

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>