

Sing Up Music

A music curriculum for ages 3 – 11

'Progression snapshot' – activity schedule

KS1

<p>Year 1</p> <p>Song:</p> <ul style="list-style-type: none"> <i>Rain is falling down</i> <p>Units:</p> <ol style="list-style-type: none"> <i>Menu song</i> <i>Football</i> <i>Come dance with me</i> 	<p>Aim: Year 1 children develop skills of pitch matching consecutive notes, showing the beat as they sing and clapping the rhythm of the melody (tune). They are happy to sing independently and with a partner.</p>		
<p>Year 2</p> <p>Song:</p> <p><i>Hi lo chicka lo</i></p> <p>Units:</p> <ol style="list-style-type: none"> <i>Tony Chestnut</i> <i>Grandma rap</i> <i>Tańczymy labada</i> 	<p>September</p> <p>Outcome: Sing the song and mark the beat with actions.</p>	<p>February</p> <p>Outcome: Learn a clapping game that shows the rhythm.</p>	<p>June</p> <p>Outcome: Children make up their own body percussion sounds to the rhythm of the melody.</p>
<p>September</p> <p>Outcome: Sing as a group (in echo format), then with pitch/rhythm actions to match the consecutive pitches of the song.</p>	<p>February</p> <p>Outcome: Sing as a group (in echo format) while tapping the pulse. They can clap the rhythm of the words as they sing.</p>	<p>June</p> <p>Outcome: Each child sings an echoing line on their own with teacher leading, then move on to pair singing in echo format.</p>	

Lower KS2

Year 3 Song: <i>Tongo</i> Units: 1. <i>I've been to Harlem</i> 2. <i>Latin dance</i> 3. <i>Fly with the stars</i>	Aim: Year 3 children begin to develop the skills of singing in harmony by holding a note while another part sings. Children will sing smoothly and gently, and accompany themselves with a drone.		
	September Outcome: Sing the call-and-response song in half-class groups, holding the notes at the ends of the phrases.	February Outcome: Sing the call-and-response in groups adding a drone accompaniment.	June Outcome: Sing the call-and-response with solo parts accompanied by a drone.
Year 4 Song: <i>I wanna sing scat</i> Units: 1. <i>This little light of mine</i> 2. <i>The doot doot song</i> 3. <i>Favourite song</i>	Aim: Year 4 children are able to sing a part with accurate pitch and rhythm in a partner song (a contrapuntal texture) and adopt a rhythmic movement or accompaniment.		
	September Outcome: Sing Part 1 of the song rhythmically.	February Outcome: Sing Part 2 of the song rhythmically. Adopt a rhythmic accompaniment while singing.	June Outcome: Sing a part in the partner song, rhythmically and from memory.

Upper KS2

Year 5 Song: <i>Hey, ho! Nobody home</i> Units: 1. <i>What shall we do with the drunken sailor?</i> 2. <i>Madina tun nabi</i> 3. <i>Kis nay banaayaa</i>	Aim: Year 5 children are able to sing a part in a round with a pitched ostinato, and perform with a sense of ensemble.		
	September Outcome: Sing in unison while playing an instrumental beat (untuned).	February Outcome: Sing in a two-part round while playing an instrumental beat (untuned).	June Outcome: Sing in a four-part round accompanied with a pitched ostinato.
Year 6 Song: <i>Throw catch</i> Units: 1. <i>Hey, Mr Miller</i> 2. <i>Dona nobis pacem</i> 3. <i>Nobody knows (The Lumineers)</i>	Aim: Year 6 children can hold a part in three-part harmony, while dancing in time with the music and each other. Children sing with a sense of the ensemble.		
	September Outcome: Sing in unison with dancing.	February Outcome: Sing the chorus in two parts with dancing.	June Outcome: Sing the chorus in three parts with dancing.