</p> <p>(approx. A below Middle C -d, or possibly the e above):</p>  <p>Sing songs in a wide variety of styles, showing accuracy and expression.</p>

	EYFS	KS1 (Years 1-2)	LKS2 (Years 3-4)	UKS2 (Years 5-6)
Specific Technical Skill Progression	Be able to begin and end a song at the same time (starting and stopping together).	<p>Follow simple signals from the teacher: stop/start, and doing this together, with accuracy.</p> <p>Singing in tune over a slightly wider vocal range (greater accuracy of pitch). Greater breath control, aiming to take breaths at ends of short phrases. Diction becoming clearer.</p>	<p>Have an increasing awareness of the shape of the melody (ascending/descending) and identify if pitch is changing by step, by jump or by leap.</p> <p>Start to sing in phrases (breathing correctly).</p> <p>Awareness of good posture and diction when singing.</p> <p>Follow simple conducting cues from a teacher - stopping/starting, faster/ slower and louder/quieter.</p> <p>Start to become aware of the tone of their voice &amp; how it can be changed.</p>	<p>Good breath control - can breathe at directed points.</p> <p>Perform a song with attention to phrasing and the shape of the melody (ascending, descending).</p> <p>Diction is always clear.</p> <p>Control over a wider dynamic range from pp-f.</p> <p>Control over a wider variety of tempi - getting faster/slower, pause.</p> <p>Sing independently with increasing confidence (within a part, for example – sometimes singing without a conductor).</p>

	EYFS	KS1 (Years 1-2)	LKS2 (Years 3-4)	UKS2 (Years 5-6)
Specific Technical Skill Progression		<p>Control over two dynamic variations (loud/quiet).</p> <p>Distinguish if pitch is getting higher, lower, or staying the same.</p> <p>Demonstrate good singing posture.</p> <p>Produce an 'angel voice' and use 'magic lips' to internalise short phrases.</p> <p>Be able to change the tempo of a song.</p>	<p>Sing confidently in a small group.</p> <p>Perform as a group, and to others in the class.</p> <p>Perform to a wider variety of audiences (other classes/year groups/families/assemblies) with greater confidence.</p> <p>Use the 'thinking voice' to internalise phrases.</p>	<p>Sing solo.</p> <p>Perform songs from memory, including details of; phrasing, tempo, timbre, dynamics and articulation (e.g., smooth, detached).</p> <p>Confidently &amp; accurately maintain a simple second or third harmony part in a song.</p> <p>Perform to a wide variety of audiences and venues, with understanding of what makes a 'good performance'.</p>

### Singing Skills linked to HMS Songbooks 1, 2 and 3

Below, we have listed the main skills covered by songs within the HMS Songbooks (Book 1. 'Off We Go', Book 2. 'Moving on Up' and Book 3. 'Aim Even Higher'). Songs can be taught to children during their music lessons but should be repeated little and often (ideally in small sessions, regularly, throughout the school day).

The songs in Books 1 & 2 (Years 1-2 and Years 3-4) are quite short and will be simpler for children to learn and remember. The songs in Book 3 (and nearer the end of Book 2) are more complex, and may require a few weeks on each song, to master all of the vocal skills needed, particularly when adding harmony parts, or singing more complex rounds.

The aim is for all songs to be learnt well enough that they can be sung accurately and fluently, with the words and melodies memorised. The first few pages of each song book have more suggestions on "How to Teach a Song", which you can refer to for further guidance.

### Songbook One "Off We Go!" (Years 1-2)

Song	Skill
Have you brought your.... voice?	<i>Finding singing voice</i>
Chop Chop Choppety Chop	<i>Pulse, diction (spoken)</i>
Hello, how are you?	<i>Pitch matching</i>
Touch Your shoulders	<i>Pitch matching, pulse, thinking voice</i>
Here I come	<i>Pitch matching, children leading</i>
Star light, Star bright	<i>Legato singing, phrases, breath control</i>
Ding Dong	<i>Diction, rhythm</i>
Row boys row	<i>Rests, pulse, phrasing</i>
On a log	<i>Rhythm, rests</i>
Suo Gan	<i>Legato singing, repeated rhythmic patterns</i>
Pease Pudding Hot	<i>Rests, thinking voice, into 2 parts</i>
What shall we play?	<i>Pulse, names of instruments</i>



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Engine, engine	<i>Pulse, phrase, rhythm, pitch control</i>
Bow wow wow	<i>Pitch control, thinking voice</i>
Little Jonny dances	<i>Minor key, repeating patterns, pulse</i>
Funmje Alafia	<i>Rhythm, into 2 parts</i>
Step back baby	<i>Diction, pulse, into 2 parts</i>
Un Elephant	<i>Pitch, pulse</i>
Oo a lay lay	<i>Call and response</i>
Kaeru No Uta Ga	<i>Pitch outline, into 2 parts</i>
Hear the Christmas Bells	<i>Into 2 parts</i>

### Songbook Two “Moving On Up” (Years 3-4)

Song	Skill
Eenie Meenie	<i>A chant – diction (pronunciation), tempo changes</i>
Dean Bon Bean	<i>Keeping a steady pulse, diction, hand-clapping game, 3 beats in a bar</i>
Cinderella	<i>Quavers and semiquavers</i>
Dads Lads, Girls Mums	<i>Pulse, taking turns and coming in at the correct time</i>
Bounce High, Bounce Low	<i>Reinforcing keeping a pulse, can be paired with other songs</i>
Have You Ever?	<i>Diction, use of thinking voice, breath control</i>
Everywhere We Go	<i>6/8 time signature (compound time)</i>
D’you Want A Choc’late Ice Sir?	<i>Call and response, 6/8 time signature</i>
High, Low, Chickalow	<i>Partner song, hand-clapping, thinking voice</i>
Chest, Chest, Knee, Toe	<i>Thinking voice/can be paired with other songs</i>
All ‘Round the brickyard	<i>Dotted rhythms, improvising words and actions, can be paired with partner songs</i>
Dipidu	<i>3/4 rhythms, dotted notes, changes in metre (time signature)</i>
Charlie Over The Ocean	<i>6/8 time signature, melodic ostinato</i>
When I Was One	<i>6/8 time signature</i>

Obsiwana	<i>Leaps in the melody line, can be paired with other songs</i>
Naka Naka Hoi	<i>Putting rests in the correct places!</i>
Sorida	<i>6/8 time signature, fitting words and rhythms together</i>
El Can Can	<i>Semi-quavers, singing in another language</i>
Petit Jacques Danse	<i>Singing in another language, leaps in the melody</i>
Henry King of England	<i>Leaps in the melody, ostinato</i>
There's a Hole in my Bucket	<i>3/4 time signature, dotted notes, writing lyrics to fit a melody</i>
Christmas Bells	<i>One octave range, ostinato, pairs with another song</i>

### Songbook 3 "Aim Even Higher" (Year 5-6)

Song	Skill
H.E.L.L.O	<i>Identifying pulse and rhythm</i>
Left Luggage	<i>Diction (pronunciation), a round, internalising sounds</i>
My Aunt Came Back	<i>Small leaps in melody, echoing the leader</i>
Macoway	<i>Dotted rhythms, phrasing, 3-beats in a bar</i>
Bim-Bam	<i>Octave range, breath control, diction</i>
My Song is a Good Song	<i>Breath control, dotted rhythms, intonation</i>
Tue Tue	<i>Pentatonic, 2-part round, ostinato</i>
Si Si Si	<i>Breath control, phrasing, range of an octave</i>
Senwa Dedende	<i>A 4 part round, ostinato, melodic sequences</i>
Throw Catch	<i>2-part harmony, range of a 7<sup>th</sup>, syncopation</i>
Bella Mamma	<i>A 4-part song, syncopation, dotted rhythms, breath control</i>
My Pet Can	<i>An octave range, and an octave leap followed by a scale at speed</i>

### Glossary

**Call and Response** = For example, the teacher sings a 'Question' melodic phrase, and the pupils all respond with an 'Answer' phrase.

**Compound time signature** = For example, a 6/8 time signature has two beats in a bar (6 quavers grouped into two sets of three):



**Diction** = pronunciation of words in a song

**Internalising sounds/music** = being able to hear music (or parts of songs) in your head.

**Intonation** = tuning of a voice or instrument (and fine-tuning each note).

**Legato singing** = singing smoothly in a phrase:



**Moving by leap:**



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**Moving by step:**



**Ostinato** = a rhythmic or melodic pattern which is repeated throughout a song.

**Phrases/phrasing** = in music, a phrase is a musical 'sentence'.

**Range of a song** = the distance between the lowest and highest notes of a song (e.g., an octave).

**Round** = a song where each part sings the same line in unison, but each voice begins at different times (often marked by an asterisk).

**Sequence (melodic)** = when the same melody is repeated a note higher (or a note lower).

**Syncopation** = off-beat, jazzy rhythms:



**Tempo/Tempi** = the speed of a song or a piece of music.

**Unison** = all voices singing the same part, including voices singing in octaves (with no harmony parts).