



St Monica's R.C Primary School – Nursery Knowledge Organiser – Music



Music in Nursery

We become Musicians through the following EYFS areas of learning:

- Expressive Arts and Design**
- Communication and Language**
- Physical Development**

In Nursery, we are learning to perform a song, retell stories, play a range of percussion instruments correctly and with rhythm. We learn to be expressive with sounds, using our imaginations to show feelings and ideas. We learn that music can be made using vocal (our voices) and instrumental (musical instruments) sounds.

Performing

- Music can be made in a range of ways e.g. playing with sounds creatively, playing along to the beat of the song I am singing or music I am listening to.
- Perform on the stage in front of an audience (Christmas performance, Assemblies).
- Perform to a range of music from different cultures (Diwali/Chinese New Year).
- Perform/retell a story, poem and song with my peers
- Know and remember & sing familiar songs e.g. pop songs, Nursery rhymes.
- Tapping or clapping to simple repeated rhythms.
- Making sounds to accompany stories
- Following melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Using ribbons, streamers, dance movements.
- Play instruments with increasing control to express feelings and ideas e.g. big bangs for fireworks.
- Join in with a rhythmic re-telling of a story e.g. The Bear Hunt



Appraising

Listen attentively, move to & talk about music, expressing my feelings & responses e.g. it's scary. Explore and learn how sounds and movements can be changed e.g. louder, quieter. To know there are high notes and low notes- the deep roar of a lion and the squeak of a mouse. Draw and paint to music. Notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously. Respond to music, rhymes and songs expressing my thoughts and feelings and saying if I like it or not. Listen to a variety of different types of music and make preferences and comments on what I hear. Music can be used to show different seasons and weather.



Composing

Understanding of how to create and use sounds intentionally. Create my own version of songs, or improvise a song around one I know e.g. baby cat (to Baby Shark). Listening for and clapping the syllables in words. Know that Vivaldi is a composer and that a composer writes music. Know that music can tell a story.



Key Vocabulary

Music, sound, beat, voice, instrument, composer, conductor, rhythm, singing, play, listen, dance, perform, bang, clank, shake, beat, tap, scrape, clang, crash, fast, slow, loud, quiet, march, repeat.

Familiar Songs

We sing lots of songs that we know well. They include: Nursery Rhymes, Happy Birthday songs, Hymns, Christmas Carols, Theme Tunes and Simple Pop songs, Jazz, Classical, relaxing music. (Linked to cultures e.g.- Lunar New Year)

Instruments

Musical instruments are objects that are used to make music. They can be made out of many objects e.g. spoons, pans, boxes. Common instruments include: guitar, piano, drum, bells, maracas, violin.

Music Links to EYFS Statutory Framework and Development Matters

Music		
Communication and Language	Physical Development	Expressive Arts and Design
<p>3 / 4 year olds:</p> <ul style="list-style-type: none"> - Sing a large repertoire of songs <p>Reception</p> <ul style="list-style-type: none"> - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. 	<p>3 / 4 year olds:</p> <ul style="list-style-type: none"> - Use large-muscle movements to wave flags and streamers, paint and make marks <p>Reception:</p> <ul style="list-style-type: none"> - Combine different movements with ease and fluency. 	<p>3 / 4 year olds:</p> <ul style="list-style-type: none"> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. <p>Reception:</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. <p>ELG: EAD: Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

KS1 Music National Curriculum Areas of Learning

Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.