



Farne Primary School Overview
Whole School Curriculum Map

Subject Area: Music

Term	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Rec						
Resources						
1	Pulse Recognise instruments Singing songs (Rhymes and raps)	Musical games Pulse within music Rhythm (Steady beat)	Pulse/rhythm/Pitch Appraising types of music Singing	Percussion (tuned/un-tuned) Music groups/ensembles	Tunes & Melodies Play tuned and/or un-tuned instruments	Composition Conducting Improvisation
Resources						
2	Pulse/Internal beat Musical Language Group Singing	Musical Styles Rhythm ICT in music	Traditional music styles Pitch & Rhythm Musical Structures	History of Music Melody & Lyrics Composition/Performance	Differentiated parts Improvisation Composition	Singing rounds Simple notation Performance
Resources						
3	Listen and Appraise Pulse Recognising instruments	Musical styles History of music Pulse/Rhythm/Pitch	Musical Language Sing/play as ensemble Sing songs and melodies musically.	Appraise styles of music Improvise and compose Pattern & music structure	Composition Listen & Appreciate Practice & Rehearse	Rhythm Recognising symbols Performance

Resources						
4	<p>Pulse</p> <p>Improvise/Compose</p> <p>Ensemble/solo performance</p>	<p>Rhythm & Pulse</p> <p>Playing techniques</p>	<p>Pitch</p> <p>Pulse/Rhythm/Pitch</p> <p>Music notation</p>	<p>Listen, appraise and Perform</p> <p>Composition</p>	<p>Improvisation</p> <p>Performance (voice and instruments)</p>	<p>Two note composition (record)</p> <p>Improvise & Perform</p> <p>Practice/Rehearse/Perform</p>
Resources						
5	<p>Pulse</p> <p>Singing more complex songs - parts/rounds</p> <p>Percussion - compose/improvise/perform</p>	<p>Rhythm/pulse</p> <p>Melodies and playing</p>	<p>Pulse/rhythm/pitch</p> <p>Singing - 2 parts/ensemble</p> <p>Musical notation</p>	<p>Singing - 2 parts/ensemble</p> <p>Listen, appraise and perform</p> <p>Percussion - compose/improvise/perform</p>	<p>Improvisation - pentatonic scale</p> <p>Perform own rhythms</p> <p>Improvise & Perform solo</p>	<p>Play and perform in solo and ensemble contexts</p> <p>Practise, rehearse and present performances</p>
Resources						
6	<p>Pulse/steady beat</p> <p>Play/perform (voices & Instruments)</p>	<p>Rhythm and pitch</p> <p>Musical notation - graphic/pictorial</p> <p>ICT</p>	<p>Sing songs and melodies</p> <p>Two part singing</p> <p>Musical improvisation</p>	<p>Reading notated scores</p> <p>Musical improvisation</p>	<p>Duets, groups and ensembles</p> <p>Playing tuned instruments correctly</p> <p>Improvise and perform (solo and ensemble)</p>	<p>Formal notation</p> <p>Play parts without music</p> <p>Practice, rehearse and perform</p>
Resources						