

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

"Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.

Play and perform melodies following staff notation using a small range (eg Middle C–G/do–so) as a whole class or in small groups.

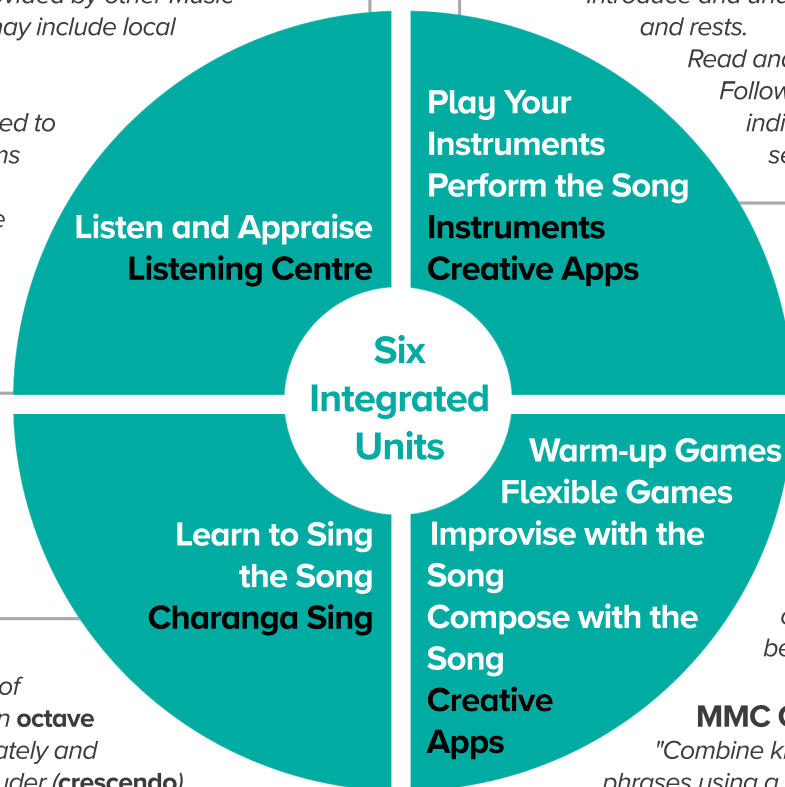
*Perform in two or more parts (eg **melody and accompaniment** or a **duet**) from simple notation using instruments played in whole-class teaching. Identify **static** and **moving parts**.*

Copy short melodic phrases including those using the pentatonic scale (eg C, D, E, G, A).

Introduce and understand the differences between minims, crotchets, paired quavers and rests.

Read and perform pitch notation within a defined range (eg C–G/do–so).

*Follow and perform simple rhythmic **scores** to a steady beat: maintain individual parts accurately within the rhythmic **texture**, achieving a sense of ensemble."*



MMC Singing Guidance

*"Continue to sing a broad range of unison songs with the range of an **octave (do–do)** pitching the voice accurately and following directions for getting louder (**crescendo**) and quieter (**decrescendo**).*

*Sing **rounds** and **partner songs** in different **time signatures** (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.*

This list of repertoires is intended to give teachers a good start in terms of choosing music for Year 4 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 Improvising Guidance

*"**Improvise** on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (**legato**) and detached (**staccato**).*

Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below."

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**."*