

### 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 Performance Guidance

“Play melodies on **tuned percussion**, melodic instruments or keyboards, following **staff notation** written on one staff and using notes within the Middle C–C’/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.

Understand how **triads** are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.

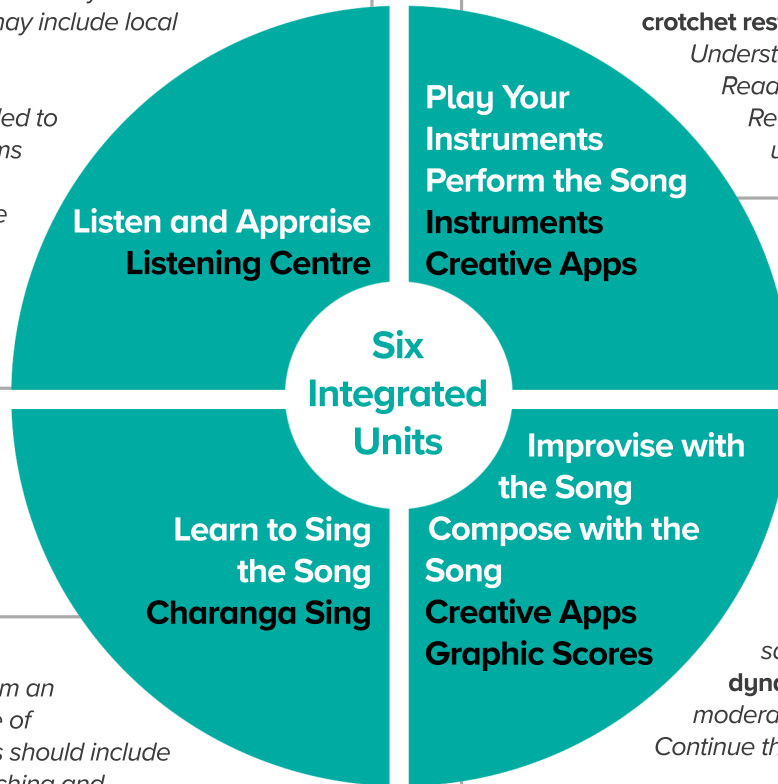
Perform a range of repertoire pieces and **arrangements** combining acoustic instruments to form mixed ensembles, including a school orchestra.

Further understand the differences between **semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.**

Understand the differences between 2/4, 3/4, 4/4, time signatures.

Read and perform pitch notation within an octave (eg C–C’/do–do).

Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.”



### MMC Singing Guidance

“Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.

- Sing **three-part rounds, partner songs, and songs with a verse and a chorus.**

- Perform a range of songs in school assemblies and in school performance opportunities.

This list of repertoires is intended to give teachers a good start in terms of choosing music for Year 5 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.”

**Play Your Instruments**  
**Perform the Song**  
**Instruments**  
**Creative Apps**

**Improvise with the Song**

**Compose with the Song**  
**Creative Apps**  
**Graphic Scores**

**Learn to Sing the Song**  
**Charanga Sing**

### MMC Improvising Guidance

“**Improvise** freely over a **drone**, developing sense of shape and character, using **tuned percussion** and melodic instruments.

Improvise over a simple **groove**, responding to the **beat**, creating a satisfying melodic shape; experiment with using a wider range of

**dynamics**, including very loud (**fortissimo**), very quiet (**pianissimo**), moderately loud (**mezzo forte**), and moderately quiet (**mezzo piano**).

Continue this process in the composition tasks below.”

### MMC Composing Guidance

“Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.

Working in pairs, compose a short **ternary** piece.

Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, *La Mer* by Debussy and *The River Flows In You* by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of: graphic symbols, rhythm notation and **time signatures, staff notation and technology.**”