



**Singing Strategy**  
**Deerhurst and Apperley**  
**C of E Primary School**  
***Learning and living as children of God***  
**(Ephesians 5:1)**  
***(You are God's children whom he loves. Try to be like God)***

### **Ethos and beliefs**

At Deerhurst and Apperley Primary School we believe that ALL children should have access to good quality singing opportunities every week. We believe that singing is a truly inclusive musical activity that transcends all economical and academic boundaries and that it has a huge benefit on the wellbeing of our children.

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*Academic research consistently reports increased confidence and improved learning outcomes as a direct result of singing regularly.*

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### **WHY IS SINGING IMPORTANT TO EVERY LEARNER?**

#### **Singing improves learning outcomes**

Singing and music help pupils to become **confident learners**, able to **apply critical thinking**. Musicians make great problem-solvers with creative minds. Academic research consistently reports increased confidence and improved learning outcomes as a direct result of singing regularly. Other benefits include **improved self-esteem**, increased enjoyment in school life, **deeper engagement** in class and **enhanced social skills**.

#### **Singing is really good for you**

Singing works the respiratory system, so is good for the heart and lungs. It **triggers feel-good chemicals in the brain**, lifting our spirits. As well as this, some research has shown it can boost the immune system. What's more, something special happens when we sing in a group. Singing together regulates breathing and causes your heart rate to synchronise with everyone else in the choir.

#### **Singing creates strong communities**

Successful schools have a strong, cohesive culture with enthusiasm for learning. Singing well together has a deep impact on the school community, helping to strengthen the identity of the school and makes pupils **feel proud to be part of it**. Pupils, teachers, governors and parents alike enjoy the sense of community that singing brings to school life. **Quality songs and resources** help schools reach their goals.

*Sing Up Website*

### **Aims**

Our aims include:

- We will sing in assembly every day so that all children get to sing regularly in a whole school / key stage community setting
- All staff will join in the singing in assemblies
- There will be a singing element included in all NC music lessons
- Singing shall be encouraged to help explore subject content in all areas of the curriculum
- We will aim to ensure there is at least one singing session per week where teachers help focus the children on high quality singing with references being made to breathing/phrasing, articulation, projection, tone/dynamics etc.
- KS2 students will be encouraged to sing in harmony at least once a week to build in an element of challenge and enhanced enjoyment and musical appreciation of singing in an ensemble (this could be for a dedicated singing group if not for everyone).

- All pupils should be given the opportunity to sing songs in a variety of genres: hymns, musicals, popular, jazz etc. and in a variety of styles: upbeat, slow, lyrical, powerful etc.
- All staff will plan to include singing in their lessons at least once a week
- Singing strategies will be shared regularly by staff during meetings
- There will be a designated day for singing during the lunchtime every week for pupils to join should they wish to engage further in singing
- The school will aim to showcase their singing through participating in school concerts, Cheltenham Music Festival, cluster singing event with local primary schools.

### **Resources**

- Out of the Ark, Ising Pop and BBC School Radio
- Songs for Every Series - for use in assemblies - with 'Words on Screen'
- Song books to support literacy and numeracy
- Charanga - songs related to various topics and lesson plans

### **Acknowledge Challenges and Plans for Development**

Children will learn to sing a wide range of styles throughout the Key Stages that will give them the opportunity to develop their vocal potential, love of music and refine their individual taste.

The following principles will be introduced and covered throughout the Key Stages as follows:

- **Warm ups** - These will help pupils use their voices safely.
- **Breathing** - A proper breathing technique has the potential to result in better control over the breath and thus the quality of the voice's tone and tuning, the ability to sing longer phrases, a natural (unforced) adjustment in dynamics, improved overall stamina, minimised tension in the chest, shoulders, neck and face, less pressure on the vocal folds and the freedom to expressively phrase melodies.
- **Posture** - Correct posture (relaxed, soft knees, shoulders back) will set the body up to produce unforced but well focused sound.
- **Dynamics** - An understanding of this will allow children to sing out with confidence and expression but not tip over into shouting.
- **Phrasing** - This will give shape to melodic lines and ultimately create musical interest in the melody.
- **Context** - This will help children tell the story of the song through considering the context in which it was written, or by discussing the meaning of the lyrics or certain words.
- **Vocal health** - In line with 'warm ups', this will ensure the children take care of their voices by keeping hydrated, resting their voices and keeping vocal muscles relaxed.

Teachers should be aware that the acquisition of these principles will develop slowly over time but will equip our pupils for a future in singing and music. Where possible, teachers will encourage pupils to discuss and use terminology surrounding the interrelated dimensions of music as outlined in each year group focus.

Pulse	Rhythm	Pitch	Dynamics	Tempo	Timbre	Structure	Texture	Notation
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### **Year 1**

1. Focus on singing simple songs, chants, rhymes, rap and spoken word in unison, with many being sung from memory.
2. Sing simple songs, at the same pitch and in unison, beginning with a small range (E-G) and then a slightly wider range including pentatonic songs e.g. 1,2,3,4,5.
3. Begin responding to simple visual directions and counting in.
4. Sing a range of call and response songs, copying back intervals of an octave and fifth (high, low) to control vocal pitch and match the pitch they can hear.
5. Begin to demonstrate good singing posture.

### **Year 2**

1. Sing songs regularly with increasing vocal control.
2. Sing from memory and/or from notation in unison and sometimes in parts with more pitching accuracy.
3. Sing to communicate the meaning of the words.
4. Be able to add actions to a song and move confidently to a steady beat.
5. Learn the meaning of dynamics (loud/quiet) and tempo (fast/slow).
6. Be able to define and demonstrate dynamics and tempo when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo < decrescendo > and pause ).
7. Sing as part of a choir within extended singing opportunities e.g. whole school assemblies
8. Continue to build on good singing posture.

### **Year 3**

1. Sing a widening range of unison songs, of varying styles and structures.
2. Sing from memory and/or from notation in unison and tunefully.
3. Sing expressively, with attention to the meaning of the words.
4. Be able to perform actions confidently and in time to a range of action songs.
5. Sing with an awareness of following the beat.
6. Build on their knowledge of dynamics by performing forte and piano, loud and soft.
7. Understand and follow the leader or conductor.
8. Copy back simple melodic phrases using the voice.

9. Sing as part of a choir within extended singing opportunities e.g. whole school assemblies.
10. Continue to build on good singing posture.
11. Sing with attention to clear diction.

#### **Year 4**

1. Continue to sing a broad range of unison songs with the range of an octave.
2. Rehearse and learn songs from memory and/or with notation.
3. Sing expressively, with attention to breathing, phrasing, staccato, legato.
4. Sing in different time signatures: 2/4, 3/4 and 4/4.
5. Sing 'on pitch' and 'in time'.
6. Understand and follow the leader or conductor responding to instructions for getting louder (crescendo) and getting quieter (decrescendo).
7. Sing as part of a choir with an awareness of size: the larger, the thicker and richer the musical texture.
8. Continue to build on good singing posture.
9. Demonstrate vowel sounds, blended sounds and consonants.

#### **Year 5**

1. Sing a broad range of songs from an extended repertoire.
2. Sing in unison and parts, and as part of a smaller group with a sense of ensemble and performance.
3. Rehearse and learn songs from memory and/or with notation.
4. Sing expressively, with attention to breathing, phrasing and dynamics.
5. Sing in 2/4, 3/4, 4/4 and 6/8 time.
6. Sing 'on pitch' and 'in time'.
7. Self-correct if lost or out of time.
8. Sing a second part in a song.
9. Develop confidence as a soloist.
10. Demonstrate articulation whilst singing.

#### **Year 6**

1. Sing a broad range of songs as part of a choir with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
2. Continue to sing in parts where appropriate.
3. Rehearse and learn songs from memory and/or with notation.
4. Sing expressively, with attention to breathing, phrasing and dynamics.
5. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 time.
6. Sing syncopated melodic patterns.
7. Sing with and without accompaniment.
8. Demonstrate and maintain good singing posture and breath control whilst singing.
9. Talk about the different styles of singing used for the different styles of songs sung in this year.
10. Demonstrate articulation whilst singing