



## Neroche Primary School Music Long Term Plan



EYFS & KS1	Autumn 1		Spring 1		Summer 1	
Year R	Topic 1 – Hearing & Listening, Music & Dancing		Topic 2 – Vocalising and Singing		Topic 3 – Exploring and Playing	
	<p>Week 1 = <i>Musical Focus: Hearing and Listening.</i>  <b>INTENT:</b> To clap syllables in response to music. Explore making sounds using different parts of their body.</p>	<p>Week 5 = <i>Musical Focus: Hearing and Listening.</i>  <b>INTENT:</b> To create a visual representation of sounds, instruments and pieces of music. (Early notation) To associate music with characters and stories.</p>	<p>Week 1 = <i>Musical Focus: Vocalising and Singing.</i>  <b>INTENT:</b> To sing familiar rhymes and songs in tune following the melody.</p>	<p>Week 5 = <i>Musical Focus: Vocalising and Singing.</i>  <b>INTENT:</b> To perform, sing, dance and add rhythmic movement to the music they hear and sing.</p>	<p>Week 1 = <i>Musical Focus: Exploring and Playing.</i>  <b>INTENT:</b> To create a piece of music based on a theme (sounds of the seaside)</p>	<p>Week 5 = <i>Musical Focus: Exploring and Playing.</i>  <b>INTENT:</b> To hold a steady beat and rhythm. To tap a rhythm to accompany words. Can play along to the beat of the song they are singing.</p>
	<p>Week 2 = <i>Musical Focus: Hearing and Listening.</i>  <b>INTENT:</b> To move in time to the pulse of the music being listened to and physically respond to changes in the music.</p>	<p>Week 6 = <i>Musical Focus: Music and Dancing</i>  <b>INTENT:</b> To move to the sound of instruments. To combine movement, singing and playing instruments. To move in time to the beat and rhythm of the chant and physically respond to changes in the music.</p>	<p>Week 2 = <i>Musical Focus: Vocalising and Singing.</i>  <b>INTENT:</b> To start and stop together. To match the pitch of a sung tune.</p>	<p>Week 6 = <i>Musical Focus: Vocalising and Singing.</i>  <b>INTENT:</b> To perform, sing, dance and add rhythmic movement to the music they hear and sing. To combine movement, singing and playing instruments.</p>	<p>Week 2 = <i>Musical Focus: Exploring and Playing.</i>  <b>INTENT:</b> To create a piece of music based on a theme (sounds of the seaside)</p>	<p>Week 6 = <i>Musical Focus: Exploring and Playing.</i>  <b>INTENT:</b> To use a range of materials to make their own musical instruments.</p>
	<p>Week 3 = <i>Musical Focus: Hearing and Listening.</i>  <b>INTENT:</b> To identify and match an instrumental sound. To name a given instrument. To describe the sound of instruments.</p>	<p>Week 7 = <i>Musical Focus: Music and Dancing</i>  <b>INTENT:</b> To distinguish and describe changes in music and compare different pieces of music. To move in time to the beat and rhythm of the chant and physically respond to changes in the music.</p>	<p>Week 3 = <i>Musical Focus: Vocalising and Singing.</i>  <b>INTENT:</b> To sing an entire learnt song with actions and perform in a group.</p>		<p>Week 3 = <i>Musical Focus: Exploring and Playing.</i>  <b>INTENT:</b> To hold a steady beat and rhythm. To control stopping and starting; quiet and loud. To be a conductor.</p>	<p>Week 7 = <i>Musical Focus: Exploring and Playing.</i>  <b>INTENT:</b> To operate and explore CD players and music related apps.</p>
	<p>Week 4 = <i>Musical Focus: Hearing and Listening.</i>  <b>INTENT:</b> To identify and match an instrumental sound. To name a given instrument.</p>	<p>Week 8 = <i>Musical Focus: Music and Dancing</i>  <b>INTENT:</b> To imitate familiar choreographed dances and movements associated with pop songs. To choreograph their own dance to familiar music.</p>	<p>Week 4 = <i>Musical Focus: Vocalising and Singing.</i>  <b>INTENT:</b> To remember a sequence of verses and invent new lyrics.</p>		<p>Week 4 = <i>Musical Focus: Exploring and Playing.</i>  <b>INTENT:</b> To hold a steady beat and rhythm. To tap a rhythm to accompany words. Can play along to the beat of the song they are singing.</p>	

Year 1	Topic 1 – Exploring Sounds		Topic 2 – Beat		Topic 3 – Pitch	
	<p>Week 1 = <i>Musical Focus: Exploring sounds (Ourselves).</i>  <b>INTENT:</b> To create and Respond to vocal sounds.</p>	<p>Week 5 = <i>Musical Focus: Exploring sounds (Weather).</i>  <b>INTENT:</b> To explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments.</p>	<p>Week 1 = <i>Musical Focus: Beat (Machines).</i>  <b>INTENT:</b> To play and maintain a steady beat.            To sequence sounds.</p>	<p>Week 5 = <i>Musical Focus: Beat (Number).</i>  <b>INTENT:</b> To identify and perform changes in tempo.            To learn to play percussion with control. To keep a steady beat and use dynamics to vary the musical effect.</p>	<p>Week 1 = <i>Musical Focus: Pitch (Water).</i>  <b>INTENT:</b> To create a picture in sound.</p>	<p>Week 5 = <i>Musical Focus: Pitch (Animals).</i>  <b>INTENT:</b> To understand pitch, and make high and low vocal sounds.            To relate pitch to high and low body posture.</p>
	<p>Week 2 = <i>Musical Focus: Exploring sounds (Ourselves).</i>  <b>INTENT:</b> To create and Respond to vocal sounds.            To explore how to change sounds.</p>	<p>Week 6 = <i>Musical Focus: Exploring sounds (Weather).</i>  <b>INTENT:</b> To improvise descriptive music.            To control duration and dynamics using voices, body percussion and instruments.</p>	<p>Week 2 = <i>Musical Focus: Beat (Machines).</i>  <b>INTENT:</b> To play a steady beat.            To play at different speeds (tempi).</p>	<p>Week 6 = <i>Musical Focus: Beat (Number).</i>  <b>INTENT:</b> To identify and keep a steady beat using movement, body percussion and instruments.            To recognise and respond to changes in tempo in music.</p>	<p>Week 2 = <i>Musical Focus: Pitch (Water).</i>  <b>INTENT:</b> To understand the musical structure by listening and responding.</p>	<p>Week 6 = <i>Musical Focus: Pitch (Animals).</i>  <b>INTENT:</b> To understand pitch by singing a song with contrasting high and low melodies.            To identify and play high and low pitches in music.</p>
	<p>Week 3 = <i>Musical Focus: Exploring sounds (Ourselves).</i>  <b>INTENT:</b> To create and place vocal and body percussion sounds. To explore descriptive sounds.</p>	<p>Week 7 = <i>Musical Focus: Exploring sounds (Weather).</i>  <b>INTENT:</b> To identify a sequence of sounds (structure) in a piece of music.            To respond to music through movement.</p>	<p>Week 3 = <i>Musical Focus: Beat (Machines).</i>  <b>INTENT:</b> To play a steady beat. To control changes in speed (tempi).</p>		<p>Week 3 = <i>Musical Focus: Pitch (Water).</i>  <b>INTENT:</b> To perform a simple repeated pattern.</p>	<p>Week 7 = <i>Musical Focus: Pitch (Animals).</i>  <b>INTENT:</b> To explore and develop an understanding of pitch using voices and body movements. To recognise and perform pitch changes and contrasts.</p>
	<p>Week 4 = <i>Musical Focus: Exploring sounds (Ourselves).</i>  <b>INTENT:</b> To complete extended learning session 3 – For children to create their own story with vocal and body percussion accompaniment.</p>	<p>Week 8 = <i>Musical Focus: Exploring sounds (Weather).</i>  <b>INTENT:</b> To complete extended learning session 2 – To use percussion instruments to create a weather song.</p>	<p>Week 4 = <i>Musical Focus: Beat (Number).</i>  <b>INTENT:</b> To recognise and develop a sense of steady beat through using voices and body percussion.</p>		<p>Week 4 = <i>Musical Focus: Pitch (Water).</i>  <b>INTENT:</b> To complete extended learning session 3- For children to work out and complete the melody of Row row row your boat using notes ‘CDEFGC’ perform as a whole class or in groups.</p>	

Year 2	Topic 1 – Exploring Sounds		Topic 2 – Pitch		Topic 3 – Beat and Performance	
	<p>Week 1 = <i>Musical Focus: Exploring Sounds (Our Land)</i>.  <b>INTENT:</b> To explore timbre and texture to understand how sounds can be descriptive.            To match sounds to images.            To create and perform descriptive instrumental music inspired by British myths and legends</p>	<p>Week 5 = <i>Musical Focus: Exploring Sounds (Weather)</i>.  <b>INTENT:</b> To perform a rhythmic chant and play an independent rhythm pattern to accompany it.            To listen in detail to a piece of orchestral music</p>	<p>Week 1 = <i>Musical Focus: Pitch (Seasons)</i>.  <b>INTENT:</b> To sing with expression, paying attention to the pitch shape of the melody.            To use sign language in a song.            To accompany a song with vocal and instrumental ostinato.</p>	<p>Week 5 = <i>Musical Focus: Pitch (Water)</i>.  <b>INTENT:</b> To understand melody through songs, movement and perform pitch shapes on tuned instruments</p>	<p>Week 1 = <i>Musical Focus: Beat (Number)</i>.  <b>INTENT:</b> To perform a steady beat and simple rhythms using movement and body percussion.            To understand and differentiate between beat and rhythm</p>	<p>Week 5 = <i>Musical Focus: Performance (Travel)</i>.  <b>INTENT:</b> To combine a steady beat and rhythms to accompany a song.            To listen and respond to contemporary orchestral music. To play an instrument game to practise steady beat at changing tempi</p>
	<p>Week 2 = <i>Musical Focus: Exploring Sounds (Our Land)</i>.  <b>INTENT:</b> To listen to and identify contrasting sections of descriptive music.            To match descriptive sounds to images.            To identify ways of producing sounds</p>	<p>Week 6 = <i>Musical Focus: Exploring Sounds (Weather)</i>.  <b>INTENT:</b> To perform an updated version of a traditional nursery rhyme with a rap section included.            To Accompany a song with three different repeated word patterns</p>	<p>Week 2 = <i>Musical Focus: Pitch (Seasons)</i>.  <b>INTENT:</b> To identify the rising and falling pitch            To perform a rising pitch sequence in a song</p>	<p>Week 6 = <i>Musical Focus: Pitch (Water)</i>.  <b>INTENT:</b> To explore and develop an understanding of pitch            To use musical scales, high notes and low notes in a composition</p>	<p>Week 2 = <i>Musical Focus: Beat (Number)</i>.  <b>INTENT:</b> To perform simple rhythms using movement and percussion.            To understand and differentiate between beat and rhythm</p>	<p>Week 6 = <i>Musical Focus: Performance (Travel)</i>.  <b>INTENT:</b> To prepare and improve a performance using movement, voice and percussion.            To use instruments expressively.            To understand notation</p>
	<p>Week 3 = <i>Musical Focus: Exploring Sounds (Our Land)</i>.  <b>INTENT:</b> To listen to, and evaluate composition.            To rehearse and refine to develop a performance.</p>	<p>Week 7 = <i>Musical Focus: Exploring Sounds (Weather)</i>.  <b>INTENT:</b> To compose music to illustrate a story.</p>	<p>Week 3 = <i>Musical Focus: Pitch (Seasons)</i>.  <b>INTENT:</b> To listen to and respond to pitch changes with movements.            To sing with expression and pay attention to the pitch shape of the melody</p>		<p>Week 3 = <i>Musical Focus: Beat (Number)</i>.  <b>INTENT:</b> To perform a steady beat and simple rhythms using movement and body percussion.            To understand and differentiate between beat and rhythm</p>	<p>Week 7 = <i>Musical Focus: Performance (Travel)</i>.  <b>INTENT:</b> To complete extended learning session 2 –            To develop their own dance performance of Simama kaa and perform with the instrumental accompaniment.</p>
	<p>Week 4 = <i>Musical Focus: Exploring Sounds (Our Land)</i>.  <b>INTENT:</b> To complete extended learning session 3 – research myths and legends in Somerset and create a piece of music about the location.</p>	<p>Week 8 = <i>Musical Focus: Exploring Sounds (Weather)</i>.  <b>INTENT:</b> To complete extended learning session 3 – compose a musical journey to accompany the story the Hare and the Tortoise (fast and slow sounds).</p>	<p>Week 4 = <i>Musical Focus: Pitch (Water)</i>.  <b>INTENT:</b> To understand pitch through singing, movement and note names.            To perform a melody</p>		<p>Week 4 = <i>Musical Focus: Performance (Travel)</i>.  <b>INTENT:</b> : To explore patterns of physical movement in a game song. To respond to a song with movement.            To use simple musical vocabulary to describe music</p>	

KS2	Autumn 2		Spring 2		Summer 2	
Year 3	Topic 1 – Composition		Topic 2 – Pitch		Topic 3 – Exploring Sounds and Beat	
	<p>Week 1 = <i>Musical Focus: Composition (Environment).</i>  <b>INTENT:</b>            To Select descriptive sounds to accompany a poem.            To create a musical re-telling of a poem            To sing in two-part harmony.            To accompany a song with a melodic ostinato</p>	<p>Week 5 = <i>Musical Focus: Composition (Communication).</i>  <b>INTENT:</b> To represent sounds with symbols</p>	<p>Week 1 = <i>Musical Focus: Pitch (Singing in French).</i>  <b>INTENT:</b> To understand pitch through melody.            To develop a song</p>	<p>Week 5 = <i>Musical Focus: Pitch (China).</i>  <b>INTENT:</b>            To use graphic notation with the pentatonic scale            To understand pitch through composing, notating and reading graphic notation            To perform a pentatonic song with tuned and untuned accompaniment</p>	<p>Week 1 = <i>Musical Focus: Exploring Sounds (Sounds).</i>  <b>INTENT:</b> To learn how sounds are produced and how instruments are classified. To learn about aerophones.            To understand musical conversation structure.</p>	<p>Week 5 = <i>Musical Focus: Beat (Time).</i>  <b>INTENT:</b> To identify and performing an ostinato To improvise an ostinato accompaniment</p>
	<p>Week 2 = <i>Musical Focus: Composition (Environment).</i>  <b>INTENT:</b>            To explore timbre to create a descriptive piece of music            To learn about ternary form.            To sing a song with expression</p>	<p>Week 6 = <i>Musical Focus: Composition (Communication).</i>  <b>INTENT:</b>            To use voices creatively and expressively</p>	<p>Week 2 = <i>Musical Focus: Pitch (Singing in French).</i>  <b>INTENT:</b> To understand pitch through singing and playing a melody</p>	<p>Week 6 = <i>Musical Focus: Pitch (China).</i>  <b>INTENT:</b>            To explore the pentatonic scale            To play in steps using graphic notation</p>	<p>Week 2 = <i>Musical Focus: Exploring Sounds (Sounds).</i>  <b>INTENT:</b> To learn how sounds are produced and how instruments are classified.            To learn about idiophones.            To develop an understanding of call and response.</p>	<p>Week 6 = <i>Musical Focus: Beat (Time).</i>  <b>INTENT:</b> To perform rhythmic ostinati individually and in combination            To layer rhythms            To recognise rhythm patterns in staff notation</p>
	<p>Week 3 = <i>Musical Focus: Composition (Environment).</i>  <b>INTENT:</b> To develop the lyrics of a song            To choose timbre to make an accompaniment To combine chants and sound pictures in a class performance in rondo structure.</p>	<p>Week 7 = <i>Musical Focus: Composition (Communication).</i>  <b>INTENT:</b> To create and performing from a symbol score</p>	<p>Week 3 = <i>Musical Focus: Pitch (Singing in French).</i>  <b>INTENT:</b> To recognise pitch shapes.            To read notations to play a melody</p>		<p>Week 3 = <i>Musical Focus: Exploring Sounds (Sounds).</i>  <b>INTENT:</b> To learn how sounds are produced and how instruments are classified            To learn about chordophones            To create a call and response</p>	<p>Week 7 = <i>Musical Focus: Beat (Time).</i>  <b>INTENT:</b> To complete extended learning activity for lesson 2 –To listen to some more music by Bizet, eg the well-known Carmen Suite. Rearrange the three notes of the Carillon chimes into a different order (eg A G F or G A F) and improvise more melodies to make a new piece of music.</p>
	<p>Week 4 = <i>Musical Focus: Composition (Environment).</i>  <b>INTENT:</b> To complete extended learning activity for lesson 2 –            To extend a composition by creating new verses describing the local environments the children have explored. To improvise instrumental descriptions to their version of the song.</p>	<p>Week 8 = <i>Musical Focus: Composition (Communication).</i>  <b>INTENT:</b> To complete extended learning activity for lesson 3–            For children to create (draw it) their own computer game character, illustrate their movements and draw/compose their own picture score. You may want to enhance this activity by having children act</p>	<p>Week 4 = <i>Musical Focus: Pitch (China).</i>  <b>INTENT:</b> To understand the pentatonic scale</p>		<p>Week 4 = <i>Musical Focus: Beat (Time).</i>  <b>INTENT:</b>            To identify the metre in a piece of music            To play independent parts in more than one metre simultaneously</p>	

		out the movement sequences (pretending they are the character in the computer game).				
<b>Year 4</b>	<b>Topic 1 – Instrument and Notation</b>		<b>Topic 2 – Beat and Pitch</b>		<b>Topic 3 – Exploring Sounds and Performance</b>	
	Week 1 = External Music Tuition (Flute)	Week 5 = External Music Tuition (Flute)	Week 1 = <i>Musical Focus: Pitch (Singing in Spanish).</i> <b>INTENT:</b> To sing in groups. To create descriptive music	Week 5 = <i>Musical Focus: Beat (Building).</i> <b>INTENT:</b> To understand texture To learn about layered structure in a rhythmic ostinato piece To create rhythmic ostinati To accompany a melody with a drone	Week 1 = <i>Musical Focus: Exploring Sounds (Sounds).</i> <b>INTENT:</b> To learn about classifying instruments by the way sounds are produced. To learn some simple beatboxing sounds. To sing a song and add beatboxing sounds.	Week 5 = <i>Musical Focus: Performance (Poetry).</i> <b>INTENT:</b> To use beatbox techniques to imitate the sound of a drum kit. To perform a rap with a vocal beatbox accompaniment.
	Week 2 = External Music Tuition (Flute)	Week 6 = External Music Tuition (Flute)	Week 2 = <i>Musical Focus: Pitch (Singing in Spanish).</i> <b>INTENT:</b> To sing in a minor key in groups. To develop descriptive song accompaniments	Week 6 = <i>Musical Focus: Beat (Building).</i> <b>INTENT:</b> To describe the structure of a piece of orchestral music To read a clock score to play a piece combining drone and melodic ostinati To use rondo structure to build a performance	Week 2 = <i>Musical Focus: Exploring Sounds (Sounds).</i> <b>INTENT:</b> To learn about aerophones. To learn to sing partner songs	Week 6 = <i>Musical Focus: Performance (Poetry).</i> <b>INTENT:</b> To perform a poem with rhythmic accuracy (choral speaking). To devise a rhythmic accompaniment based on repeated text fragments. To balance voices in a performance.
	Week 3 = External Music Tuition (Flute)	Week 7 = External Music Tuition (Flute)	Week 3 = <i>Musical Focus: Pitch (Singing in Spanish).</i> <b>INTENT:</b> To sing in two parts with accompaniment. To perform repeated rhythms. To combine tuned percussion, untuned percussion and singing.		Week 3 = <i>Musical Focus: Exploring Sounds (Sounds).</i> <b>INTENT:</b> To learn about classifying instruments by the way sounds are produced. To explore the combined expressive effects of different instrument groups.	Week 7 = <i>Musical Focus: Performance (Poetry).</i> <b>INTENT:</b> To complete extended learning activity for lesson 2 – To use what they have learnt and explore beatbox rhythm accompaniments to some of the other strongly rhythmic poems the children are learning.
	Week 4 = External Music Tuition (Flute)	Week 8 = External Music Tuition (Flute)	Week 4 = <i>Musical Focus: Beat (Building).</i> <b>INTENT:</b> To learn about verse and chorus song structure To combine four body percussion ostinati as a song accompaniment		Week 4 = <i>Musical Focus: Performance (Poetry).</i> <b>INTENT:</b> To look at music notation with reference to metre and accent. To build an extended performance piece from a poem. To use canon and ostinati as accompaniments.	

					To pay attention to notation, accent, diminuendo and balance.	
<b>Year 5</b>	<b>Topic 1 – Listening</b>		<b>Topic 2 – Structure</b>		<b>Topic 3 – Composition</b>	
	<p>Week 1 = <i>Musical Focus: Listening (Solar Systems).</i>  <b>INTENT:</b> To listen to music with focus and analyse using musical vocabulary.  To relate sound sequences to images.  To interpret images to create descriptive sound sequences.</p>	<p>Week 5 = <i>Musical Focus: Listening (Solar Systems).</i>  <b>INTENT:</b> To learn a song with a complex texture.  To learn about the sound of the whole tone scale.</p>	<p>Week 1 = <i>Musical Focus: Structure (Life Cycles).</i>  <b>INTENT:</b> To sing in three parts  To read a melody in staff notation  To Accompany a song with tuned and untuned instruments</p>	<p>Week 5 = <i>Musical Focus: Structure (Life Cycles).</i>  <b>INTENT:</b> To create musical effects using contrasting pitch</p>	<p>Week 1 = <i>Musical Focus: Composition (At the movies).</i>  <b>INTENT:</b> To understand music narrative.  To interpret notation.  To use a storyboard to structure sounds.</p>	<p>Week 5 = <i>Musical Focus: Composition (At the movies).</i>  <b>INTENT:</b> To learn about techniques used in movie soundtracks.  To explore techniques used in movie soundtracks.  To create sounds for a movie, following a timesheet.</p>
	<p>Week 2 = <i>Musical Focus: Listening (Solar Systems).</i>  <b>INTENT:</b> To develop the use of dynamics in a song.  To listen to music, focusing on dynamics and texture.  To learn a melodic ostinato using staff notation.</p>	<p>Week 6 = <i>Musical Focus: Listening (Solar Systems).</i>  <b>INTENT:</b> To listen to music and describe its effects and use of the musical dimensions.  To perform a song with expression and with attention to tone and phrasing.  To create a musical background to accompany a poem.</p>	<p>Week 2 = <i>Musical Focus: Structure (Life Cycles).</i>  <b>INTENT:</b> To compose and performing together  To Sing in two parts</p>	<p>Week 6 = <i>Musical Focus: Structure (Life Cycles).</i>  <b>INTENT:</b> To learn about the music of an early opera to create descriptive music  To develop a performance with awareness of audience</p>	<p>Week 2 = <i>Musical Focus: Composition (At the movies).</i>  <b>INTENT:</b> To learn about the use of sound effects to movies.  To explore and use narrative structure.  To compose sound effects to perform with a movie.</p>	<p>Week 6 = <i>Musical Focus: Composition (At the movies).</i>  <b>INTENT:</b> To complete extended learning activity from lesson 5. To write dialogue to go with the movie and record some sound effects to add to the complete soundtrack.</p>
	<p>Week 3 = <i>Musical Focus: Listening (Solar Systems).</i>  <b>INTENT:</b> To develop techniques of performing rap using texture and rhythm</p>	<p>Week 7 = <i>Musical Focus: Listening (Solar Systems).</i>  <b>INTENT:</b> To create and present a performance of song, music and poetry</p>	<p>Week 3 = <i>Musical Focus: Structure (Life Cycles).</i>  <b>INTENT:</b> To combine vocal sounds in performance  To create a performance using voices and instruments in four parts</p>		<p>Week 3 = <i>Musical Focus: Composition (At the movies).</i>  <b>INTENT:</b> To identify changes in tempo and their effects.  To explore and understand phrase structure of a song melody.  To create and perform a sequence of melodic phrases with a movie.</p>	<p>Week 7 = <i>Musical Focus: Composition (At the movies).</i>  <b>INTENT:</b> To work in groups to create descriptive movie music.  To evaluate and refining compositions.  To learn about using cue scores.</p>
	<p>Week 4 = <i>Musical Focus: Listening (Solar Systems).</i>  <b>INTENT:</b> To complete extended learning activity from lesson 3 – To find sounds and make up rhythms that fit the character of the planets Uranus and Neptune.</p>	<p>Week 8 = <i>Musical Focus: Listening (Solar Systems).</i>  <b>INTENT:</b> To complete extended learning activity from lesson 6 – To Listen to the music used in this unit again and think of a space image that goes with each piece of music.</p>	<p>Week 4 = <i>Musical Focus: Structure (Life Cycles).</i>  <b>INTENT:</b> To explore extended vocal techniques  To develop a structure to combine sounds</p>		<p>Week 4 = <i>Musical Focus: Composition (At the movies).</i>  <b>INTENT:</b> To learn about the use of musical clichés in movie soundtracks. To explore the effects of music on movies.  To use the musical dimensions to create and perform music for a movie</p>	
	<b>Topic 1 – Performance</b>		<b>Topic 2 – Performance</b>		<b>Topic 3 – Performance</b>	

<b>Year 6</b>	<p>Week 1 = <i>Musical Focus: Performance (World Unite)</i>.  <b>INTENT:</b>          To explore beat and syncopation through a song and body percussion</p>	<p>Week 5 = <i>Musical Focus: Performance (World Unite)</i>.  <b>INTENT:</b>          To explore rhythm through dance          To combine different rhythms</p>	<p>Week 1 = <i>Musical Focus: Performance (Song Cycle)</i>.  <b>INTENT:</b> To sing in three-part harmony</p>	<p>Week 5 = <i>Musical Focus: Performance (Song Cycle)</i>.  <b>INTENT:</b> To learn to sing major and minor note patterns accurately.          To learn a pop song with understanding of its structure</p>	<p>Week 1 = <i>Musical Focus: Performance (Moving on)</i>.  <b>INTENT:</b> To sing a song with expression and sustained notes          To sing in two-part harmony</p>	<p>Week 5 = <i>Musical Focus: Performance (Moving on)</i>.  <b>INTENT:</b> To play instrumental parts to accompany a song To perform a song with complex structure</p>
	<p>Week 2 = <i>Musical Focus: Performance (World Unite)</i>.  <b>INTENT:</b>          To develop co-ordination and rhythm skills          To Perform a rhythmic sequence to a piece of music</p>	<p>Week 6 = <i>Musical Focus: Performance (World Unite)</i>.  <b>INTENT:</b>          To explore ways of combining and structuring rhythms through dance</p>	<p>Week 2 = <i>Musical Focus: Performance (Song Cycle)</i>.  <b>INTENT:</b> To explore expressive singing in a part-song with echoes</p>	<p>Week 6 = <i>Musical Focus: Performance (Song Cycle)</i>.  <b>INTENT:</b> To develop a song cycle performance incorporating mixed media.          To develop, plan, direct and rehearse skills</p>	<p>Week 2 = <i>Musical Focus: Performance (Moving on)</i>.  <b>INTENT:</b> To sing a song with expression and sustained notes To perform complex song rhythms confidently</p>	<p>Week 6 = <i>Musical Focus: Performance (Moving on)</i>.  <b>INTENT:</b> To listen and understanding modulation in a musical bridge          To prepare for a performance</p>
	<p>Week 3 = <i>Musical Focus: Performance (World Unite)</i>.  <b>INTENT:</b>          To develop the idea of pitch shape and relating it to movement          To understand pitch through movement and notation</p>	<p>Week 7 = <i>Musical Focus: Performance (World Unite)</i>.  <b>INTENT:</b> To complete extended learning activity from lesson 6 –          To develop improvised solo dance routines over a count of 8. Merge these into the Mega dance performance.</p>	<p>Week 3 = <i>Musical Focus: Performance (Song Cycle)</i>.  <b>INTENT:</b> To develop song cycles for a performance.          To stage a performance with awareness of audience.</p>		<p>Week 3 = <i>Musical Focus: Performance (Moving on)</i>.  <b>INTENT:</b> To identify the structure of a piece of music          To learn to play a melody with chordal accompaniment          To experience the effect of harmony changing</p>	<p>Week 7 = <i>reflection</i>  <b>INTENT:</b> To reflect on your musical journey through Neroche.</p>
	<p>Week 4 = <i>Musical Focus: Performance (World Unite)</i>.  <b>INTENT:</b> To create rhythm patterns          To arrange different musical sections to build a larger scale performance</p>		<p>Week 4 = <i>Musical Focus: Performance (Song Cycle)</i>.  <b>INTENT:</b> To sing a pop song with backing harmony.          To learn about a song's structure</p>		<p>Week 4 = <i>Musical Focus: Performance (Moving on)</i>.  <b>INTENT:</b> To sing in two- or three part harmony</p>	