

Key Skills	Nursery	Reception
<p style="text-align: center;"><b>SING</b></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 <b>tempo, dynamics, pitch, timbre</b></p>	<p>Sing rhymes and chants</p> <p>Use the singing voice in different ways through <b>tempo, dynamics, pitch, timbre</b></p> <p>Use individual voices</p>
<p style="text-align: center;"><b>PLAY</b></p> <p>Play tuned and untuned instruments</p> <p><b>Rhythm</b></p>	<p>Use untuned percussion instruments</p> <p>Beginning to know the names of instruments</p> <p>Clap a given <b>rhythm</b></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 <b>rhythm</b></p> <p>Playing along to songs (distinguishing between pulse and rhythm)</p>
<p style="text-align: center;"><b>COMPOSE</b></p> <p>Experiment with, create, select and combine sounds using the elements of music – dynamics, tempo, pitch, duration, texture, timbre</p>	<p>Explore <b>dynamics</b></p> <p>Explore <b>tempo</b></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 <b>pitch</b></p> <p>Explore <b>duration</b></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;"><b>LISTEN</b></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	
<b>Duration</b>	How long a sound (or silence) lasts
<b>Pitch</b>	High and low
<b>Tempo</b>	Fast and slow
<b>Dynamics</b>	Loud and quiet
<b>Timbre</b>	Tone quality eg rough, smooth, wooden, skin etc.
<b>Structure</b>	Different ways sounds are combined
Other Key Words	
<b>Pulse</b>	Steady, regular beat (in time)
<b>Rhythm</b>	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.