



"Loving and Learning for Life, as Jesus taught us."

Leonard Stanley's Singing Strategy

At Leonard Stanley School, we place a high emphasis on the importance of singing in the school and believe that all children should have access to good quality singing opportunities. We recognise the benefits that singing can bring to a child's wellbeing and confidence

Aims:

- All children will be encouraged to participate in a range of singing activities every week.
- Staff will endeavour to include singing in their general assemblies.
- Singing will be encouraged to help explore subject content across the curriculum.
- Children will be taught about vocal health and how to produce high quality singing.
- Children will learn about and sing songs from a wide range of genres, cultures and styles.
- Children will be given opportunities to develop their love of singing through a range of wider opportunities and extra-curricular activities.

LSEY, EYFS, Key stage 1& Key stage 2

Across the school, singing takes many forms:

- As part of the class music lesson
- As part of WCET sessions
- As part of topic learning
- As part of themed days.
- As part of maths learning, e.g. counting songs, times table songs
- As part of assembly
- Singing games
- Fortnightly whole school singing practice

Collective worship

Children have a fortnightly singing assembly led by the music lead and another member of staff. We aim to teach the children about vocal health to go with the songs when appropriate. We aim to include songs sung in rounds, to introduce part singing and simple harmonies. Teachers are encouraged to take opportunities to incorporate singing into other assemblies.

Performance opportunities:

At Leonard Stanley Primary we provide numerous opportunities to perform singing.

- All children learn and sing songs in preparation for their productions.
- We take opportunities to promote singing in school
- We take opportunities to get involved with singing outside of school and in the local and wider community.

Resources:

Out of the Ark / Various song/piano books in school / Youtube / Music / PopUK.org (SMSC themed songs).

LSEY/EYFS

Singing strategy

Echo Songs using sol-mi

Children should aim to:

- find their singing voice and begin to develop a sense of pitch over a small range of notes
- sing a variety of songs both accompanied and unaccompanied
- speak and chant short phrases together
- start and stop together
- make changes in their voices to express different moods /feelings
- respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs

Year 1

Singing strategy

Adding Do –Re to echo songs – duration and pitch

Year 1

Children should aim to:

- find their singing voice and begin to develop a sense of pitch over a small range of notes

- speak and chant together
- sing in time to a steady beat
- co-ordinate actions to go with a song
- follow simple signals: stop/start
- sing songs in different styles, conveying different moods (happy, sad, angry etc) and with sense of enjoyment
- sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)

Year 2

Singing strategy

Year 2

Children should aim to:

- sing a variety of songs with more accuracy of pitch
- Chant together, maintaining a steady pulse
- echo short sung melodic phrases
- identify if pitch is getting higher/lower/staying the same
- sing words clearly and breathe at the end of phrases
- convey the mood or meaning of the song
- follow a leader (teacher), starting and stopping together
- sing with a sense of control of **dynamics** [volume] and **tempo** [speed]
- demonstrate some confidence in performing as a group and as an individual

Year 3

Singing strategy

Introducing part singing - pitch and tempo

Year 3 – where are you at?

Children should aim to:

- sing songs in a variety of styles with confidence
- show increasing awareness of pitch and awareness of the shape of a melody
- compose words and actions to go with songs
- imitate increasingly longer sung phrases with accuracy
- sing with an awareness of the phrases in a song
- understand that posture, breathing and diction are important

- chant or sing a round in two parts
- sing songs with a recognised structure (verse and chorus/ call and response)
- follow simple hand directions from a leader
- perform with an awareness of others

Year 4

Partner songs – texture and dynamics

Singing strategy

Partner songs – texture and dynamics

Year 4 –

Children should aim to:

- sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody
- copy short phrases and be able to sing up and down in step independently
- identify whether a song has a verse/chorus or call and response structure
- sing two/three-part rounds/layer songs with more confidence and increasing pitch accuracy
- sing confidently as part of a small group or solo being aware of posture and good diction
- follow a leader, stopping / starting, playing faster/ slower and louder / quieter
- perform to an audience of adults, an assembly or other classes with increasing confidence

Year 5

Singing strategy

Developing part-singing – texture and timbre

Year 5 – where are you at?

Children should aim to:

- sing songs in a wide variety of styles, showing accuracy and expression
- sing as part of three-part round: sing a second part with increasing confidence
- recognise and talk about specific styles/traditions with growing awareness of musical similarities/ differences
- sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)
- perform a song showing an awareness of phrasing and the shape of the melody

- sing independently with increasing confidence and accuracy

Year 6

Singing strategy

Harmony part-singing – structure, texture, emotion, performance

Year 6 – where are you at?

Children should aim to:

- sing confidently in a wide variety of styles with expression
- communicate the meaning/mood of a song
- sing a simple second part of a two-part song: maintain own part in a round with confidence
- perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion