

Pathway to Musical Independence – P2MI for Year R (Updated July 2016)

Reliance → Independence		
Identify the learning <i>plan your musical intentions</i>	Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i>	Apply the understanding <i>making it your own enjoy creating and using your imagination working individually and in different sized groups</i>
<p><u>Dimensions</u></p> <p>Pitch Explore and respond to high and low sounds</p> <p>Duration Explore and respond to long and short sounds and recognise the steady beat in music heard and performed</p> <p>Dynamics Explore, respond to and recognise loud, quiet and silence</p> <p>Tempo Explore, respond to and recognise fast and slow</p> <p>Timbre Explore, use and respond to a range of sounds and sound-makers including vocal sounds</p> <p>Texture Explore and respond to one sound and many sounds</p> <p>Structure Explore and respond to sequences of events and stories, distinguish between same and different</p> <p><u>Skills</u></p> <p>Singing Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory</p> <p>Playing Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy</p> <p>Rehearsing and performing Sing and play individually and in a group, starting and stopping together and following simple directions</p> <p>Notating Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p> <p>Listening and responding Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel</p> <p>Describing and discussing Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions</p>	<p>Find out about high and low sounds through singing, playing, listening and responding activities</p> <p>Find out about long and short sounds through singing, playing, listening and responding activities. Explore the contrast between steady beat and no beat</p> <p>Find out about loud / quiet sounds and silence through singing, playing, listening and responding activities</p> <p>Find out about fast and slow sounds through singing, playing, listening and responding activities</p> <p>Try making sounds and find out about a range of sound makers through experimentation and practical activities</p> <p>Find out about different combinations of sounds: my sound, your sound (s) and our sounds together through experimentation and practical activities</p> <p>Find out about how sounds can be the same or different through practical activities. Experiment with ordering sounds in different ways</p> <p>Experiment with using voices in a variety of ways developing control of vocal shape, quality and diction</p> <p>Play with some control of technique copying simple patterns and keeping a steady beat</p> <p>Follow leader's directions for rehearsing and performing</p> <p>Find out about how to use a variety of visual cues to control and remember individual sounds and combinations of sounds</p> <p>Listen to a variety of sounds and music and respond through practical activity including dance, movement, art, IT and games</p> <p>Spend time sharing ideas and thoughts using key words to express ideas</p>	<p>Use and choose high and low sounds to describe musical ideas or add sound effects</p> <p>Use and choose long and short sounds to describe musical ideas or add sound effects, including the use of steady beat</p> <p>Use and choose loud / quiet sounds or silence to describe musical ideas or add sound effects</p> <p>Use and choose fast and slow sounds to describe musical ideas or add sound effects</p> <p>Use and choose sounds to describe musical ideas or add sound effects</p> <p>Start to use and choose different combinations of sounds to describe musical ideas and add sound effects</p> <p>Start to use, choose and order sounds purposefully</p> <p>Choose and use a range of vocal sounds and songs to communicate simple and varied musical ideas</p> <p>Choose and use a range of instruments and sound makers to communicate simple and varied musical ideas</p> <p>Respond to suggestions and begin to consider ways of bettering their own work during rehearsal for performance</p> <p>Choose and use objects, cues, signs and symbols to represent sounds</p> <p>Respond creatively using sounds and other art forms</p> <p>Use specifically chosen words to communicate creative ideas</p>

Pathway to Musical Independence – P2MI for Year 1 (Updated July 2016)

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<p><u>Dimensions</u></p> <p>Pitch Explore, respond to and recognise high, middle and low sounds</p> <p>Duration Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p>Dynamics Explore, respond to, recognise and identify loud, moderate, quiet and silence</p> <p>Tempo Explore, respond to, recognise and identify fast, moderate and slow</p> <p>Timbre Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used</p> <p>Texture Explore, respond to and recognise solo sounds and layers of sounds</p> <p>Structure Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses</p> <p><u>Skills</u></p> <p>Singing Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory</p> <p>Playing Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p> <p>Rehearsing and performing Sing and play in time and follow a range of simple directions including ideas about how to improve</p> <p>Notating Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p> <p>Listening and responding Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel</p> <p>Describing and discussing Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</p>	<p>Investigate the relationship between high / low and middle sounds through singing, playing, listening and responding activities</p> <p>Investigate patterns of long and short sounds and steady beats through singing, playing, listening and responding activities</p> <p>Investigate contrasting dynamics through singing, playing, listening and responding activities</p> <p>Investigate contrasting tempi through singing, playing, listening and responding activities</p> <p>Investigate a range of timbres through singing, playing, listening and responding activities Sort sound makers/ instruments into groups according to timbre</p> <p>Investigate solo (single) and layered (lots of) sounds through singing, playing, listening and responding activities</p> <p>Copy and investigate simple musical structures through singing, playing, listening and responding activities</p> <p>Investigate using voices in a variety of ways developing vocal, quality and diction being aware of the sound you are making</p> <p>Play with improved technique and increased control being aware of the sound you are making. Copy and match patterns/ contrasts</p> <p>Practise singing and playing to be the best it can be</p> <p>Investigate using a range of simple graphic signs and symbols to represent sounds when planning, singing and playing</p> <p>Listen to and investigate changes in mood and character and respond through movement, dance, words and other art forms recognising the emotional impact</p> <p>Spend time talking about music heard, performed and created to share opinions and focus thinking using key words</p>	<p>Choose, create and remember high / low and middle sound patterns</p> <p>Choose, create and remember patterns of long and short sounds and use the steady beat</p> <p>Choose, create and remember dynamic patterns and use dynamic contrast to convey ideas</p> <p>Choose, create and remember different tempi and use them to convey ideas</p> <p>Choose, create and remember sounds and use them to illustrate ideas</p> <p>Choose, create and remember different combinations of sounds and use them to convey ideas</p> <p>Choose and order sounds to create sequences of patterns and / or events</p> <p>Use vocal sounds and voices with increasing confidence to interpret and perform songs and communicate simple and varied ideas</p> <p>Use sound makers and instruments to create and illustrate simple and varied ideas</p> <p>Begin to make suggestions about how to better their performances</p> <p>Choose, invent and order signs and symbols to represent chosen sounds and sound patterns</p> <p>Use musical experiences as a stimulus for own music making</p> <p>Use an emerging vocabulary to share ideas when creating and performing</p>

Pathway to Musical Independence – P2MI for Year 2 (Updated July 2016)

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<p><u>Dimensions</u></p> <p>Pitch Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</p> <p>Duration Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</p> <p>Dynamics Respond to, recognise and identify getting louder and quieter</p> <p>Tempo Respond to, recognise and identify getting faster and slower</p> <p>Timbre Identify and choose the way sounds are made and can be used</p> <p>Texture Respond to and begin to recognise and use different layers including simple accompaniments</p> <p>Structure Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA</p> <p><u>Skills</u></p> <p>Singing Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments</p> <p>Playing Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent.</p> <p>Rehearsing and performing Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</p> <p>Notating Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch</p> <p>Listening and responding Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p> <p>Describing and discussing Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p>	<p>Investigate sounds that get higher and lower and melodic shape through singing, playing, listening and responding activities</p> <p>Investigate the relationship between the steady beat and simple rhythm patterns through singing, playing, listening and responding activities with an awareness of how they fit together</p> <p>Investigate sounds that get louder and quieter through singing, playing, listening and responding activities and use for musical effect</p> <p>Investigate sounds that get faster and slower through singing, playing, listening and responding activities and use for musical effect</p> <p>Investigate a wider range of timbres through singing, playing, listening and responding activities and use for musical effect</p> <p>Investigate different layers of sound including using simple accompaniments through singing, playing, listening and responding activities</p> <p>Copy and investigate repetition and contrast structures including ostinati (short repeated patterns) through singing, playing, listening and responding activities</p> <p>Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making</p> <p>Play with greater accuracy and control being aware of your own sound and your own sound within a group</p> <p>Consider why and how to improve your performance through recording and reviewing, sharing, comparing and evaluating</p> <p>Investigate and develop an understanding of a wider range of informative graphic signs and symbols to represent sounds when planning, singing and playing</p> <p>Listen to and investigate musical contexts, changes in mood and character and emotional impact through a variety of art forms</p> <p>Spend time thinking and talking about music heard, performed and created. Begin to express and justify ideas and opinions using key words</p>	<p>Choose, create and remember melodic patterns and use them to illustrate ideas</p> <p>Choose, create and remember rhythm patterns and order them to convey ideas</p> <p>Choose, create and use sounds that get louder / quieter to convey meaning</p> <p>Choose, create and use sounds that get faster / slower to convey meaning</p> <p>Choose, create and use a wider range of sounds and use them to illustrate ideas with an awareness of the musical effect</p> <p>Choose, create and use different layers of sound with an awareness of the musical effect. Create simple accompaniments</p> <p>Choose, create and order sounds featuring repetition and / or contrast with an awareness of the musical effect</p> <p>Use voices with increasing confidence to interpret and perform songs and vocal patterns and accompaniments</p> <p>Choose and accurately play planned sounds with awareness of intention and effect</p> <p>Polish performances and make changes that contribute to the overall musical effect</p> <p>Choose, invent and order informative signs and symbols to accurately record musical ideas</p> <p>Use musical experiences and thinking as a stimulus for your own music making</p> <p>Use an emerging vocabulary to focus thinking and share ideas when creating and performing</p>

Pathway to Musical Independence – P2MI for Year 3 (Updated July 2016)

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<p><u>Dimensions</u></p> <p>Pitch Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic</p> <p>Duration Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre</p> <p>Dynamics Identify, use and understand getting louder and quieter in finer gradations</p> <p>Tempo Identify, use and understand getting faster and slower in finer gradations</p> <p>Timbre Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments</p> <p>Texture Identify the use and purpose of different layers in music heard, created and performed</p> <p>Structure Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)</p> <p><u>Skills</u></p> <p>Singing Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs</p> <p>Playing Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p> <p>Rehearsing and performing Recognise why and when to improve and start to develop basic individual and group rehearsal skills</p> <p>Notating Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation</p> <p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary</p>	<p>Learn about different scale patterns and develop understanding of melodic movement through a range of musical activities</p> <p>Learn about how rhythm patterns fit to the steady beat within simple metres (counting in groups of 2 / 3 / 4) through a range of musical activities</p> <p>Learn about the finer dynamic gradations and their effect through a range of musical activities</p> <p>Learn about the finer gradations of tempi and their effect through a range of musical activities</p> <p>Learn about instruments from different families (percussion & non-percussion) and begin to identify them by their sound; expand playing techniques to widen your repertoire of sounds through a range of musical activities</p> <p>Learn about different types of textures including melody and accompaniment through a range of musical activities</p> <p>Learn about different structures and why they are used through listening, responding, performing and re-creating what you have heard</p> <p>Extend the use of your voice as an instrument with an awareness of your sound quality. Sing songs with simple layers with an awareness of how they fit together</p> <p>Extend playing skills with an awareness of the sound you are making and a growing awareness of the way your sound and your part balances with others</p> <p>Consider why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating</p> <p>Use a range of detailed graphic notation. Introduce and learn how to interpret simple stave notation</p> <p>Listen to and discover how music reflects composers starting points and ideas and their impact on the listener. Respond through a variety of art forms</p> <p>Spend time thinking, discussing and sharing opinions about music heard, performed and created. Begin to support opinions using a growing musical vocabulary</p>	<p>Use steps, leaps and repeats found in scale patterns to create melodic shape when improvising and composing</p> <p>Create and control rhythmic patterns in 2, 3 and 4 metre when improvising and composing</p> <p>Include dynamic interest when improvising and composing to enrich overall effect and the performance</p> <p>Select and use varied tempi when improvising and composing to determine the overall effect and performance</p> <p>Select sounds from your repertoire for specific purposes or effects when improvising and composing</p> <p>Use a variety of texture combinations for specific effect when improvising and composing</p> <p>Use familiar structures when improvising and composing</p> <p>Use your voice creatively and expressively when singing, improvising and composing</p> <p>Play expressively and use your sounds creatively when improvising and composing with a growing awareness of balance</p> <p>Practise and polish performances, making changes that contribute to the overall musical effect</p> <p>Choose, invent and order detailed graphic notation to accurately record musical ideas, and stave notation if appropriate</p> <p>Begin to reflect your musical experiences in your creative work</p> <p>Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing</p>

Pathway to Musical Independence – P2MI for Year 4 (Updated July 2016)

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<p><u>Dimensions</u></p> <p>Pitch Identify melodic shape and explore different scale patterns including pentatonic, major and minor</p> <p>Duration Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</p> <p>Dynamics Explore how to use dynamics for expressive effect</p> <p>Tempo Explore how to use tempi for expressive effect</p> <p>Timbre Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments</p> <p>Texture Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts</p> <p>Structure Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same for example simple theme and variations. Further develop use of ostinato</p> <p><u>Skills</u></p> <p>Singing Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs</p> <p>Playing Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>Rehearsing and performing Recognise which improvements need to be made and use individual and group rehearsal skills</p> <p>Notating Understand and use detailed graphic notation. Use basic stave notation</p> <p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p> <p>Describing and discussing Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p>	<p>Learn about different scale patterns and how they influence melodic shape through a range of musical activities</p> <p>Learn and understand how rhythm patterns fit to the steady beat within simple metres (counting in groups of 2 / 3 / 4) through a range of musical activities</p> <p>Learn about the finer gradations of dynamics and how to manipulate them for effect through a range of musical activities</p> <p>Learn about the finer gradations of tempo and how to manipulate them for effect through a range of musical activities</p> <p>Learn about a wider range of instruments from different families; identify them by their sound, associations and uses. Expand playing techniques to further widen your repertoire of sounds through a range of musical activities</p> <p>Learn about a variety of textures, exploring different types of layers through a range of musical activities</p> <p>Learn about an extended range of structures and why they are used through listening, responding, performing and re-creating what you have heard</p> <p>Use your voice with increased control and focus on pitch accuracy, sound quality and the role of your voice in a performance. Explore singing a range of songs learning about how their parts fit together</p> <p>Play with increased control and awareness of sound quality and balance, and the role of your part in group performance</p> <p>Decide why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating</p> <p>Use a range of detailed graphic notation and develop the use of stave notation to perform and record ideas</p> <p>Listen, respond and begin to understand how composers' communicate their inspiration / motivation, their use of devices and the intended impact on the listener.</p> <p>Spend time discussing musical experiences with others, thinking ideas through and sharing opinions using a growing musical vocabulary</p>	<p>Use different scale patterns to create melodic shape when improvising and composing</p> <p>Create and control precise rhythmic patterns in 2, 3 and 4 metre when improvising and composing</p> <p>Use dynamic interest to manipulate the overall effect when improvising, composing and performing</p> <p>Use variations of tempo to add interest to the overall effect when improvising, composing and performing</p> <p>Make informed choices about instrumentation including tone quality and playing technique for specific purposes when improvising and composing</p> <p>Use a range of textures to add variety and interest to the overall effect when improvising and composing</p> <p>Select and use known structures for specific purposes when improvising and composing</p> <p>Use your voice creatively and expressively when singing, improvising and composing, drawing on experience to contribute vocal ideas</p> <p>Play creatively and expressively when improvising and composing with an awareness of balance, drawing on experience to contribute musical ideas</p> <p>Refine performances making changes that contribute to the overall musical effect</p> <p>Choose, invent and order detailed graphic notation and basic stave notation to accurately record and communicate musical ideas</p> <p>Reflect your musical experiences in your creative work</p> <p>Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing</p>

Pathway to Musical Independence – P2MI for Year 5 (Updated July 2016)

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<p><u>Dimensions</u></p> <p>Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</p> <p>Duration Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</p> <p>Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect</p> <p>Tempo Understand how a wide range of tempi can be used and manipulated for expressive effect</p> <p>Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments</p> <p>Texture Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments</p> <p>Structure Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif</p> <p><u>Skills</u></p> <p>Singing Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style</p> <p>Playing Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and explore a range of different rehearsal strategies</p> <p>Notating Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary</p>	<p>Develop a greater understanding of scale patterns and melodic shape through a range of musical activities</p> <p>Develop a greater understanding of the relationship between rhythm and metre, using more complex rhythm patterns through a range of musical activities</p> <p>Develop a greater understanding of dynamic impact, using and manipulating a wide range of dynamics for expressive effect</p> <p>Develop a greater understanding of how tempo is used and can be manipulated for expressive effect through a range of musical activities</p> <p>Investigate different ensemble combinations, with awareness of the composer's choices. Apply specific playing techniques using percussion instruments for a desired effect</p> <p>Develop a greater understanding of different textures and their effect through a range of musical activities</p> <p>Develop an understanding of a wider range of structures through a range of musical activities</p> <p>Increase awareness of expression and interpretation through control of dimensions and phrasing when using your voice</p> <p>Increase awareness of expression and interpretation through control of dimensions and phrasing when playing</p> <p>Improve singing and playing through directed and independent rehearsal and practise</p> <p>Develop the use of appropriate notation to accurately record and communicate ideas through a range of activities</p> <p>Use a variety of creative activities to interpret musical detail, context and purpose, and express an aesthetic response</p> <p>Express and justify ideas and opinions about music heard and performed using a musical vocabulary, commenting on specific features and intended effects</p>	<p>Improvise and compose using scales to give pieces shape and coherence</p> <p>Improvise and compose using different metres and more complex rhythmic patterns to give pieces shape and coherence</p> <p>Use dynamic variation imaginatively, and with intention, to convey a musical idea</p> <p>Use tempo imaginatively, and with intention, to convey a musical idea</p> <p>Make informed choices, based on experience, about instrumentation and playing technique for specific purposes</p> <p>Use simple harmony when improvising and composing</p> <p>Improvise and compose using known musical structures</p> <p>Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing</p> <p>Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing</p> <p>Sing and play taking responsibility for the quality of performance</p> <p>Use relevant notation to accurately record and communicate creative musical ideas</p> <p>Sensitively reflect your musical experiences in your creative work</p> <p>Use a musical vocabulary to focus thinking and communicate ideas to others</p>

Pathway to Musical Independence – P2MI for Year 6 (Updated July 2016)

<p style="text-align: center;">Reliance → Independence</p>		
<p>Identify the learning <i>plan your musical intentions</i></p>	<p>Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i></p>	<p>Apply the understanding <i>making it your own enjoy creating and using your imagination working individually and in different sized groups</i></p>
<p><u>Dimensions</u></p> <p>Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</p> <p>Duration Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</p> <p>Dynamics Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>Tempo Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p> <p>Timbre Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact</p> <p>Texture Use a range of harmonic devices with greater awareness and understanding in different musical contexts</p> <p>Structure Use a broader range of developmental structures and expressive structures (see year 5)</p> <p><u>Skills</u></p> <p>Singing Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style</p> <p>Playing Demonstrate precise and confident instrumental skills and use them to perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them</p> <p>Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</p>	<p>Develop a broader understanding of scale patterns and how they are used through a range of musical activities</p> <p>Develop a broader understanding of the relationship between rhythm and metre, using more complex rhythm patterns / metres through a range of musical activities</p> <p>Develop a broader understanding of dynamic impact, using and manipulating a wide range of dynamics precisely for expressive effect</p> <p>Develop a broader understanding of how tempo is used and can be explicitly manipulated for expressive effect through a range of musical activities</p> <p>Investigate a wider range of ensemble combinations, with an awareness of the composer's choices. Apply specific playing techniques using percussion instruments for a desired effect</p> <p>Develop a broader understanding of different textures and harmonic devices and their effect through a range of musical activities</p> <p>Develop a greater understanding of a broader range of structures through varied musical activities</p> <p>Use your voice with increased expression, interpretation and awareness of balance</p> <p>Play with increased expression and interpretation and awareness of balance</p> <p>Improve singing and playing through directed and independent rehearsal and practise with awareness of the standard and quality of sound and balance</p> <p>Develop the use of precise notation to accurately record and communicate ideas through a range of activities</p> <p>Use a variety of creative activities to interpret music and express an aesthetic response</p> <p>Express and justify ideas and opinions about music heard and performed using a fluent musical vocabulary, commenting on specific features and intended effects</p>	<p>Improvise and compose using scales to give pieces coherent shape and structure</p> <p>Improvise and compose using different / more complex metres and rhythmic patterns to give pieces coherent shape and structure</p> <p>Use precise dynamic variation imaginatively, and with intention, to convey a musical idea</p> <p>Use tempo explicitly and imaginatively, and with intention, to convey a musical idea</p> <p>Make informed and sensitive choices, based on experience, about instrumentation and playing technique for specific purposes</p> <p>Use a range of harmonic devices when improvising and composing</p> <p>Improvise and compose using broader knowledge of musical structures</p> <p>Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing with an awareness of balance</p> <p>Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing with an awareness of balance</p> <p>Sing and play taking ownership of the standard and quality of performance</p> <p>Use relevant notation to precisely record and communicate creative musical ideas</p> <p>Sensitively reflect your musical experiences in your creative work</p> <p>Use a fluent musical vocabulary to focus thinking and communicate ideas to others</p>