



SINGING ENDPOINTS

AN AMBITIOUS CURRICULUM

By the end of Key Stage 3, students will be able to:

- **Apply Basic Resonating Cavities** – Demonstrate understanding and use of acoustic chambers within the body.
- **Sing in Basic Group Harmonies** – Apply introductory harmonic theory in ensemble singing.
- **Demonstrate Basic Performance Skills** – Incorporate fundamental stage presence and microphone technique.
- **Use Breathing Techniques** – Apply a variety of exercises to improve song delivery.
- **Show Increased Confidence** – Display growth in performance confidence through theory and practice.
- **Participate in Group Performances** – Perform in ensembles with both music and a cappella.
- **Create a Personal Singing Development Plan** – Outline goals and strategies for vocal improvement.
- **Sing with Accurate Pitch** – Use techniques to improve pitching in performance.
- **Follow a Structured Practice Routine** – Maintain a balanced and personalised rehearsal schedule.
- **Read Basic Sight Singing Notation** – Understand and apply basic sight-singing principles.
- **Maintain Musical Timing** – Demonstrate a sense of rhythm in singing.
- **Perform Solo Pieces** – Present solo performances, including acting through song.

By the end of Key Stage 4, students will be able to:

- **Use Advanced Resonating Cavities** – Apply resonance for specific performance objectives.
- **Engage an Audience Effectively** – Select suitable material and deliver with audience awareness.
- **Demonstrate Enhanced Confidence** – Build on Key Stage 3 skills with greater stage assurance.
- **Analyse Genre Requirements** – Recognise and apply vocal techniques across musical genres.
- **Perform in Groups** – Contribute effectively to ensemble singing.
- **Apply Professional Microphone Technique** – Use microphones effectively in various settings.
- **Mix Resonance Qualities** – Combine vocal tones to create stylistic variation.
- **Show Advanced Performance Skills** – Apply refined stagecraft to enhance vocal delivery.
- **Perform Solo and in Groups** – Present both individual and collaborative performances.
- **Develop Technique Further** – Build upon Key Stage 3 technical skills.
- **Extend Vocal Range** – Continue to expand and control range, including belt and male falsetto.
- **Sing Melodic Harmonies** – Integrate more complex harmonies into performance.

By the end of Key Stage 3, students will be able to:	By the end of Key Stage 4, students will be able to:
<ul style="list-style-type: none"> • Understand Vocal Anatomy – Identify and explain resonance cavities and the larynx/pharynx. • Maintain Vocal Health – Apply best practices for long-term vocal care. • Assess and Develop Vocal Range – Recognise and extend range, including belt and male falsetto. • Apply Basic Estille Technique – Use introductory principles of the Estille method. 	<ul style="list-style-type: none"> • Apply Estille Technique with Confidence – Use intermediate/advanced Estille principles. • Interpret Diverse Repertoire – Perform in: <ul style="list-style-type: none"> ○ Contemporary Musical Theatre ○ Rock/Pop ○ Legit ○ Comedy/Character roles ○ Disney repertoire ○ Big Belt songs ○ Male falsetto performance
<p>The Key Stage 3 singing curriculum goes beyond the National Curriculum by introducing students to specialist vocal techniques, including the basic application of resonance cavities, Estille principles, and detailed breath control methods. While the National Curriculum encourages accurate and expressive singing, this programme equips learners with a deeper technical understanding of vocal anatomy, microphone technique, and structured practice planning from an early stage. Students are also supported to design personal development plans, perform both solo and in ensembles across varied contexts, and build confidence through targeted exercises. This early focus on professional skills and self-directed learning sets a strong foundation for advanced vocal work in Key Stage 4.</p>	<p>The Key Stage 4 singing curriculum significantly exceeds National Curriculum expectations by advancing into professional-level vocal artistry and performance readiness. Students develop mastery in resonance control, genre-specific technique, and stylistic authenticity across a wide range of repertoires including Contemporary Musical Theatre, Rock/Pop, Legit, Comedy/Character, Disney, Big Belt, and male falsetto work. They refine performance craft with advanced microphone skills, audience engagement strategies, and the ability to blend or contrast vocal qualities for creative effect. Alongside technical excellence, the curriculum promotes independent artistic judgment, genre analysis, and self-evaluation, ensuring students leave Key Stage 4 with skills and confidence comparable to early-stage conservatoire training.</p>