

**Sound Ideas The Elements Progression Y1 – 6**

**Finding The Voice**

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|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **YEAR 1** | * Everyone has a singing voice.
* The voice can be pitched higher and lower
* Pitch can be heard internally using the ‘thinking voice’.
* Good vocal technique improves vocal sound quality and control.
 | * Distinguish between and use talking, whispering and singing voices.
* Pitch-match with increasing accuracy within a limited range of notes: **m s l** (Major Scale steps 3, 5 and 6)
* Sing in a group and individually as a soloist e.g. in a short ‘call and response’ song.
* Use internal thinking voice with increasing accuracy and control, to identify and place a starting pitch.
* Sing with awareness of posture, breath control and clear diction.
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| **YEAR 2** | * Good singing relies on the development of accurate pitching and use of ‘thinking voice’
* Good vocal technique improves vocal sound quality and control and allows the voice to be expressive.
 | * Sing a variety of songs, pitch-match with increasing accuracy and control.
* Sing songs which use within a widening range of pitches:

**d r m f s l** (Major Scale steps 1,2,3,4,5,6)* Use internal thinking voice with growing control to place the voice accurately and maintain own line in simple 2 part work (rounds and canons).
* Sing with awareness of good posture, breath control and clear diction.
* Sing confidently to communicate meaning with increasing control over dynamic range and timbre.
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| **YEAR 3** | * Good singing relies on the development of accurate pitching and use of ‘thinking voice’
* Good vocal technique improves range and control
* The voice is an expressive instrument.
 | * Sing a wide variety of songs, pitch-matching with accuracy and control.
* Sing with a free vocal quality throughout their pitch range.
* When singing, use one breath per melodic phrase.
* Sing songs which use an increasingly wider pitch range:

**d - l** (Major and Minor Scale steps 1 – 6) **d - high d’** (a full, 8-step Major/ Minor scale + Pentatonic).* Hold own line in simple rounds and canons with increasing accuracy, confidence and awareness of effect created.
* Use the voice with awareness and control over breathing, diction and posture.
* Sing confidently to communicate meaning using an appropriate range of timbre and dynamics.
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| **YEAR 4** | * Place the voice comfortably, with awareness, so there is free vocal quality throughout their pitch range.
* Develop a focused singing tone with good articulation and pitch-matching (intonation)
* The voice is an expressive instrument and can convey a range of emotions to support the text
 | * Place the voice with accuracy over a wider pitch range of **one octave: d – High d’** (Major or Minor scale steps 1 – 8 + Pentatonic)
* Sing songs which contain wider jumps (intervals) in pitch.
* Explore different parts of the voice – ‘head’ and ‘chest’ – with some control and awareness.
* Cultivate an ‘unbroken’ singing tone, using one breath per melodic phrase.
* Sing rounds, canons and simple harmonic two part arrangements, maintaining own part accurately with confidence and awareness of the effect created.
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| **YEAR 5** | * Place the voice comfortably, with awareness, so there is free vocal quality throughout their pitch range.
* Develop a focused singing tone with good articulation, pitch-matching (intonation), phrasing and dynamic range.
* The voice is an expressive instrument and can convey a range of emotions to support the text
* Specific vocal techniques can be employed to capture different elements of a musical genre or style
 | * Place the voice with accuracy over a wider pitch range of **Low** **s - High d’** (an 11th – Major or Minor scale range from low 5 – high 8)
* Sing songs which contain wider jumps (intervals) in pitch.
* Explore different parts of the voice – ‘head’ and ‘chest’ – with growing control and awareness.
* Use an ‘unbroken’ singing tone, using one breath per melodic phrase.
* Sing rounds, canons and simple harmonic two / three part arrangements, maintaining own part accurately with confidence and awareness of how the different parts fit together.
* Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances.
* Sing songs from a range of musical genres and styles
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| **YEAR 6** | * Place the voice comfortably, with awareness, so there is a free and flexible vocal facility throughout their pitch range.
* Develop a focused singing tone with good articulation, pitch-matching (intonation), phrasing and dynamic range.
* The voice is an expressive instrument and can convey a range of emotions to support the text
* Specific vocal techniques can be employed to capture different elements of a musical genre or style
 | * Place the voice with accuracy over a wider pitch range of **Low** **s, - High r’** (a 12th, Major or Minor scale steps low 5 – high 2).
* Sing songs which contain wider jumps (intervals) in pitch.
* Explore different parts of the voice – ‘head’ and ‘chest’ – with growing control and awareness.
* Use an ‘unbroken’ singing tone, using one breath per melodic phrase.
* Sing rounds, canons and simple harmonic two / three part arrangements, maintaining own part accurately with confidence and awareness of how the different parts fit together.
* Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances.
* Sing songs , including their own simple compositions, from a wide range of musical genres and styles
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