**VOCAL PROGRESSION from MINIMUM EXPECTED STANDARDS (LBBD)**

**EYFS**

* speak and chant short phrases together
* 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
* find their singing voice and begin to develop a sense of pitch over a small range of notes
* start and stop together
* sing a variety of songs both accompanied and unaccompanied
* 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**

* 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
* perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing
* sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)

**YEAR 2**

* sing a variety of songs with more accuracy of pitch
* echo short sung melodic phrases
* identify if pitch is getting higher/lower/staying the same
* sing words clearly and breathing 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**

* 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**

* 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 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**

* 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**

* 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 accuracyof pitch, for a special occasion

