

## KS1 Vocal Projects

Whilst a 10 week instrumental project can't cover the entire music curriculum, here are some of the areas you might expect to see being covered:

National Curriculum Targets	Whole Class Singing Project
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression.	<ul style="list-style-type: none"> <li>• Posture &amp; healthy singing.</li> <li>• singing as part of an ensemble.</li> <li>• Opportunities for solo singing.</li> <li>• Vocalising rhythms.</li> <li>• Body percussion.</li> <li>• Rhythm and singing games.</li> <li>• Range of simple songs, nursery rhymes and action songs.</li> <li>• Final performance for parents/other class etc.</li> </ul>
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> <li>• Call and response.</li> <li>• Improvising rhythms - both clapping and playing.</li> <li>• Improvisation games.</li> <li>• Composing short phrases - both clapping and singing.</li> <li>• Working towards writing a song or part of a song.</li> </ul>
Listen with attention to detail and recall sounds with increasing aural memory.	<ul style="list-style-type: none"> <li>• Rhythm work, call &amp; response.</li> <li>• Singing from memory.</li> <li>• Understand the role of the conductor/leader and listen to instructions - opportunities for children to lead activities.</li> <li>• Listening to each other within the ensemble.</li> <li>• Critical listening and evaluation.</li> </ul>
Use and understand staff and other musical notations.	<ul style="list-style-type: none"> <li>• Standard, non-standard and graphic notation may be used.</li> <li>• Games to help with note recognition.</li> <li>• Limited range of rhythms covered dependant on group.</li> <li>• Pulse, dynamics, pitch, tempo, timbre, often addressed through games.</li> </ul>
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<ul style="list-style-type: none"> <li>• Songs from different countries and traditions used.</li> </ul>
Develop an understanding of the history of music.	<ul style="list-style-type: none"> <li>• Some discussion of different musical styles and genres.</li> </ul>

## KS2 Vocal Projects

Whilst a 10 week instrumental project can't cover the entire music curriculum, here are some of the areas you might expect to see being covered:

National Curriculum Targets	Whole Class Singing Project
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression.	<ul style="list-style-type: none"> <li>• Posture &amp; healthy singing.</li> <li>• singing as part of an ensemble.</li> <li>• Opportunities for solo singing.</li> <li>• Vocalising rhythms.</li> <li>• Body percussion.</li> <li>• Rhythm and singing games.</li> <li>• Range of suitable repertoire.</li> <li>• Introducing harmony; singing in parts; singing rounds.</li> <li>• Final performance for parents/other class etc.</li> </ul>
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> <li>• Call and response.</li> <li>• Improvising rhythms - both clapping and playing.</li> <li>• Improvisation games.</li> <li>• Composing longer phrases - both clapping and singing.</li> <li>• Writing a song or part of a song.</li> </ul>
Listen with attention to detail and recall sounds with increasing aural memory.	<ul style="list-style-type: none"> <li>• Rhythm work, call &amp; response.</li> <li>• Playing from memory.</li> <li>• Listening to each other within the ensemble.</li> <li>• Critical listening and evaluation.</li> </ul>
Use and understand staff and other musical notations.	<ul style="list-style-type: none"> <li>• Standard, non-standard and graphic notation may be used.</li> <li>• Range of rhythms covered from semibreves to semi-quavers dependant on group.</li> <li>• Pulse, dynamics, pitch, tempo, timbre, often addressed through games.</li> <li>• Structure and texture introduced.</li> </ul>
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<ul style="list-style-type: none"> <li>• Songs from different countries and traditions used.</li> </ul>
Develop an understanding of the history of music.	<ul style="list-style-type: none"> <li>• Some discussion of different musical styles and genres.</li> </ul>



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