

## Thornborough Infant School Music Curriculum Overview

Year Group	Strand					
	Musicianship: Understanding music	Listening: Appraisal	Singing	Playing Instruments/notation	Improvisation	Composition
Reception	To notice differences between styles of music.	To move in time with music. (EAD) To listen attentively. (CL) To express their ideas and feelings using full sentences. (CL) To feel the pulse in a piece of music.	Sing a range of well-known nursery rhymes and songs. (EAD)	To know how to play instruments correctly. To sort instruments according to their type. To know the names of the instruments: triangle, wooden sounder, castanets and a beater. To know that instruments make different sounds.		To create their own rhythmic patterns using pictures.
Y1/2 Cycle A	To know the meaning of the words 'higher' and 'lower' in a musical context. To know the words 'faster' and 'slower' in a musical context.	To respond to a piece of music with appropriate comments and questions. To know the features of pop, lullaby and classical music. To know what a drum, guitar, piano and voice look and sound like.	Sing songs from memory. Sing in unison. To know that it is better to stand to sing.	To draw/use symbols to represent high and low sounds. To experiment with pitch. To experiment with speed.	To improvise using the voice or an instrument.	To create musical sound effects in response to a stimulus. To know that musical symbols have meaning and we can use these to make melodies.
Y1/2 Cycle B	To know the meaning of the words 'shorter' and 'longer' in a musical context. To know the word 'tempo'. To know the word 'pitch'.	To notice when the sound of the music changes (for example, chorus/verse). To talk about how music makes you feel. To know the features of marching band, rock and calypso music. To know what steel drums, bass guitar and trumpet look and sound like.	Sing to communicate the meaning of the words. Sing a simple round. Follow the leader or conductor. To demonstrate a good singing posture.	To draw/use symbols to represent long and short sounds. To experiment with short and long notes. To recognise music notation on a staff of five lines.	To understand the word 'improvise'. To create a musical conversation with a partner using the voice or an instrument.	To understand the word 'compose'. To choose their own instruments to tell a musical story. To create their own rhythm patterns using stick notation.
Year 1/2 Performing	To know the difference between rehearsing and performing. To rehearse and perform to a well-known audience. Enjoy and have fun performing. Perform to a well-known audience.					