

### 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 simple songs, **chants** and rhymes from memory, singing collectively and at the same **pitch**, responding to simple visual directions (eg stop, start, loud, quiet) and counting in.*

*Begin with simple songs with a very small range, **mi-so** and then slightly wider. Include **pentatonic songs**.*

*Sing a wide range of **call and response** songs (to control vocal pitch and to match the pitch they hear with accuracy.*

*This list of repertoires is intended to give teachers a good start in terms of choosing music for Year 1 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

*“Improvise simple vocal chants, using **question and answer** phrases.*

*Create musical sound effects and short **sequences** of sounds in response to stimuli, eg a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (eg rainmaker) or sound-makers (eg rustling leaves).”*

### MMC Musicianship Guidance

#### “Pulse/beat

*Walk, move or clap a steady **beat** with others, changing the speed of the beat as the **tempo** of the music changes.*

*Use **body percussion** (clapping, tapping, walking) and **classroom percussion** (shakers, sticks and blocks, etc), playing repeated rhythm patterns (**ostinati**) and short, pitched patterns on **tuned instruments** (eg glockenspiels or chime bars) to maintain a steady beat.*

*Respond to the **pulse** in recorded/live music through movement and dance, eg*

- Stepping (Mattachins from Capriol Suite by Warlock)*
- Jumping (Trepak from The Nutcracker by Tchaikovsky)*
- Walking on tiptoes (Scherzo from The Firebird Suite by Stravinsky).*

#### Rhythm

*Perform short copycat rhythm patterns accurately, led by the teacher.*

*Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.*

*Perform word-pattern chants (eg ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.*

#### Pitch

*Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound.*

*Explore percussion sounds to enhance storytelling, eg ascending xylophone notes to suggest Jack climbing the beanstalk  
quiet sounds created on a rainstick/shakers to depict a shower  
regular strong beats played on a drum to replicate menacing footsteps.*

*Follow pictures and symbols to guide singing and playing.”*

