

## YEAR 1 MMC Expected Standards - *Statutory and non-statutory guidance*

By the end of Year 1 most pupils should be able to:

Singing, Playing and Performing	Listening and Musicianship	Improvising and Composing
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> <li>• Sing call and response songs</li> </ul> <p><b>Using classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Play in time to a steady beat/pulse, using instruments or body sounds</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Imitate copycat rhythms and patterns on an instrument</li> <li>• Play a repeated rhythmic pattern (<i>rhythmic ostinato</i>) to accompany a song</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a wide range of musical styles and traditions</li> <li>• Listen to music and move in time to its steady beat</li> <li>• Listen to music and respond to a change in beat</li> <li>• Recognise and respond through movement /dance to the different musical characteristics and moods of music</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul> <p><b>Musicianship:</b></p> <ul style="list-style-type: none"> <li>• Begin to describe and respond to music (louder/quieter, faster/slower, higher/lower)</li> <li>• Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> <li>• See also singing, playing and performing with beat, pulse and rhythm</li> </ul>	<p><b>Improvise:</b></p> <ul style="list-style-type: none"> <li>• With different sounds made by the voice and hands (<i>timbre</i>)</li> <li>• High and low sounds (<i>pitch</i>)</li> <li>• Long and short sounds (<i>duration</i>)</li> <li>• Loud and quiet sounds (<i>dynamics</i>)</li> <li>• Fast and slow sounds (<i>tempo</i>)</li> <li>• Pitch shapes (moving up and down) and rhythmic patterns</li> <li>• Simple vocal chants</li> <li>• Question and answer phrases.</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>• Add suggested sound effects to a story</li> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Sequence these symbols to make a simple structure (<i>score</i>)</li> <li>• Invent, retain and recall rhythm and pitch patterns</li> <li>• Compose their own sequence of sounds or pattern without help and perform them</li> <li>• Use technology, if available to capture, change and combine sounds.</li> </ul>