

WBIS Music Knowledge and Skills Progression

Progression of Knowledge

	Reception	Year 1	Year 2
Listening and evaluation	<p>To understand how to listen carefully and talk about what I hear</p> <p>To know that the beat is the steady pulse of a song</p> <p>To understand that a piece of music can tell a story with sounds</p> <p>To recognise music that is 'fast' or 'slow.'</p>	<p>To recognise and name up to 4 instruments</p> <p>To know that sections of music can be described as 'fast' or 'slow'</p> <p>To know that sections of music can be described as 'loud', 'quiet' or 'silent'</p> <p>To know that sounds within music can be described as 'high' or 'low' sounds</p> <p>To know that pulse is the 'regular heartbeat' within music</p> <p>To know that an instrument or rhythm pattern can represent a character in a story</p>	<p>To recognise and name up to 6 instruments</p> <p>To know that sections of music can be described as 'fast' or 'slow'</p> <p>To know that sounds within music can be described as high or low sounds</p> <p>To understand that the pulse of the music can change</p> <p>To know that dynamics can change how someone listening feels about music</p> <p>To know that an instrument or rhythm pattern can represent a character in a story</p>
Creating sounds	<p>To know that sounds can be copied by my voice, body percussion and instruments</p> <p>To understand that my voice or an instrument can match an action in a song</p>	<p>To know that my voice, body and instruments can show 'fast' and 'slow' beats</p> <p>To understand that instruments can be played 'loudly' or 'softly'</p> <p>To recognise that different sounds can be long or short</p>	<p>To know that my voice, body and instruments can show 'fast' and 'slow' beats</p> <p>To know that instruments can be chosen to create effects</p>
Notation		<p>To understand that music can be represented by pictures or symbols</p>	<p>To know notation is read from left to right</p> <p>To know that pictorial representations of rhythm show 'sounds' and 'rests'</p>

Performing	To know that there are special songs we can sing to celebrate events	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music	To understand that performing means playing a finished piece of music for an audience
------------	--	--	---

Progression of Skills

	Reception	Year 1	Year 2
Listening and Evaluating	<p>Listen appropriately to someone leading a short musical phrase, song or rhyme</p> <p>Explore spontaneous emotional reactions and body movements in response to music</p> <p>Using artwork and creative play as a way of expressing feelings and response to music</p> <p>Listening to music from a wide variety of music genres</p>	<p>Listen with concentration to short pieces of music</p> <p>Engage and respond to pieces of music</p> <p>Coordinate the speed of their movements to match the speed of the music (not the beat)</p> <p>Begin to move in time with the beat of the music</p> <p>Begin to articulate how a piece of music affects them (it makes me feel sleepy, it makes we want to dance etc)</p> <p>Identify up to 4 common instruments when listening to music</p> <p>Relate sounds in music to real-world experiences (it sounds like squelchy mud)</p> <p>Talk about the tempo of music using 'fast and slow'</p> <p>Talk about the dynamics of the music, using 'loud, quiet and silent'</p> <p>Talk about the pitch of music, using 'high and low'</p> <p>Talk about what they enjoy about their peers' performances</p> <p>Listen to music from a wide variety of cultures and historical periods, talk about what they like or do not like about it</p>	<p>Listen with concentration to excerpts from longer pieces of music.</p> <p>Engage with and respond to longer pieces of music and begin to explain why music has a certain effect on them</p> <p>Confidently move in time with the beat of the music when modelled</p> <p>Begin to keep movements to the beat of different speeds of music</p> <p>Identify up to 6 common instruments when listening to music</p> <p>Recognise simple patterns and repetition in rhythm and pitch</p> <p>Talk about the tempo, dynamics and pitch of music</p> <p>State what they enjoyed about their peers' performances using technical vocabulary</p> <p>Appreciate music from a wide variety of cultures and historical periods and comment on similarities and differences</p>
Creating sounds	<p>Sing short, rhythmic rhymes and songs</p> <p>Use both speaking and singing voices</p>	<p>Sing simple songs, chants and rhymes from memory</p> <p>Competently sing songs with a very small pitch range</p>	<p>Practise singing songs with a wider pitch range which is gradually getting higher or lower</p> <p>Breathe at appropriate times when singing</p>

	<p>Explore sounds through call and response activities</p> <p>Explore different ways to hold and make sounds with everyday objects and instruments</p>	<p>With support, begin to breathe at appropriate times when singing</p> <p>Explore changing their singing voice in different ways</p> <p>Sing a range of call and response chants and songs</p> <p>Develop an awareness of how sound is affected by the way an instrument is held</p> <p>Learn to use instruments to follow the beat by first observing and then mimicking the teacher's modelling</p> <p>Use instruments imaginatively to create soundscapes which convey a sense of place</p> <p>Use hand-eye co-ordination to play/hold instruments using both hands</p> <p>Maintain a comfortable position when sitting or standing to sing</p>	<p>Sing a range of call and response songs, matching the dynamic and tempo they hear with accuracy</p> <p>Learn to use instruments to follow the beat by first observing and then practising independently</p> <p>Use instruments imaginatively to create soundscapes which convey a sense of place</p> <p>Use bilateral and hand-eye co-ordination to play/hold instruments using both hands</p> <p>Start to understand how to produce different sounds on pitched instruments</p> <p>Maintain a comfortable position when sitting or standing to sing and play instruments</p>
Notation	<p>Develop an awareness of high and low through pictorial representations of sound</p>	<p>With support, read different types of notation</p> <p>Use pictorial representation to stay in time with the pulse when singing or playing</p>	<p>Read different types of notation by following left to right as sound occurs</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests) (Surrey Arts)</p> <p>Beginning to read simple rhythmic patterns which include two half beats (quavers) (Surrey Arts)</p>
Improvising and Composing	<p>Explore and imitate sounds from their environment and in response to events in stories</p> <p>Explore and imitate sounds</p> <p>Experiment with creating sound in different ways using instruments, body percussion and voices</p> <p>Select classroom objects to use as instruments</p>	<p>Create sound responses to a variety of physical stimuli such as, nature, artwork and stories</p> <p>Experiment with creating different sounds using a single instrument</p> <p>Experiment with creating loud, soft, high and low sounds</p> <p>Select objects and instruments to create sounds to represent a given idea or character</p> <p>Play and combine sounds under the direction of a leader (the teacher)</p>	<p>Create sound responses to a variety of physical stimuli such as, nature, artwork and stories.</p> <p>Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument</p> <p>Select and creating short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time</p>

<p>Performing</p>	<p>Begin to say what they liked about others' performances</p> <p>Perform actively as part of a group</p> <p>Demonstrate being a good audience member, by looking and listening</p>	<p>Offer positive feedback on others' performances</p> <p>Start to maintain a steady beat throughout short singing performances</p> <p>Keep head raised when singing</p> <p>Keep instruments still until their part in the performance</p> <p>Perform actively as part of a group; keeping in time with the beat</p>	<p>Begin to acknowledge their own feelings and opinions around performance of their own or others</p> <p>Maintain a steady beat throughout short singing performances</p> <p>Stand or sit appropriately when performing or waiting to perform</p> <p>Perform actively as a group, clearly keeping in time with the beat</p> <p>Follow a leader to start and end a piece appropriately</p>
-------------------	---	--	---