

Key Skills	Nursery	Reception
<p style="text-align: center;">SING</p> <p>(Use their voices expressively and creatively by singing songs and speaking, chants and rhymes.)</p>	<p>Sing rhymes and chants</p> <p>Develop the singing voices by exploring tempo, dynamics, pitch, timbre</p>	<p>Sing rhymes and chants</p> <p>Use the singing voice in different ways through tempo, dynamics, pitch, timbre</p> <p>Use individual voices</p>
<p style="text-align: center;">PLAY</p> <p>Play tuned and untuned instruments</p> <p>Rhythm</p>	<p>Use untuned percussion instruments</p> <p>Beginning to know the names of instruments</p> <p>Clap a given rhythm</p> <p>Playing along to songs (pulse and/or rhythm)</p>	<p>Use tuned percussion instruments</p> <p>Know the names of instruments and what they're made of (wood, skin, metal)</p> <p>Clap/play a given rhythm</p> <p>Playing along to songs (distinguishing between pulse and rhythm)</p>
<p style="text-align: center;">COMPOSE</p> <p>Experiment with, create, select and combine sounds using the elements of music – dynamics, tempo, pitch, duration, texture, timbre</p>	<p>Explore dynamics</p> <p>Explore tempo</p> <p>Represent their own ideas, thoughts and feelings through music</p> <p>Begin to create short pieces of music in response to given stimulus (e.g. with support, begin to choose instruments appropriately to make/represent different sounds)</p>	<p>Explore pitch</p> <p>Explore duration</p> <p>Develop representing their own ideas, thoughts and feelings through music.</p> <p>Create pieces of music in response to given stimulus (e.g. chose instruments appropriately to make different sounds in a story, poem etc.)</p>
<p style="text-align: center;">LISTEN</p>	<p>Move to music</p>	<p>Develop movement to music</p>

(with concentration and understanding to a range of high quality live and recorded music)

Explore how music makes you feel

Glossary – Nursery and Reception

Musical Elements	
Duration	How long a sound (or silence) lasts
Pitch	High and low
Tempo	Fast and slow
Dynamics	Loud and quiet
Timbre	Tone quality eg rough, smooth, wooden, skin etc.
Structure	Different ways sounds are combined
Other Key Words	
Pulse	Steady, regular beat (in time)
Rhythm	Patterns of long/short sounds

The music curriculum is a spiral curriculum, with key skills being repeated. It is recommended that singing, playing instruments, composing, listening to and appraising music should take place weekly.