

York MMC Blended Listening List (KS1–3)

Curated by York Music Education CIC (YME). Last updated: 13 August 2025.

This York-specific listening resource blends the York/Barnsley lists with additional structures and exemplars from Leicestershire (Active Listening Scheme of Work), Nottingham (Progression Framework) and Hertfordshire (School Music Development Toolkit). It is designed to support short, regular listening with context, clear progression from KS1 to KS3, and inclusive repertoire.

How to use this list

Adopt a simple 5-point weekly routine (inspired by Leicestershire): brief contextual intro; focused first listen; discussion prompt; second listen with a target focus (e.g. pulse, texture); short pupil response (verbal/written/movement). Build progression from simple contrasts in KS1 to form, harmony and production choices by KS3.

Key Stage 1 (Years 1–2)

Focus: pulse, steady beat, simple patterns, call-and-response; broad exposure to styles.

- **Frère Jacques (traditional) – round** [Folk; Round]
Try a simple round in two parts; ask pupils to track the pulse by patting knees.
<https://www.youtube.com/watch?v=Q1Xr6E2mQHU>
- **Saint-Saëns – Carnival of the Animals: The Elephant** [Classical]
Spot the low register; move to the beat like different animals.
https://www.youtube.com/watch?v=_CTYymbbEL4
- **Kool & The Gang – Celebration** [Popular]
Clap the off-beat; discuss instruments you can hear.
<https://www.youtube.com/watch?v=IPKAwJKGSdc>

Key Stage 2 (Years 3–6)

Focus: rhythmic patterns, melody shapes, simple notation, forms; wider cultural styles.

- **Chopin – Nocturne in E-flat, Op. 9 No. 2** [Classical]
Describe melody vs. accompaniment; draw the contour of the tune.
<https://www.youtube.com/watch?v=9E6b3swbnWg>
- **Duke Ellington – C-Jam Blues** [Jazz]
Listen for 12-bar blues; identify instruments taking solos.
<https://www.youtube.com/watch?v=hmr2vZ5oP2Y>
- **West African drumming – djembe ensemble** [World/Traditions]
Layer simple ostinati; compare master drum vs. support parts.
<https://www.youtube.com/watch?v=3GJov1hi8Dc>
- **Vivaldi – Spring (The Four Seasons)** [Classical; Programme music]
How does the music paint springtime? Identify ritornello returns.
<https://www.youtube.com/watch?v=GRxofEmo3HA>

Key Stage 3 (Years 7–9)

Focus: texture, harmony, form, production, stylistic devices; use DAWs for analysis/response.

- **Queen – Bohemian Rhapsody** [Popular; Production]
Form mapping; discuss multitracking and layering as production choices.
<https://www.youtube.com/watch?v=fJ9rUzIMcZQ>
- **Beethoven – Symphony No. 5, I** [Classical]
Motif development; locate exposition, development, recapitulation.
<https://www.youtube.com/watch?v=rOjHhS5MtvA>
- **Jean-Michel Jarre – Oxygène (Part IV)** [Electronic]
Texture and timbre; recreate a loop in your DAW and layer parts.
<https://www.youtube.com/watch?v=PLwJbFT05KM>
- **Dave Brubeck – Take Five** [Jazz]
Explore 5/4 metre; clap the ostinato and identify the form.
<https://www.youtube.com/watch?v=vmDDOFXSgAs>

Credits & sources

Core inspiration: York/Barnsley curated MMC listening lists; additional structure and exemplars adapted from Leicestershire Music Hub (Active Listening Scheme of Work), Nottingham Music Hub (Progression Framework), and Hertfordshire Music Service (School Music Development Toolkit).