

FPA Overview - SUBJECT: Music

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
R/N	<p>A Big Adventure Transform an area of our school to tell everyone about our Big Adventure</p>	<p>You and Me How can we show and tell?</p>	<p>On Parade... How can we create a performance for our families?</p>		<p>Ship Ahoy! How can we create a gallery to tell pirate tales?</p>	
	<p>A Big Adventure Transform an area of our school to tell everyone about our Big Adventure</p>	<p>You and Me How can we show and tell?</p>	<p>A real World How can we help those who help us?</p>		<p>Magical Word How can we make an area of our school magical?</p>	
1	<p>A Big Adventure Transform an area of our school to tell everyone about our Big Adventure</p>	<p>Comics Can... Produce a comic book of heroes and villains from different times and places <i>Style of Music: Superheroes / Theme tunes</i> Children listen to music and respond to its different moods. They can describe the music with words such as fast, slow, loud, and quiet.</p>	<p>Rumble in the Jungle How can we produce a soundtrack for a traditional tale? <i>Composer: Sergei Prokofiev – Peter and the Wolf</i> Children listen to the piece of music and discuss likes and dislikes. In composing their own musical soundtrack, they can choose sounds to represent different things, play an instrument to create sounds and make a sequence of sounds. They can play long and short sounds in response to visual symbols.</p>		<p>Buckets and Spades Plan and design a gallery that brings the seaside to the city <i>Style of Music: Seaside songs with lyrics</i> Children use their voices to speak, sing and chant songs from the seaside, and make different sounds with their voices. They can follow instructions as to when to sing or play. They can clap short rhythmic patterns, changing the pulse to get faster and slower. They can present their performance of songs to an audience on their Beach summer day.</p>	
		1.6a, 1.6b	1.6, 1.4a, 1.3, 1.3a, 1.4		1.1, 1.1a, 1.5a, 1.2, 1.2a, 1.5	

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2	A Big Adventure	Dinosaur Stomp	The Really Rural Show
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children learn song following the melody and developing an awareness of pitch and increasing / decreasing volume.</p> <p>They compose their own music for washing, using short rhythmic patterns, on instruments.</p> <p>They can read simple notations when playing a phrase. They improve their composition work.</p>	<p>How can we bring dinosaurs back to life creatively?</p> <p><i>Composer: John Williams (Jurassic Park soundtrack)</i></p> <p>Children listen to the above music and identify the pulse in it. They can explain what they can hear and how it makes them feel listening to the music.</p> <p>They can start to describe the music in terms of pulse, pattern and sound.</p>	<p>How can we recreate the countryside in our city environment?</p> <p><i>Composer: Jennie Musket – March Hare</i></p> <p>Children explore sounds in music found in the countryside e.g. classical influenced by countryside, country dancing music.</p> <p>They can use an instrument to play a sound with an intended effect, performing simple patterns whilst keeping a steady pulse.</p> <p>They can use simple notation to perform long and short sounds to an audience.</p>
	2.6a, 2.6b, 2.2	2.1, 2.1a, 2.2a, 2.3, 2.3a, 2.4, 2.6	2.4a, 2.5, 2.5a
3	A Big Adventure	Sparks will Fly	Around the World in 80 Beats
	<p>Transform an area of our school to tell everyone about our Big Adventure</p>	<p>Challenge: How can we tell the story of fire creatively?</p> <p><i>Composer: Handel – 1749 Music for Fireworks</i></p> <p>In listening to the music, pupils can use musical words to describe its composition and critique how it could be developed. They listen to other music by Handel to identify his work from others.</p> <p>They compose their own firework music using repeated patterns on a range of instruments. They combine different sounds to create a specific mood and perform these on instruments, keeping a steady pulse.</p>	<p>Challenge: Compose an album of songs of the world</p> <p><i>Music: Music from different countries and cultures</i></p> <p>Children sing songs including rounds and canons.</p> <p>They can recognise rhythmic patterns in songs listened to.</p> <p>They can compose songs by writing alternative lyrics to an existing song(s), and sing clearly when performing.</p>
		3.6, 3.6a, 3.6b, 3.2a, 3.3, 3.4a, 3.5a	3.1, 3.1a, 3.2, 3.4, 3.5

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4	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>In singing based music sessions, children sing from memory with accurate pitch and timbre, and an awareness of dynamics.</p> <p>In class they learn an appropriate song in which to perform to an audience at their gallery.</p>	<p>Crazy Contraptions</p> <p>Challenge: Can we design and make a product which solves a problem? <i>Composer: Philip Glass</i></p> <p>Children compose work for their adverts of products for their pitches.</p> <p>They use instruments, selecting which to play for a desired effect.</p> <p>They learn how to read staff and other notations, and perform their pieces on the variety of tuned and un-tuned instruments. They explain how their pieces could be improved using musical terms.</p>	<p>Castle Attack!</p> <p>Challenge: How can you re-enact a Castle attack? <i>Music: Medieval castle style music such as Greensleeves</i></p> <p>Children listen to the above piece using musical words to describe the composition and their feelings about it. They comment in terms of duration, timbre, beat, pitch, tempo and texture.</p> <p>They use ICT to create their own pieces, creating a repeated pattern (ostinato)</p>
	<p>4.1, 4.1a, 4.5</p>	<p>4.4, 4.4a, 4.2a, 4.6a, 4.6b</p>	<p>4.2, 4.3, 4.3a, 4.5a, 4.6</p>

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5	A Big Adventure	Food vs Man	Space Infinity
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>They can play 2 rhythms against each other on instruments with control and accuracy. They work with peers to combine simple melodies into 2 parts, and perform using notation as support.</p>	<p>How can we run a healthy, Fairtrade tuck shop?</p> <p>In singing based sessions, children sing maintaining their singing parts in rounds, and breathe in the correct place whilst singing.</p>	<p>Challenge: How can we produce a Space game?</p> <p>Composers: Jeff Wayne, War of the Worlds A famous classical composer e.g. Beethoven</p> <p>Children can identify the styles of the 2 different composers, describing and comparing their styles using musical terms. They can identify the appropriate tempo for the pieces of music.</p>
	5.2a, 5.3, 5.3a, 5.4, 5.4a, 5.5, 5.5a	5.1, 5.1a	5.6, 5.6a, 5.2
6	A Big Adventure	Child's War	The Final Countdown
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>In Instrumental lessons, pupils develop the appropriate skills identified including playing off beat rhythms, complex pieces from traditional notations, and composing pieces with instruments using musical devices.</p>	<p>Challenge: Recognise heroes of World Wars</p> <p><i>Music: War time songs</i></p> <p>Children listen to the styles of music from different times and places, analysing the features of the different music from these differing genres and cultures.</p>	<p>Challenge: How can we set up an FPA events company?</p> <p>In Instrumental lessons, pupils play instruments with increasing accuracy and control with understanding of traditional stave notation.</p> <p>For their end of term production, they sing in harmony with identified changes in pitch, and present their singing to an audience with an awareness of venue and occasion.</p>
	6.2a, 6.3a, 6.4, 6.4a	6.6, 6.6a, 6.6b	6.3, 6.5a, 6.2 6.5, 6.1, 6.1a