

Pathway to Musical Independence – P2MI for Year 1 (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, 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>