

Nursery - Progression of Knowledge and Skills Music

Term	Knowledge	Skills
<p style="text-align: center;">Autumn 1</p>	<ul style="list-style-type: none"> • Begin to know some words (lyrics) of some familiar nursery rhymes and songs • The tunes associated with common nursery rhymes and songs • The titles of familiar nursery rhymes and songs • Nursery rhymes and songs often have patterns, repetition, and rhyme 	<ul style="list-style-type: none"> • Begin to sing nursery rhymes and songs independently or as part of a group • Join in with repeated words, phrases, and choruses • Recall and sequence words in the correct order • Use actions that accompany nursery rhymes and songs • Develop listening, attention, and memory skills
<p style="text-align: center;">Autumn 2</p>	<ul style="list-style-type: none"> • Know some words (lyrics) of some familiar nursery rhymes and songs • The tunes associated with common nursery rhymes and songs • The titles of familiar nursery rhymes and songs • Nursery rhymes and songs often have patterns, repetition, and rhyme 	<ul style="list-style-type: none"> • Sing nursery rhymes and songs independently or as part of a group • Join in with repeated words, phrases, and choruses • Recall and sequence words in the correct order • Use actions that accompany nursery rhymes and songs • Develop listening, attention, and memory skills

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Spring 1	<ul style="list-style-type: none">• Sounds can be high or low• Voices can change pitch• Listen to a sound and try to copy it• Singing voices can match another person's voice	<ul style="list-style-type: none">• Listen carefully to a sung tone• Use their voice to copy a pitch• Adjust their voice to sing higher or lower• Sing short tones accurately after hearing them• Develop auditory discrimination and vocal control

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<p style="text-align: center;">Spring 2</p>	<ul style="list-style-type: none"> • That drawings can represent ideas and feelings, not just objects That marks, lines, and shapes can show movement (e.g. fast, slow, zig-zag) • Loud sounds can be shown using bold marks, large shapes, or strong colours • Drawing is a way to communicate ideas visually • There is no single “correct” way to represent sounds or movement • Sounds can be the same or different • Sounds come from different sources (e.g. voices, instruments, objects) • Listening carefully helps them recognise and match sounds • Sounds can be repeated and matched • Sound games can be played independently or with others 	<ul style="list-style-type: none"> • Use different marks (lines, circles, dots) to represent movement • Vary pressure, size, and direction of marks when drawing • Choose colours and tools to show ideas like loud or quiet sounds • Talk about what their drawings represent • Listen attentively to a sound • Match identical or similar sounds • Discriminate between different sounds • Take turns during sound-matching activities • Respond to sounds using speech, movement, or choice • Develop listening, attention, and memory skills through play

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<p style="text-align: center;">Summer 1</p>	<ul style="list-style-type: none"> • Different musical instruments make different sounds • Sounds can vary in volume, pitch, and tone (e.g. loud/quiet, high/low) • Music can make people feel different emotions • There are many ways to respond to music • Their own ideas and feelings about music are important • Songs are made up of sounds, words, and rhythms • Their voice can be used creatively in different ways • Songs can be invented, not just learned • Songs can be about familiar experiences, ideas, or feelings 	<ul style="list-style-type: none"> • Listen attentively to a range of musical instruments • Recognise and respond to differences in sounds • Express feelings and ideas about music through talk, movement, or drawing • Make choices about sounds they like or dislike • Use simple words, gestures, or actions to describe what they hear • Develop confidence in sharing personal responses to music • Use their voice to make up simple songs • Experiment with sounds, pitch, and rhythm • Create and repeat simple patterns of words or sounds • Combine singing with movement or actions • Share their own songs with others • Build confidence in expressing ideas through music

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<p style="text-align: center;">Summer 2</p>	<ul style="list-style-type: none"> • A wide range of familiar songs, rhymes, and simple chants • Songs have words, melodies, and rhythms • Songs can be traditional, familiar, or newly learned • Songs can be sung alone or with others • Singing can be enjoyable and expressive • That different instruments make different sounds • Sounds can be loud or quiet, fast or slow, high or low • Music can make people think or feel different things • There are lots of different types of musical instruments • Their feelings and ideas about music are valued • Musical instruments can be played in different ways • Instruments make different sounds • Sounds can express feelings and ideas • That they can use instruments to create their own music • Their thoughts and feelings about music are important 	<ul style="list-style-type: none"> • Recall and sing a variety of songs from memory • Join in confidently with familiar songs • Remember melodies and lyrics • Use their voice appropriately when singing (volume, pitch) • Sing as part of a group • Build confidence and enjoyment in musical participation • Listen carefully to a variety of musical instruments • Notice differences between sounds • Respond to music using talk, movement, gesture, or drawing • Express likes, dislikes, and simple feelings about what they hear • Share their ideas with others during music activities • Develop confidence in responding creatively to music • Explore and play a range of simple instruments

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Term	Knowledge	Skills
Summer 2		<ul style="list-style-type: none">• Use instruments to make different sounds (loud/quiet, fast/slow)• Show feelings and ideas through the sounds they make• Experiment with rhythm and timing• Talk about or show what their music represents• Play instruments independently or alongside others