

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 2 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 Composing Guidance

“Create music in response to a non-musical stimulus (eg a storm, a car race, or a rocket launch).

Work with a partner to **improvise** simple **question and answer** phrases, to be sung and played on **untuned percussion**, creating a musical conversation.

Use **graphic symbols, dot notation and stick notation**, as appropriate, to keep a record of composed pieces.

Use music technology, if available, to capture, change and combine sounds.”



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the Song
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Play Your
Instruments
Perform the
Song

MMC Musicianship Guidance

“Pulse/Beat

Understand that the speed of the beat can change, creating a faster or slower pace (tempo).

Mark the beat of a listening piece (eg Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song (eg La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the **beat groupings** in familiar music that they sing regularly and listen to.

Rhythm

Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.

Create rhythms using word phrases as a starting point (eg Hel-Lo Si-mon or Can you come and play?).

Read and respond to chanted rhythm patterns, and represent them with stick notation including **crotchets, quavers and crotchets rests**.

Create and perform their own chanted rhythm patterns with the same stick notation.

Pitch

Play a range of singing games based on the **cuckoo interval** (so-mi, eg Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.

Sing short phrases independently within a singing game or short song.

Respond independently to pitch changes heard in short **melodic phrases**, indicating with actions (eg stand up/sit down, hands high/hands low).

Recognise dot notation and match it to 3-note tunes played on **tuned percussion**.”