

## ONGOING SINGING UNITS: UNIT 8: YEARS 3/4

Learning Objectives from QCA	Possible Activities
Develop singing voices	<ul style="list-style-type: none"> <li>• Sing a variety of songs with thought to posture and breathing</li> </ul>
Use the thinking voice	<ul style="list-style-type: none"> <li>• Sing songs such as 'Head, Shoulders, Knees &amp; Toes' where actions are added, and as the song is sung words are gradually omitted, leaving the action and the thinking voice singing the words in the 'head'</li> </ul>
Use known songs to develop beat & rhythm;	<ul style="list-style-type: none"> <li>• Continue to sing action songs, matching actions accurately to beat &amp; rhythm</li> <li>• Play 'pass the bean bag' type songs, where you have to pass an object to the steady beat</li> <li>• Keep the steady beat by tapping, clapping as you sing</li> <li>• Be able to clap/tap a short phrase from a song as an ostinato</li> </ul>
Develop awareness of simple structures	<ul style="list-style-type: none"> <li>• Recognise which phrases of songs are the same/different</li> <li>• Recognise overall shape/structure of a song, eg verse/chorus</li> </ul>
Recognise changes in & control pitch	<ul style="list-style-type: none"> <li>• Show contour of song melodies by matching hand movements to the ups and downs of pitch</li> <li>• Sing songs with big jumps of pitch and songs that have steps of pitch and encourage the children to respond with hand movements</li> </ul>
<i>Staff notation (shape) *</i>	<i>Look at the music of songs they are singing for them to notice how the melody moves up and down the staves</i>
How to express the meaning of songs	<ul style="list-style-type: none"> <li>• Sing songs of contrasting moods &amp; use dynamics and tempo to create suitable mood</li> <li>• Understand what words are about</li> </ul>

\*staff notation is not a requirement at Key Stage 1 & 2, and can be used at the choice & discretion of the teacher.