

Knowledge organiser Nursery – Year 2		Subject: Music		
Aspect	Nursery	Reception	Year 1	Year 2
The Voice (using the voice expressively and creatively)	Types: Nursery rhymes, songs for celebrations <ul style="list-style-type: none"> - Experiment with making different sounds with their voice. - Sings/vocalises in response to music - Joins in with repeated refrains or the words of familiar songs and nursery rhymes - Begins to sing in a group with actions 	Types: Nursery rhymes, songs for celebrations, call and response, chants <ul style="list-style-type: none"> - Sing/chant from memory as part of a large group - Begins to keep a steady pace and sing with melodic tune with the help of an adult leader 	Types: Nursery rhymes, songs for celebrations, call and response, chants, rounds <ul style="list-style-type: none"> - Sing/chant from memory as part of a small group. - Begins to use dynamics to support expression - Begins to follow the shape of the tune - Sing a song in a different language - Sing in a round with the support of an adult leader 	Types: Nursery rhymes, songs for celebrations, call and response, chants, rounds <ul style="list-style-type: none"> - Select and sing a range of different songs, chants and raps from memory (can be the leader of a group) - Maintains a pulse in large and small groups. - Can accurately follow a melody - Uses dynamics to support expression - Sing songs with two different vocal parts with the support of an adult leader
Instrumental (playing tuned and untuned instruments musically)	<ul style="list-style-type: none"> - Explores different sound sources inside and outside the classroom - Explores the sound of tuned and untuned instruments (by blowing, rubbing, shaking, tapping or striking) - Explores different ways to play instruments (e.g. loud/quiet or fast/slow) - Intentionally makes sounds with objects 	<ul style="list-style-type: none"> - Begins to use their hands to play drums and percussion instruments with control - Hold instruments correctly to produce a music sound - Begins to keep pulse with the support of an adult. - Echoes simple rhythms. - Explore high and low pitch using boomwakers, bells and chime bars. - Identify the names of common classroom 	<ul style="list-style-type: none"> - Begins to use their hands and beaters to play classroom percussion instruments with increasing control - Keeps pulse in a large group by following a conductor - Maintains their own rhythmic element in a small group with adult support 	<ul style="list-style-type: none"> - Use their hands and beaters to play with precision - Can maintain their own rhythmic element in a group and can change between given rhythms - Keeps pulse in large and small groups by following a conductor - Use glockenspiels to play well-known songs with increasing accuracy

	<ul style="list-style-type: none"> - Stops and starts playing when directed by an adult 	instruments (e.g. drum, triangle, shaker)	<ul style="list-style-type: none"> - Use Boomwakers and bells to play well-known songs. - Identify and name classroom instruments (proper nouns e.g. different types of drum) 	<ul style="list-style-type: none"> - Identify and name some of the orchestral instruments they can hear (e.g. violin, trumpet)
Instrumental (Performance)	<ul style="list-style-type: none"> - Begins to perform in large groups at concerts and to their parents 	<ul style="list-style-type: none"> - Perform confidently as a whole class group led by an adult 	<ul style="list-style-type: none"> - Performs confidently in smaller groups 	<ul style="list-style-type: none"> - Performs confidently in small groups with smaller solo sections.
Instrumental (Rhythm)	<ul style="list-style-type: none"> - Begins to tap/clap along to the pulse of a piece of music - Claps syllables of familiar words 	<ul style="list-style-type: none"> - Plays along to the beat of a piece of music they are listening to with the support of an adult - Echoes simple rhythms - Use words and sentences to clap their own rhythmic patterns 	<ul style="list-style-type: none"> - Can keep pulse in a large group - Echoes increasingly complex rhythmic patterns - Create rhythmic patterns using long and short notes 	<ul style="list-style-type: none"> - Can keep pulse in a small group - Create rhythmic patterns using crotchets and quavers
Listening (listening with concentration and understanding to a range of high quality live and recorded music)	<ul style="list-style-type: none"> - Discriminates between sounds: identify which sounds are the same and which are different - Links music or sounds to people, places, events and visual resources 	<ul style="list-style-type: none"> - Identify whether a sounds/music is loud or quiet using the language of loud, soft and volume - Discriminate between high/low sounds (and make comparisons between them) using the vocabulary of high, low - Describe melodies in abstract terms (e.g. spiky or smooth) 	<ul style="list-style-type: none"> - Use the words dynamics, forte and piano in discussions about dynamics they can hear. - Describe individual sounds as either long or short. They will compare the sounds that they hear. - Describe the pace of a piece of music and compare music to determine which is faster or slower. They will use the words andante, largo and presto. - Recognise the key features of African songs and drumming. They will 	<ul style="list-style-type: none"> - Listen to popular songs and explore their typical structure (chorus, verse, bridge) - Listen to music featuring a variety of common musical textures and identify what they are listening too (solo, duet, round, melody, harmony, accompaniment) - Identify how musical instruments are played to create different effects (timbre) in jazz and classical music

			use simple vocabulary to describe their key features.	
Listening (responding to music)	<ul style="list-style-type: none"> - Moves body in response to music, rhythms or sounds from instruments - Begins to imitate the actions and movements generated by adults during songs. - Creates abstract visual representations in response to sounds 	<ul style="list-style-type: none"> - Tries to move in time to music - Begins to create their own actions to songs - Begins to draw pictures in response to music - Discusses what might be happening in a piece of music - Replicates dances and begins to innovate their own dances in response to music 	<ul style="list-style-type: none"> - Creates imaginative actions to support recall of songs and explains what their actions represents. - Draws detailed pictures in response to music and begins to pick out elements of music to support their ideas. 	<ul style="list-style-type: none"> - Creates imaginative actions to support recall of songs and explains why they have chosen a particular action over another. - Draws detailed pictures in response to music and picks out specific elements of music to support their ideas.
Listening (appraising music and emotional response)	<ul style="list-style-type: none"> - States whether they like a piece of music or not - States a preference between two pieces of music - Describes music simply (e.g. scary music) 	<ul style="list-style-type: none"> - Explain why they like a piece of music - Describe how a piece of music makes them feel (e.g. happy, sad, scared) - Describes music in more detail (e.g. this music sounds like dinosaurs) 	<ul style="list-style-type: none"> - Explain the overall mood of a piece of music (e.g. powerful, happiness, suspense) 	<ul style="list-style-type: none"> - Explain what setting would be appropriate for a piece of music (e.g. smooth music for a lullaby)
Composing (experiments with, creates, selects and combines sounds using the inter-related dimensions of music)	<ul style="list-style-type: none"> - Begins to change some of the words to familiar songs 	<ul style="list-style-type: none"> - Begins to add sound effects to their class stories. - Begins to change the words/add sections to familiar songs. - Create compositions to show their feelings and ideas - Create compositions based around different 	<ul style="list-style-type: none"> - Create their own chants - Use symbols to create compositions thinking about different dynamics, note lengths, pitch and tempos; in a group and independently - Represent their ideas using graphic scores and symbols 	<ul style="list-style-type: none"> - Create compositions thinking about dynamics, note lengths, pitch, tempo and timbre in a group - Represent their ideas using graphic scores, symbols, dot notation (crotchet and quaver) - Describe what each sound in their composition represents.

		dynamics and pitches using symbols and pictures	<ul style="list-style-type: none"> - Draw pitch maps to create their own pitch compositions - Choose musical elements for purpose 	<ul style="list-style-type: none"> - Evaluate their compositions
Reading Music (understanding and using representations of music)	<ul style="list-style-type: none"> - Recognises and responds to pictures to 'play' and 'stop' - Uses symbols to denote which instrument to play (e.g. triangle) - Links music to pictures, events, people or animals based upon simple characteristics 	<ul style="list-style-type: none"> - Read symbols relating to pitch and dynamics - Use and understand hand signals to represent volume and pitch 	<ul style="list-style-type: none"> - Read symbols relating to pitch, dynamics, tempo and note length. - Begins to read and use graphic scores. - Reads pitch maps and know that they indicate pitch - Use colour coded symbols to play tuned percussion. 	<ul style="list-style-type: none"> - Recognise dot notation for crotchet and quaver. - Read and use graphic scores. - Use colour coded music on a staff to play tuned percussion.
Focus Music/Composers/Musicians (experiences different types of music)	<ul style="list-style-type: none"> - Nursery rhymes - Listen to music of different tempos, styles, cultures and moods 	<ul style="list-style-type: none"> - We Will Rock You by Queen (<i>80s Rock</i>) - Prince Ali (<i>From Aladdin: Songs from Musicals</i>) - This is Me (<i>From The Greatest Showman: Songs from Musicals</i>) - William Tell Overture by Rossini (<i>Classical</i>) - The Hall of the Mountain King (<i>Classical</i>) 	<ul style="list-style-type: none"> - The Sorcerer's Apprentice by Paul Lukas (<i>Classical</i>) - Teddy Bear's Picnic (Trad.) - Carnival of the Animals Suite by Saint-Saens (<i>Romantic</i>) - Wedding March by Mendelssohn (<i>Romantic</i>) - Afriance drumming music and chants focus (<i>African</i>) - Greensleeves (Trad. folk) - Row, row, row your boat (Trad.) - Drunken Sailor (Trad.) 	<ul style="list-style-type: none"> - Beneath Your Beautiful by Labrinth featuring Emeli Sand (<i>Pop music</i>) - Fix You by Coldplay (<i>Pop music</i>) - Dambusters March by Eric Coates (<i>Film music</i>) - Jazz focus (<i>Miles Davis, Louis Armstrong and Dizzy Gillespie</i>) - London's Burning (Trad.)