


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

<p align="center"> Reliance  Independence </p>		
<p align="center"> Identify the learning <i>plan your musical intentions</i> </p>	<p align="center"> Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i> </p>	<p align="center"> 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 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>