

Creating Sound

| Singing repertoire | Singing technique | Instruments | Posture |
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| <p>Singing short, rhythmic rhymes and songs.</p> <p>EYFS</p> | <p>Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song.</p> <p>Exploring vowel sounds through call and response activities.</p> | <p>Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)</p> <p>Exploring different ways of holding a range of instruments. (Groups A, B and C.)</p> <p>Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</p> <p>Using instruments expressively to music. (Group B.)</p> <p>Using instruments to begin to follow a beat, with guidance. (Group A.)</p> | <p>Finding a comfortable static position when playing instruments or singing.</p> |
| | <p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Competently singing songs with a very small pitch range (two notes that are different but close together).</p> | <p>Breathing at appropriate times when singing.</p> <p>Exploring changing their singing voice in different ways.</p> <p>Singing a range of call and response chants, attempting to match the pitch and tempo they hear.</p> <p>Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>Starting to understand how to produce different sounds on pitched instruments. (Group C.)</p> | <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> |
| Year 1 | | | |

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| Singing simple songs, chants and rhymes from memory. | Breathing at appropriate times when singing. | Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) | Maintaining a comfortable position when sitting or standing to sing and play instruments. |
| Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. | Adapting their singing voice to be loud or soft at the direction of a leader. | Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) | |
| Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). | Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. | Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) | |
| | Singing part of a given song in their head (using their 'thinking voice'). | Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) | |
| | | Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) | |
| | | Starting to understand how to produce different sounds on pitched instruments. (Group C.) | |

Year 2