

How the MMC relates to SMS Progression for Music Curriculum Skills (Nov 2019)

(MMC Statements phrased by, and "SUM" codes used from "Sing Up Music") – August 2021

Year 1

Area of Study	SUM code	Musical Skills Statements from MMC (as phrased by Sing Up Music)	Related Code from SMS Progression
Singing	a	Sing simple chants and rhymes together, in tune and from memory, following visual cues	S.1 S.2 S.4 S.5
	b	Sing songs with a very small range e.g. mi-so and pentatonic songs.	S.2
	c	Sing a wide range of call-and-response songs to control voice pitch and pitch match.	S.2
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	CE.1
	b	Listen to recorded performances.	CE.1
	c	Experience live music making in and out of school.	CE.1
Composing	a	Improvise simple vocal chants using question-and-answer phrases.	IC.1 IC.3 IC.6
	b	Create musical sound effects and short sequences of sounds in response to a stimuli. Combine to make a story using classroom instruments.	IC.1 IC.3 IC.4 IC.5 IC.6
	c	Understand the difference between pitch and rhythm patterns.	
	d	Invent, retain, and recall rhythm and pitch patterns.	IC.3 IC.6
	e	Use music technology to capture, change, and combine sounds.	
	f	Recognise how graphic notation can represent created sounds.	IC.8
Musicianship (Pulse/beat)	a	Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	P.7
	b	Using body percussion and classroom percussion play repeated patterns (both rhythm and pitch based).	P.2 (P.3)
	c	Respond to the pulse in recorded/live music through movement and dance.	P.2 CE.4
(Rhythm)	d	Perform short copycat rhythm patterns accurately.	P.2 (P.3)
	e	Perform short rhythm patterns (ostinato) while keeping in time with a steady beat.	P.2 (P.3)
	f	Perform word-pattern chants and create, retain, and perform their own rhythm patterns.	P.8
(Pitch)	g	Listen to sounds in the local school environment, comparing high and low sounds.	P.2 P.4
	h	Sing familiar songs in low and high voices and talk about the difference in sound.	S.2
	i	Explore percussion sounds to explore storytelling.	P.2 IC.2
	j	Follow pictures and symbols to guide singing and playing.	P.6 P.8 S.4

Year 2

Area of Study	SUM code	Musical Skills Statement from MMC (as phrased by Sing Up Music)	Related Code from SMS Progression
Singing	a	Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control	S.1 S.2 S.3
	b	Sing songs with a small pitch range, pitching accurately.	S.2
	c	Know the meaning of dynamics and tempo, and be able to demonstrate these when singing by responding to the leader's directions and visual symbols.	S.3 S.4 S.5
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	CE.1
	b	Listen to recorded performances.	CE.1
	c	Experience live music making in and out of school.	CE.1
Composing	a	Create music in response to non-musical stimulus.	IC.5
	b	Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces	IC.2 IC.3 IC.5 IC.6 IC.8
	c	Use music technology to capture, change and combine sounds.	
Musicianship (Pulse/beat)	a	Understand that the speed of the beat can change, creating a faster or slower pace.	P.2
	b	Mark the beat of a listening piece by tapping or clapping, and recognising tempo, as well as changes in tempo.	P.2
	c	Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.	P.2 CE.4
	d	Begin to group beats in twos and threes by tapping knees on the first beat and clapping remaining beats.	CE.4
	e	Identify the beat groupings in familiar music that they sing regularly and listen to pieces with strong identifiable beat groupings.	
	f	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	(P.3)
(Rhythm)	g	Create rhythms using word phrases as a starting point.	(P.3) S.1
	h	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests.	P.6
	i	Create and perform their own chanted rhythm patterns with the same stick notation.	P.6
	j	Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track.	P.4 S.2
(Pitch)	k	Sing short phrases independently within a singing game or short song.	S.2 S.4
	l	Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).	
	m	Recognise dot notation and match it to three-note tunes played on tuned percussion.	

Year 3

Area of Study	SUM code	Musical Skills Statement from MMC (as phrased by Sing Up Music)	Related Code from SMS Progression
Singing	a	Sing a widening range of unison songs of varying styles and structures with a pitch range do-so, tunefully and with expression	S.1 S.2 S.3 S.4 S.6
	b	Perform forte and piano, loud and soft.	S.3
	c	Perform actions confidently and in time to a range of actions songs.	CE.4 P.2
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	CE.1 S.1
	b	Listen to recorded performances.	CE.1 CE.5
	c	Experience live music making in and out of school.	CE.1 CE.3
Composing	a	Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note-range.	IC.4 IC.5 IC.6
	b	Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.	IC.2 IC.3 IC.6
	c	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).	IC.6 IC.7 IC.8
	d	Compose song accompaniments on untuned percussion using known rhythms and note values.	IC.6 IC.8
Performing (Instrumental)	a	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.	P.2 P.4 P.6
	b	Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E).	P.2 P.4 P.6
	c	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E / do-re-mi.	
	d	Individually copy stepwise melodic phrases with accuracy at different speeds. Extend to question-and-answer phrases.	(P.2) P.4
(Reading Notation)	e	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher and lower pitch.	P.6
	f	Introduce and understand the differences between crotchets and paired quavers.	P.2 P.3
	g	Apply word chants to rhythms, understanding how to link each syllable to one musical note.	S.1

Year 4

Area of Study	SUM code	Musical Skills Statement from MMC (as phrased by Sing Up Music)	Related Code from SMS Progression	
Singing	a	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 and quieter.	S.1 S.2 S.3 S.4	
	b	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 simple second part to introduce vocal harmony.	S.2 S.4	
	c	Perform a range of songs in school assemblies.	S.5	
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	CE.1	
	b	Listen to recorded performances.	CE.1 CE.5	
	c	Experience live music making in and out of school.	CE.1 CE.5	
Composing	a	Improvise on a limited range of pitches on the instrument they are now learning, making use of the musical features including smooth (legato) and detached (staccato).	IC.4 IC.6	
	b	Begin to make compositional decisions about the overall structure of improvisations.	IC.2 IC.6	
	c	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.	IC.3 IC.8	
	d	Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4- beat phrases, arranged into bars.	IC.8	
	e	Explore developing knowledge of musical components by composing music to create a specific mood e.g. creating music to accompany a short film clip.	IC.5	
	f	Introduce major and minor.		
	G	Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work.	IC.1 IC.2	
	h	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.	IC.8	
Performing (Instrumental)	a	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.	P.1 P.2 P.4	
	b	Play and perform melodies following staff notation using a small range (e.g. Middle C-G / do-so)	P.4 P.6	
	c	Perform in two or more parts from simple notation using instruments played in whole class teaching. Identify static and moving parts.	P.5	
	d	Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	P.4	
	(Reading n)	e	Introduce and understand the differences between minims, crotchets, paired quavers, and rests.	P.6
	f	Read and perform pitch notation within a defined range (e.g. C-G/do-so)	P.6	
	g	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble	P.3 P.5	

Year 5

Area of Study	SUM code	Musical Skills Statement from MMC (as phrased by Sing Up Music)	Related Code from SMS Progression
Singing	a	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.	S.1 S.2 S.3
	b	Sing three-part rounds, partner songs, and songs with a verse and a chorus.	S.4 S.5
	c	Perform a range of songs in school assemblies and in school performance opportunities.	S.5
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	CE.1
	b	Listen to recorded performances.	CE.1 CE.5
	c	Experience live music making in and out of school.	CE.1 CE.5
Composing	a	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.	IC.4 IC.5 IC.6
	b	Improvise over a simple groove, responding to the beat, creating satisfying melodic shape; experiment with using a wider range of dynamics.	IC.4 IC.5 IC.6
	c	Compose melodies made from pairs of phrases in either C major or A minor, or a key suitable for the chosen instrument. These melodies can be enhanced with rhythmic or chordal accompaniment.	IC.3
	d	Working in pairs, compose a short ternary piece.	IC.1 IC.3 IC.7
	e	Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.	IC.2 IC.3
	f	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.	IC.8
Performing (Instrumental)	a	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave 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.	P.2 P.4 P.5 P.6
	b	Understand how triads are formed and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs.	P.5
	c	Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.	P.2 P.5 P.7
	d	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	CE.3
Reading	e	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.	P.6
	f	Understand the differences between 2/4, ¾ and 4/4 time signatures.	P.3
(Pitch)	g	Read and perform pitch notation within an octave (e.g. C-C'/do-do).	P.6
	h	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	P.6

Year 6

Area of Study	SUM code	Musical Skills Statement from MMC (as phrased by Sing Up Music)	Related Code SMS Progression
Singing	a	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.	S.1 S.2 S.3
	b	Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts, and vocal independence.	S.4 S.5
	c	Perform a range of songs as a choir in school assemblies, school performance opportunities, and to a wider audience.	S.5
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	CE.1
	b	Listen to recorded performances.	CE.1 CE.5
	c	Experience live music making in and out of school.	CE.1 CE.5
Composing	a	Extend improvisation skills through working in small groups to:	IC.2
	b	Create music with multiple sections that include repetition and contrast.	IC.2
	c	Use chord changes as part of an improvised sequence.	IC.2 IC.3 IC.4 IC.7
	d	Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.	IC.4
	e	Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.	IC.6 IC.7 IC.8
	f	Compose melodies made from pairs of phrases in either G major or E minor, or a key suitable for the instrument chosen.	IC.6 IC.7
	g	Either of these melodies can be enhanced with rhythmic or chordal accompaniment	IC.6 IC.7
	h	Compose a ternary piece, use available music software/apps to create and record it, discussing how musical contrasts are achieved.	IC.8 S.6
Performing (Instrumental)	a	Play a melody following staff notation written on one stave and using notes within an octave range (do-do). Make decisions about dynamic range.	P.2 P.4 P.6
	b	Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion, or tablets, or demonstrated at the board using an online keyboard.	P.4
	c	Engage with others through ensembles playing with pupils taking on melody and accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.	P.5
Reading notation	d	Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.	P.6
	e	Further develop the skills to read and perform pitch notation within an octave (e.g. C-C'/do-do)	P.6
	f	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.	P.6
	l	Read and play from notation a four-bar phrase, confidently identifying note names and durations.	P.6