

### MMC Listening Guidance

“The teaching of music is enriched by developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Listening to recorded performances should be complemented by opportunities to experience live music-making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hub partners, which may include local or national ensembles.

The pieces listed here are intended to give teachers a good start in terms of choosing music which is age appropriate. It should not limit the imagination or creativity of the teacher in terms of seeking and using other musical examples and further repertoire.”

### MMC Singing Guidance

“Sing a widening range of **unison** songs of varying styles and structures with a **pitch** range of **do–so** (eg Extreme Weather), tunefully and with expression. Perform **forte** and **piano**, loud and soft.

Perform actions confidently and in time to a range of action songs (eg Heads and Shoulders). Walk, move or clap a steady **beat** with others, changing the speed of the beat as the **tempo** of the music changes. Perform as a choir in school assemblies.

This list of repertoires is intended to give teachers a good start in terms of choosing music for Year 3 and to highlight music which is age appropriate. It should not limit the imagination and creativity of the teacher in terms of seeking and using other musical examples.”

### MMC Performance Guidance

“Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following **staff notation** using a small range (eg **Middle C–E** /do–mi) as a whole class or in small groups (eg **trios** and **quartets**).

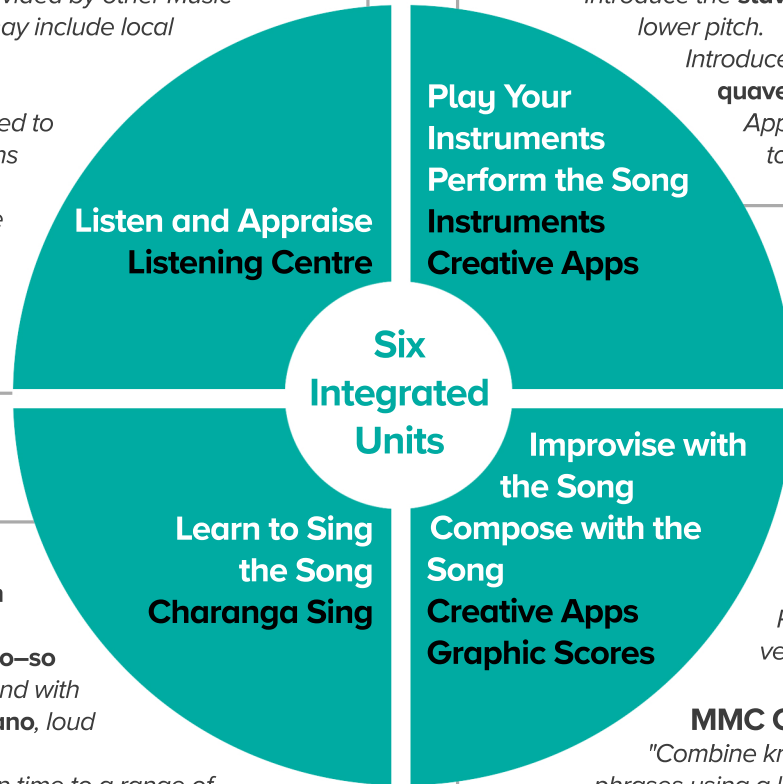
Use listening skills to correctly order phrases using **dot notation**, showing different arrangements of notes C-D-E/do-re-mi.

Individually (**solo**) copy stepwise melodic phrases with accuracy at different speeds; **allegro** and **adagio**, fast and slow. Extend to question-and-answer phrases.

Introduce the **stave**, lines and spaces, and **clef**. Use **dot notation** to show higher or lower pitch. Introduce the **stave**, lines and spaces, and **clef**. Use dot notation to show higher or lower pitch.

Introduce and understand the differences between **crotchets** and **paired quavers**.

Apply word chants to rhythms, understanding how to link each syllable to one musical note.”



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Compose with the  
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the Song  
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### MMC Improvising Guidance

“Become more skilled in improvising (using voices, tuned and untuned percussion instruments played in whole-class/groups /individual/instrumental teaching) inventing short ‘on the spot’ responses using a limited note range.

Structure musical ideas (eg using **echo** or **question and answer phrases**) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, eg stories, verse, images (paintings and photographs) and musical sources.”

### MMC Composing Guidance

“Combine known rhythmic notation with letter names to create short **pentatonic** phrases using a limited range of 5 pitches suitable for the instruments being learnt.

Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (ie **minim**, **crotchet**, **crotchet rest** and **paired quavers**) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.

Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.

Introduce **major** and **minor** chords.

Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.

Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures **staff notation**.”