

Pear Tree Infant 7 Nursery School School
End of Year Statements for Age Related Children

Subject – Music/ Expressive Arts and Design

	By the end of Early Years	By the end of Year 1	By the end of Year 2
Using voices expressively and creatively	• I can chant and make sounds with parts of my body (e.g. clapping, tapping my lap). • I can sing nursery rhymes with steady pulse and rhythm. • I can sing action songs (e.g. Head, Shoulders, Knees and Toes) and echo songs. • I can whisper, use quiet and loud voices and imitate sounds made by animals. • I can take part in assemblies singing nursery rhymes and action songs.	• I know how to use a singing voice, as well as chanting and making sounds with parts of my body (e.g. clapping, tapping my lap). • I know how to make patterns and repeat phrases. • I can use terms such as 'verse' and 'chorus'. • I can sing nursery rhymes and unison songs with strong rhythm. • I can use the correct pitch. • I can participate in a choir activity. • I can use quiet and loud voices as well as whispering and finding my "singing voice". • I know how to control my voice. • I can take part in assemblies performing to friends and parents.	• I know how to sing, chant and make sounds with parts of my body whilst voicing simultaneously. • I know how to change sounds for effect. • I can sing and follow a melody accurately. • I can sing unison songs with expression. • I know how to emphasise pulse, rhythm, pitch, diction, phrasing and expressive elements. • I can participate in a choir activity singing songs from different cultures and in different languages. • I can describe what type of voice is used in different music styles. • I can take an active part in various productions, concerts and celebrations and present to a large audience.
Playing tuned and untuned instruments musically	• I can explore and use instruments spontaneously. • I know what sounds different instruments make. • I can hold simple instruments and play them correctly.	• I can use instruments to perform. • I can play short rhythmical phrases through imitation. • I can play percussion instruments such as drums, claves, maracas, wood blocks.	• I can use percussion instruments to perform simple patterns and accompaniments for songs. • I know what the percussion instruments are and can name these confidently.

	I can follow simple rhythms with percussion instruments such as drums, claves, maracas, wood blocks.	- I know which instruments are tuned and which are untuned. - I can play tuned instruments (e.g. bells, xylophone).	- I can play rhythmical phrases by memory. - I know how to read some musical symbols such as loud and soft, long and short, high and low. - I can keep a steady pulse. - I know which instruments are tuned and which are untuned and can name them confidently. - I can follow more complex patterns with percussion instruments. - I can use tuned instruments such as triangles, bells and xylophones to compose melodies.
Listening to a range of high quality live and recorded music	- I can identify sound sources around me. - I know how to respond to music by marching, dancing, using actions, starting and stopping, moving fast and slow. - I can show enthusiasm when I like a piece of music. - I can listen to different styles in music including classical, folk, jazz and pop.	- I know how to respond to music and show preferences (i.e. expressing myself or telling a story through movement to music, e.g. a plant growing from a seed). - I can show enthusiasm and respond emotionally to different moods in music. - I can choose sounds to make a happy or sad tune. - I can say whether I like or dislike a piece of music and justify my choice. - I can show preferences in music styles including classical, folk, jazz and pop.	- I understand how sounds are used in music to create a mood or an effect. - I know how to express views about music and show preferences. - I know how to use music for different purposes (e.g. singing to celebrate a birthday or to send a baby to sleep). - I can show enthusiasm and respond emotionally to different moods in music. - I can identify and make sad and happy tunes to create different moods and effects. - I know which musical terms to use to describe a piece of music and composition.

			• I can say whether I like or dislike a piece of music and explain why. • I can listen to different styles in music including classical, folk, jazz and pop. • I can state my preferences and justify my choices, describing how a piece of music makes me feel.
Experimenting, creating and combining sounds	• I can make sounds with classroom percussion instruments and various objects. • I know how to tap, scrape and shake to make a sound. • I know how to play instruments softly and loudly.	• I know the elements of music such as tempo, duration, pitch, dynamics and texture. • I know how to make quiet, loud, long and short sounds using appropriate instruments. • I can explore and use tuned instruments to compose melodies. • I can make sound patterns playing different instruments.	• I know how the elements of music such as tempo, duration, pitch, dynamics, and texture can be used to create a piece of music. • I can play loud, soft, short, long, fast and slow sounds and use my voice to match each sound. • I know how to make sound patterns using tuned and untuned instruments combined. • I know how to compose rhythmical and melodic patterns using simple rhythm and notation cards.