

## Sing Education Curriculum Overview 2020/21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	STARTING OUT WITH MUSIC	IN THE AUTUMN	EXPLORING PULSE AND RHYTHM	EXPLORING PITCH	ANIMALS	HOLIDAY TIME (WORLD MUSIC)
Year 2	FOOD AND DRINK	GLOCKENSPIEL 1	MAKING MUSIC 1	MUSIC FOR FOLK DANCING (WORLD MUSIC)	SEE & HEAR	PLAYING TOGETHER 1
Year 3	GLOCKENSPIEL 2	MUSIC AROUND THE WORLD 1	MAKING MUSIC 2	MUSIC AND MOVEMENT	PLAYING TOGETHER 2	EXPLORING MUSICAL THEATRE
Year 4	WORLD MUSIC	GLOCKENSPIEL 3	READING MUSIC	MAKING MUSIC 3	PAINTING WITH SOUND	ELEMENTS OF MUSIC
Year 5	GLOCKENSPIEL 4	PERCUSSION AND RHYTHM 1	EXPLORING CLASSICAL MUSIC 1	EXPLORING MUSICAL NOTATION	EXPLORING POP MUSIC 1	MUSIC AROUND THE WORLD 2
Year 6	GLOCKENSPIEL 5	PERCUSSION AND RHYTHM 2	EXPLORING CLASSICAL MUSIC 2	COMPOSITION	EXPLORING POP MUSIC 2	MUSIC FOR FILM AND TV



Sing Education  
every child has a voice

## Sing Education Curriculum Overview - Year 1

	Autumn 1	Autumn 2
Year 1	<p align="center"><b>STARTING OUT WITH MUSIC (Y1/Au1)</b></p> <p><b>Overview:</b> This unit begins to introduce the children to some of the fundamental principles of music. Children explore the concepts of high and low pitch and learn about the steady heartbeat of music, the pulse. Pitch, pulse and rhythm are reinforced through learning songs and chants and using tuned and untuned percussion and props.</p> <p><b>Curriculum links:</b> Use voice expressively, Sing songs, Chants, Experiment with sound, Play tuned and un-tuned percussion, Understand inter-related dimensions of music</p>	<p align="center"><b>IN THE AUTUMN (Y1/Au2)</b></p> <p><b>Overview:</b> This unit encourages children to think about the changes in the world around them during the autumn season, through songs and musical games. Children develop their understanding of pitch, through listening, discussing and creating high and low pitches. Through songs, actions, percussion games and improvisation, rhythm, pulse and pitch are reinforced and the children are introduced to playing an accompaniment on the Glockenspiel.</p> <p><b>Curriculum links:</b> Use voice expressively, Play tuned and un-tuned percussion, Experiment with sound, Select and combine sounds, Listen to recorded music with understanding</p>
	<b>Spring 1</b>	<b>Spring 2</b>
	<p align="center"><b>EXPLORING PULSE AND RHYTHM (Y1/Sp1)</b></p> <p><b>Overview:</b> This unit teaches and reinforces the elements of pulse and rhythm. The children learn how to find and maintain a pulse, recognise rhythms and continue to experiment with solo singing and improvisation, through singing games, listening activities and use of percussion and props. Children will develop their ensemble skills through practicing holding a part on an instrument and through singing in a round.</p> <p><b>Curriculum links:</b> Perform solo and as a part of a group, Recall and reproduce sounds from aural memory, Use voice expressively, Sing Songs, Chants, Rhymes, Play tuned and untuned instruments, Listen with concentration, Understand interrelated dimensions of music</p>	<p align="center"><b>EXPLORING PITCH (Y1/Sp2)</b></p> <p><b>Overview:</b> This unit reinforces the concept of pitch. Through singing, playing tuned instruments and playing musical games, children will develop a stronger understanding of pitch and will begin to recognise and demonstrate higher and lower pitches using 'singing names'.</p> <p><b>Curriculum links:</b> Sing songs, Play tuned and untuned instruments, Experiment with sounds, Listen with concentration, Understand inter-related dimensions of music</p>
	<b>Summer 1</b>	<b>Summer 2</b>
	<p align="center"><b>ANIMALS (Y1/Su1)</b></p> <p><b>Overview:</b> This unit uses rhymes, songs and musical games based around an animal theme, to give children more confidence when singing in a group and on their own and to develop their improvisational skills. Children will strengthen their basic musical skills and understanding, through a focus on pitch and pulse, using props and musical instruments.</p> <p><b>Curriculum links:</b> Use voice expressively, Sing songs, Chants, Experiment with sound, Understand inter-related dimensions of music</p>	<p align="center"><b>HOLIDAY TIME (WORLD MUSIC) (Y1/Su2)</b></p> <p><b>Overview:</b> This is a unit combining sounds in the world around us with music from around the world. Pupils will explore a range of repertoire from different countries, through singing songs, playing singing games and listening to recorded music. Children will further develop their listening skills through movement activities. Children will apply their skills learnt over the past year to playing on the glockenspiel and untuned percussion and using their 'thinking voice'.</p> <p><b>Curriculum links:</b> Sing songs, Chants, Experiment with sound, Play tuned and un-tuned percussion, Understand inter-related dimensions of music, Listen to recorded music with understanding, Perform solo and as a part of a group, Recall and reproduce sounds from aural memory, Rhymes</p>



## Sing Education Curriculum Overview - Year 2

Year 2	<b>Autumn 1</b>	<b>Autumn 2</b>
	<b>FOOD AND DRINK (Y2/Au1)</b>	<b>GLOCKENSPIEL 1 (Y2/Au2)</b>
	<p><b>Overview:</b> Through songs, rhymes and musical games, this unit teaches and reinforces the basic musical concepts of pitch, pulse and rhythm. The unit also encourages children to discover and develop improvisation and solo singing skills.</p>	<p><b>Overview:</b> This unit builds upon the pupils' knowledge of pitch and pulse and rhythm. After reinforcing pitches and rhythms through songs and games, children will learn to apply these skills to playing the glockenspiel. By the end of this unit, children will be able to read and recognise basic rhythm notation and will have a deeper understanding of pitch.</p>
	<p><b>Curriculum links:</b> Sing songs, Rhymes, Play tuned and untuned instruments, Create sounds, Listen with concentration, Understand inter-related dimensions of music</p>	<p><b>Curriculum links:</b> Sing songs, Play tuned and untuned instruments, Understand inter-related dimensions of music, Use non-conventional notation, Recall and reproduce sounds from aural memory</p>
	<b>Spring 1</b>	<b>Spring 2</b>
	<b>MAKING MUSIC 1 (Y2/Sp1)</b>	<b>MUSIC FOR FOLK DANCING (WORLD MUSIC) (Y2/Sp2)</b>
	<p><b>Overview:</b> Throughout this unit, children will gain a deeper understanding of rhythm and pitch. Children will learn to recognise rhythmical patterns and will continue to develop their understanding of rhythmic notation using props and actions, as well as continuing to read and write basic rhythmical notation. This unit will reinforce their knowledge of higher and lower pitches and will present new pitches through song, using hand signs and the whiteboard. Children will also continue to develop their musicianship skills through improvisation, playing the glockenspiel, solo singing and holding a part in an ensemble.</p>	<p><b>Overview:</b> This unit explores music from around the world associated with folk dancing. Through singing, games and playing percussion, pupils will gain an understanding of music for folk dancing and experience the rhythmical and melodic characteristics of the styles.</p>
	<p><b>Curriculum links:</b> Sing songs, Chants, Listen with concentration, Play tuned and untuned instruments, Perform solo and as a part of a group, Use and understand staff notation, Use non-conventional notation, Understand inter-related dimensions of music, Recall and reproduce sounds from aural memory</p>	<p><b>Curriculum links:</b> Listen with concentration, Listen to live and recorded music with understanding, Appreciate and understand music of different traditions, Select and combine sounds, Experiment with sounds, Sing songs</p>
<b>Summer 1</b>	<b>Summer 2</b>	
<b>SEE &amp; HEAR (Y2/Su1)</b>	<b>PLAYING TOGETHER 1 (Y2/Su2)</b>	
<p><b>Overview:</b> This unit is focused on discovering music in the world around us. It encourages imaginative thinking as the pupils are required to analyse the non-musical sounds, texture and visual aesthetic of an object and interpret it as a musical sound. Children continue to develop their understanding of basic rhythmic notation through songs and games and will work in groups to create and perform musical ideas.</p>	<p><b>Overview:</b> This unit brings together the musicianship skills learnt throughout the year to create class ensemble pieces using the glockenspiel, un-tuned percussion and the singing voice. Through songs and games, pulse and rhythm are reinforced and children will use basic rhythmic notation learnt earlier in the year.</p>	
<p><b>Curriculum links:</b> Use voice expressively, Play tuned and un-tuned percussion, Experiment with sound, Select and combine sounds, Listen with concentration</p>	<p><b>Curriculum links:</b> Sing songs, Chants, Listen with concentration, Play tuned and untuned instruments, Perform as a part of a group, Use and understand staff notation, Understand inter-related dimensions of music, Recall and reproduce sounds from aural memory, Musical structures</p>	



Sing Education  
every child has a voice

## Sing Education Curriculum Overview - Year 3

	Autumn 1	Autumn 2
Year 3	<b>GLOCKENSPIEL 2 (Y3/Au1)</b> <b>Overview:</b> This unit builds upon previous learning on the glockenspiel and the pupils' knowledge of pitch, pulse and rhythm. After reinforcing pitches and rhythms through songs and games, children will learn to apply these skills to playing the glockenspiel.  <b>Curriculum links:</b> Sing songs, Play tuned and untuned instruments, Understand inter-related dimensions of music, Use non-conventional notation	<b>MUSIC AROUND THE WORLD 1 (Y3/Au2)</b> <b>Overview:</b> In this unit, pupils explore the music of different countries every two weeks, learning about the culture and music of that country, learning a traditional song and in some cases using the native language. Through singing games and singing folk songs, children build upon what they have learnt on the glockenspiel and continue to develop the key elements of music. Children explore music from the Caribbean, Ireland and the USA.  <b>Curriculum links:</b> Perform solo and as a part of a group, Recall sounds, Listen with attention to detail, Appreciated and understand music of different traditions, Understand the history of music
	<b>Spring 1</b> <b>MAKING MUSIC 2 (Y3/Sp1)</b> <b>Overview:</b> Through songs, chants and musical games, children will continue to develop their musicianship skills. The unit builds on what is learnt in Making Music 1, reinforcing the difference between pulse and rhythm, developing the inner hearing and holding a part in a group. Children will hold an ostinato rhythm, focus on the new pitch – 'fa', and continue to develop their rhythm-reading and writing skills using their voices and untuned percussion.  <b>Curriculum links:</b> Sing songs, Chants, Listen with concentration, Play tuned and untuned instruments	<b>Spring 2</b> <b>MUSIC AND MOVEMENT (Y3/Sp2)</b> <b>Overview:</b> Throughout this unit, children will explore music through active listening. Children will be encouraged to move to, react to and describe live and recorded music and sounds. The unit will continue to build on their understanding of pitch and rhythm. Using scarves, actions, their singing voices and assorted percussion, children will explore musical phrases, structure and improvisation.  <b>Curriculum links:</b> Listen with attention to detail, Recall sounds, Play tuned and untuned instruments, Understand inter-related dimensions of music, Improve, Use and understand staff notation, Reproduce sounds from aural memory, Musical structures
	<b>Summer 1</b> <b>PLAYING TOGETHER 2 (Y3/Su1)</b> <b>Overview:</b> This unit brings together the musicianship skills learnt throughout the year to create class ensemble pieces using the glockenspiel, un-tuned percussion and the singing voice. Through songs and games, pulse and rhythm are reinforced and children will use basic rhythmic notation learnt earlier in the year.  <b>Curriculum links:</b> Sing songs, Chants, Listen with concentration, Play tuned and untuned instruments, Perform as a part of a group, Use and understand staff notation, Understand inter-related dimensions of music, Recall and reproduce sounds from aural memory, Musical structures	<b>Summer 2</b> <b>EXPLORING MUSICAL THEATRE (Y3/Su2)</b> <b>Overview:</b> Children will discover the genre of musical theatre and will learn about the composition process. The unit uses songs from a range of shows and children will learn to sing and play along to some of these songs and will experience singing in harmony. Children will discover how world music and character themes are featured in musical theatre and will listen to recorded music.  <b>Curriculum links:</b> Listen with attention to detail, Recall sounds, Play tuned and untuned instruments, Understand inter-related dimensions of music, Use and understand staff notation, Reproduce sounds from aural memory, Musical structures



Sing Education  
every child has a voice

## Sing Education Curriculum Overview - Year 4

	Autumn 1	Autumn 2
Year 4	<b>WORLD MUSIC (Y4/Au1)</b>	<b>GLOCKENSPIEL 3 (Y4/Au2)</b>
	<p><b>Overview:</b> This unit explores music of different styles from around the world. Through singing, games and playing un-tuned percussion and the glockenspiel, pupils will gain an understanding of traditional music from a range of countries and experience the rhythmical and melodic characteristics of the styles. Children will study and sing music from Africa, the Caribbean and Japan. Through these songs and games, children will continue to develop their understanding of musical notation, pitch, rhythm and pulse.</p>	<p><b>Overview:</b> This unit builds upon previous learning on the glockenspiel and the pupils' knowledge of pitch and pulse and rhythm. After reinforcing pitches and rhythms through songs and games, children will learn to apply these skills to playing the glockenspiel.</p>
	<p><b>Curriculum links:</b> Perform solo and as a part of a group, Sing songs, Recall sounds, Listen with attention to detail, Appreciate and understand music of different traditions, Understand the history of music</p>	<p><b>Curriculum links:</b> Sing songs, Play tuned and untuned instruments, Understand inter-related dimensions of music, Use non-conventional notation</p>
	<b>Spring 1</b>	<b>Spring 2</b>
	<b>READING MUSIC (Y4/Sp1)</b>	<b>MAKING MUSIC 3 (Y4/Sp2)</b>
	<p><b>Overview:</b> This unit builds on the skills learnt on the glockenspiel in the last unit, allowing children to deepen their knowledge of standard musical notation. Through singing games and playing tuned and untuned percussion, children will explore pulse, rhythm and pitch in relation to the staff. Children will develop a good understanding of reading and writing basic rhythms and will play and sing as part of group ensembles throughout the unit. During the term children will explore musical notation through playing the glockenspiel and a variety of untuned percussion instruments, along with using props, flashcards and the whiteboard.</p>	<p><b>Overview:</b> This unit builds upon the learning last term in the Reading Music unit. Children will develop a deeper understanding of pitch through using hand signs, the whiteboard, props and instruments. The unit helps children to develop their ability to hold a part in a musical ensemble and aims to encourage coordination, along with developing time, space and energy skills for applying to musical instruments. Children will be encouraged to recognise rhythmical patterns through listening, reading and writing. Children will also have opportunity to create their own rhythmical patterns to compose a rhythm sequence.</p>
	<p><b>Curriculum links:</b> Sing and play musically with confidence and control, Play tuned and untuned instruments, Use staff notation, Perform as part of a group, Listen with attention to detail, Understand inter-related dimensions of music, Use non-conventional notation</p>	<p><b>Curriculum links:</b> Musical structures, Organise and manipulate musical ideas, Understand inter-related dimensions of music, Use non-conventional notation, Use staff notation, Sing and play musically with confidence and control, Play tuned and untuned instruments, Perform solo and as a part of a group, Listen with attention to detail, Understand inter-related dimensions of music</p>
	<b>Summer 1</b>	<b>Summer 2</b>
<b>PAINTING WITH SOUND (Y4/Su1)</b>	<b>ELEMENTS OF MUSIC (Y4/Su2)</b>	
<p><b>Overview:</b> Through listening, discussion and improvisation, this unit explores the concept of using music to describe an atmosphere, place or emotion. Children will build on their prior knowledge of rhythmic notation in an ensemble activity and some children will have an opportunity to lead their class in a layered piece using vocal and body percussion. Children will discover a selection of classical and popular music pieces which will lead to them creating their own compositions.</p>	<p><b>Overview:</b> This unit will reinforce the children's understanding of key musical elements. Children will continue to work out and write rhythmic patterns and will develop their rhythm-reading and playing skills using rhythm flashcards and a rhythm clock. This unit uses singing games, rhymes, tongue twisters and listening activities to teach and reinforce the keywords: pulse, rhythm, pitch, metre, dynamics and tempo. Children will play a variety of percussion instruments and sing songs from the USA, Africa and the United Kingdom.</p>	
<p><b>Curriculum links:</b> Listen with attention to detail, Musical structures, Understanding of Composition, Compose for a range of purposes, Organise and manipulate musical ideas, Sing and play musically with confidence and control, Perform as part of a group, Improvise, Use non-conventional notation</p>	<p><b>Curriculum links:</b> Sing songs, Play tuned and untuned instruments, Understand inter-related dimensions of music, Use non-conventional notation, Recall and reproduce sounds from aural memory, Sing and play musically with confidence and control, Perform as part of a group, Use staff notation, Appreciate and understand music of different traditions, Listen with attention to detail</p>	



# Sing Education Curriculum Overview - Year 5

	Autumn 1	Autumn 2
Year 5	<b>GLOCKENSPIEL 4 (Y5/Au1)</b>	<b>PERCUSSION AND RHYTHM 1 (Y5/Au2)</b>
	<p><b>Overview:</b> This unit builds upon previous learning and develops the pupils' knowledge of pitch, pulse and rhythm. After reinforcing pitches and rhythms through songs, chants and games, children will learn to apply these skills to playing the glockenspiel. Throughout the unit, children will have the opportunity to play and sing solo, and as part of a group ensemble. Musical ideas will be reinforced through use of props, flashcards, the whiteboard and untuned percussion.</p>	<p><b>Overview:</b> Through rhythm games, songs and percussion activities, children will reinforce their knowledge of pulse and rhythm. Children will read and write basic rhythmic notation, develop their skills on the glockenspiel and begin to develop an understanding of bar lines and time signatures.</p>
	<p><b>Curriculum links:</b> Perform solo and as a part of a group, Sing songs, Play tuned and untuned instruments, Understand inter-related dimensions of music, Use non-conventional notation, Recall and reproduce sounds from aural memory</p>	<p><b>Curriculum links:</b> Sing and play musically with confidence and control, Perform as part of a group, Use staff notation, Organise and manipulate musical ideas, Appreciate and understand music of different traditions, Recall and reproduce sounds from aural memory</p>
	<b>Spring 1</b>	<b>Spring 2</b>
	<b>EXPLORING CLASSICAL MUSIC 1 (Y5/Sp1)</b>	<b>EXPLORING MUSICAL NOTATION (Y5/Sp2)</b>
	<p><b>Overview:</b> In this unit, children will discover the use of rhythmic and melodic patterns, structure, instrumentation and dynamics in a variety of exciting orchestral pieces: Radetzky March (Strauss), The Good, the Bad and the Ugly (Morricone) and Hoedown (Copland). Children will use their understanding of rhythmic notation to recognise rhythmic patterns in pieces and will apply this knowledge in ensemble activities. Through songs and games, children will focus on semi-quaver rhythms, dotted rhythms, the structure of a piece and changing metre. This unit also encourages children to describe music and to express themselves through creative activities.</p>	<p><b>Overview:</b> This unit builds on the skills learnt so far, allowing children to deepen their knowledge of standard musical notation and apply this through improvisation and performance. Through singing games and playing tuned and untuned percussion, children will explore pulse, rhythm and pitch in relation to the staff. This unit reinforces their understanding of reading and writing basic rhythms and children will begin to recognise musical structure by listening and looking for patterns. Through singing games, using actions, instruments and props, children will develop time, space and energy skills and develop their coordination. Pupils will apply their skills by practising holding their part in an ensemble, along with using props, flashcards and the whiteboard. Children will also have opportunity to create their own rhythmical patterns to compose a rhythm sequence.</p>
<p><b>Curriculum links:</b> Listen with attention to detail, Understand inter-related dimensions of music, Musical structures, Organise and manipulate musical ideas, Understand inter-related dimensions of music, Use non-conventional notation, Use staff notation, Sing and play musically with confidence and control, Play tuned and untuned instruments, Perform solo and as a part of a group</p>	<p><b>Curriculum links:</b> Understand inter-related dimensions of music, Use non-conventional notation, Use staff notation, Sing and play musically with confidence and control, Play tuned and untuned instruments, Perform solo and as a part of a group, Listen with attention to detail, Understand inter-related dimensions of music, Musical structures, Organise and manipulate musical ideas</p>	
<b>Summer 1</b>	<b>Summer 2</b>	
<b>EXPLORING POP MUSIC 1 (Y5/Su1)</b>	<b>MUSIC AROUND THE WORLD 2 (Y5/Su2)</b>	
<p><b>Overview:</b> This unit builds upon the musicianship skills developed so far, to create class ensemble performances of two pieces of popular music, using the glockenspiel, un-tuned percussion and the singing voice. Children will discover two pieces of popular music from contrasting eras: one by S Club 7 and one by The Beatles. Through songs and musical games, children will discover some of the elements used in the songs and will apply this to their group ensemble activities.</p>	<p><b>Overview:</b> In this unit, pupils explore the music of different countries every two weeks, learning about the culture and music of that country, learning a traditional song and in some cases using the native language. Through singing games and singing folk songs, children build upon what they have learnt on the glockenspiel and continue to develop the key elements of music. Children will listen to live and recorded music and will continue to develop their understanding of time signatures and changing metre.</p>	
<p><b>Curriculum links:</b> Sing and play musically with confidence and control, Understanding of composition, Understand musical structures, Understand the history of music, Improvise, Musical structures, Perform as part of a group, Recall and reproduce sounds from aural memory</p>	<p><b>Curriculum links:</b> Perform solo and as a part of a group, Recall sounds, Listen with attention to detail, Appreciated and understand music of different traditions, Understand the history of music</p>	



	Autumn 1	Autumn 2
Year 6	<b>GLOCKENSPIEL 5 (Y6/Au1)</b>	<b>PERCUSSION AND RHYTHM 2 (Y6/Au2)</b>
	<p><b>Overview:</b> This unit builds upon previous learning and develops the pupils' knowledge of pitch, pulse and rhythm, while exploring music from around the world. After reinforcing pitches and rhythms through songs, chants and games from Africa, the Caribbean and Japan, children will apply their knowledge through playing the glockenspiel. Throughout the unit, children will have the opportunity to play and sing solo and as part of a group ensemble. Children will develop their understanding of rhythm through call and response and reading and writing standard rhythmic notation.</p>	<p><b>Overview:</b> Percussion and Rhythm 2 builds on what has been learnt in Percussion and Rhythm 1. Children will build upon prior knowledge of pulse, rhythm and rhythmic notation, through learning to play as part of a group. Children will use their bodies, untuned percussion, flashcards and the whiteboard to deepen their understanding of reading and writing musical notation. Children will sight-read, improvise and memorise rhythms through musical games and develop an understanding of the difference between simple and compound time signatures.</p>
	<p><b>Curriculum links:</b> Perform solo and as a part of a group, Sing songs, Play tuned and untuned instruments, Appreciate and understand music of different traditions, Sing and play musically with confidence and control, Play tuned and untuned instruments, Use staff notation</p>	<p><b>Curriculum links:</b> Sing and play musically with confidence and control, Perform as part of a group, Use staff notation, Organise and manipulate musical ideas, Recall and reproduce sounds from aural memory, Sing and play musically with confidence and control, Recall and reproduce sounds from aural memory, Musical structures</p>
	<b>Spring 1</b>	<b>Spring 2</b>
	<b>EXPLORING CLASSICAL MUSIC 2 (Y6/Sp1)</b>	<b>COMPOSITION (Y6/Sp2)</b>
	<p><b>Overview:</b> This unit builds upon the learning in Exploring Classical Music 1 in year 5. Children study two new pieces: Symphony No. 1 in E minor (3rd mvt) by Florence Price and the Doctor Who theme tune by Delia Derbyshire, from the BBC Ten Pieces. Children will learn about rhythmic elements from the pieces through singing games and using props and will learn about the cultural background and the composition of these pieces. As a class, they will recreate sections from the pieces in ensemble activities. Children also revisit two of the pieces studied last year and continue to develop their ensemble skills by using glockenspiels and untuned percussion to play simplified versions of The Good, the Bad and the Ugly (Morricone) and Hoedown (Copland).</p>	<p><b>Overview:</b> Using the skills developed in Exploring Classical Music 2, children will learn about the composition process and will gain more experience of describing music and sounds. Children will study Rhapsody in Blue (Gershwin) and will use ideas from the piece to create their own piece of music based on a London skyline, using the glockenspiel, a range of untuned percussion, body percussion and their voices.</p>
<p><b>Curriculum links:</b> Understand the history of music, Listen with attention to detail, Understand inter-related dimensions of music, Musical structures, Understand inter-related dimensions of music, Use staff notation, Sing and play musically with confidence and control, Play tuned and untuned instruments, Perform solo and as a part of a group, Appreciate and understand music of different traditions</p>	<p><b>Curriculum links:</b> Sing and play musically with confidence and control, Organise and manipulate musical ideas, Understanding of Composition, Use non-conventional notation, Use staff notation, Recall and reproduce sounds from aural memory, Musical structures, Perform as part of a group, Improvise, Perform as part of a group</p>	
<b>Summer 1</b>	<b>Summer 2</b>	
<b>EXPLORING POP MUSIC 2 (Y6/Su1)</b>	<b>MUSIC FOR FILM AND TV (Y6/Su2)</b>	
<p><b>Overview:</b> This unit builds upon the musicianship skills developed last year in Exploring Pop Music 1. Children will listen, move and play to recorded music and will be part of class ensemble performances of two pieces of popular music, using the glockenspiel, un-tuned percussion and the singing voice. Through songs and musical games, children will discover some of the elements used in a variety of pop songs and will apply this to their group ensemble activities. Children will study in more detail two pieces of popular music from contrasting eras.</p>	<p><b>Overview:</b> This unit uses the musical skills children have developed this year and in previous years in listening activities, small group composition and improvisations. Children will learn to describe music, to recognise sounds and to create foley, background music and advertising jingles. Children will learn about how music can create an atmosphere or conjure up a certain emotion or experience from a viewer when used for film and television.</p>	
<p><b>Curriculum links:</b> Sing and play musically with confidence and control, Understanding of composition, Understand musical structures, Understand the history of music, Improvise, Musical structures, Perform as part of a group, Recall and reproduce sounds from aural memory</p>	<p><b>Curriculum links:</b> Sing and play musically with confidence and control, Organise and manipulate musical ideas, Understanding of Composition, Recall and reproduce sounds from aural memory, Musical structures, Perform as part of a group, Improvise, Perform as part of a group</p>	