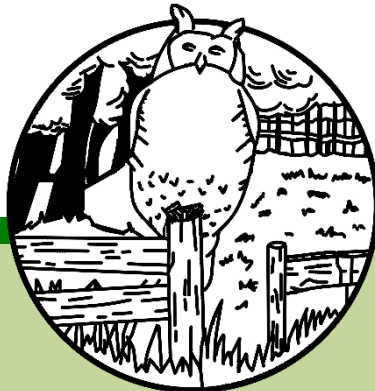


Diosing Overview Of Learning



Woodland Grange Primary School

Aiming high to achieve excellence and success by working together.

Learning Focus	Autumn Term	Spring Term	Summer Term
Posture	Sitting/standing tall (North/South) Shoulders level (East/West) Feet slightly apart.	Matching posture across group: uniformity and self-discipline. Looking confident and proud.	Honing posture to include longer focus upon leader. Not looking down at words/feet.
Breathing	Taking a breath through mouth before singing.	Finding diaphragm, using s s, sh sh, k k, v v etc. Quiet breaths.	Extending sung phrases with controlled breathing. Empty lungs between phrases. Staggered breathing.
Vocal Exploration (warm ups)	What can my voice do? Pitch: high and low. Timbre: sweet, croaky, whisper, humming. Call and copy leader. Getting to know your voice. Encouraging use of head voice. Healthy singing, not shouting. Clear words.	Developing vocal tone to suit type of sound required. Call and answer. Little solos. Increasing range through sirening Trying exercises in a higher/lower key. Clapping Rhythms to words. Creating ostinati. Clear diction. Working together as a team/choir	Creating/leading sounds for others to copy. Individual leaders. Trying things out, did that work? Self-evaluation. How can I sing better/differently? Listening to and evaluating the sound of one's own voice. Which vocal register is appropriate for a phrase?
Songs	Learning new songs (age appropriate) modelled by Choral Director, by ear and by use of lyrics (songs to include different styles and technical challenges). Following hand directions from a leader. Creating actions for songs. Some songs from Christian Culture.	Learning songs in other languages from other cultures/faiths. Sharing. Increased focus on accuracy and making a blended sound. Unaccompanied and accompanied songs. Creating short melodies. Singing in harmony, rounds or partner songs. Singing from memory.	Learning a work in a term (with Christian ethos). Telling the story. Building on skills learned in earlier terms and developing them further. Increasing the pace of learning new material. Memorising whole songs. Some children singing in solo section or a harmony part.
Musical Knowledge Learn variety of musical terms to describe vocal music.	Watching leader. Listening to range of vocal sounds. Melody, parts, partner songs. Starting/stopping together. Pulse, beats (awareness of counting in 2s 3s and 4s), Dynamics, rhythms, legato and staccato.	Rounds, Harmony (e.g. singing in thirds). Simple music notation on stave (note values). Music score/graphic scores. Song structures (e.g chorus, middle eight, ostinato, 5-note and 8-note scales. Octave. Tempo/speed.	Dynamics f, mf, mp, p, cresc dim. Counting bars of rest. Ostinati and drones. Intervals and jumps. Texture. Following conductor in 2,3 and 4 time. Style and expression to suit words/music. Awareness of major and minor keys.
Performance Opportunity	Little Sing! Record group for broadcast/CD of one song (without audience). Evaluate performance as a group.	Team Sing! Perform four to six songs to a friendly audience in an assembly or to parents in school.	Big Sing! Term learning a complete work for performance at Leicester Cathedral or a venue in Loughborough.