

## Pathway to Musical Independence – P2MI for Year 2

| <div style="display: flex; justify-content: space-between; align-items: center;"> <span><b>Reliance</b></span> <span style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <span style="position: absolute; top: -5px; left: 50%; transform: translate(-50%, -50%);">→</span> </span> <span><b>Independence</b></span> </div> |  |  |
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| <b>Identify the learning</b><br><i>plan your musical intentions</i>  | <b>Explore the learning &amp; deepen the understanding</b><br><i>enjoy putting learning in practical contexts<br/>working individually and in different sized groups</i>                 | <b>Apply the understanding</b><br><i>making it your own – creating<br/>enjoy improvising and composing<br/>and using your imagination<br/>working individually and in different sized groups</i> |
| <b><u>Dimensions</u></b>   |  |  |
| <b>Pitch</b><br>Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes   | Investigate sounds that get higher and lower and melodic shape through singing, playing, listening and responding activities   | Choose, create and remember melodic patterns and use them to illustrate ideas  |
| <b>Duration</b><br>Respond to, recognise and distinguish between steady beats ( <b>counted in groups of 4s, 2s and 3s</b> ) and rhythm patterns and how they fit together  | 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 | Choose, create and remember rhythm patterns and order them to convey ideas   |
| <b>Dynamics</b><br>Respond to, recognise and identify getting louder and quieter   | Investigate sounds that get louder and quieter through singing, playing, listening and responding activities and use for musical effect  | Choose, create and use sounds that get louder / quieter to convey meaning  |
| <b>Tempo</b><br>Respond to, recognise and identify getting faster and slower   | Investigate sounds that get faster and slower through singing, playing, listening and responding activities and use for musical effect   | Choose, create and use sounds that get faster / slower to convey meaning   |
| <b>Timbre</b><br>Identify and choose the way sounds are made and can be used   | Investigate a wider range of timbres through singing, playing, listening and responding activities and use for musical effect  | Choose, create and use a wider range of sounds and use them to illustrate ideas with an awareness of the musical effect  |
| <b>Texture</b><br>Respond to and begin to recognise and use different layers including simple accompaniments   | Investigate different layers of sound including using simple accompaniments through singing, playing, listening and responding activities  | Choose, create and use different layers of sound with an awareness of the musical effect. Create simple accompaniments   |
| <b>Structure</b><br>Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA <b>and repeated patterns (ostinato)</b>  | Copy and investigate repetition and contrast structures including ostinati (short repeated patterns) through singing, playing, listening and responding activities                       | Choose, create and order sounds featuring repetition and / or contrast with an awareness of the musical effect   |
| <b><u>Skills</u></b>   |  |  |
| <b>Singing</b><br>Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. <b>Show an awareness of breathing and posture.</b> Use simple vocal patterns as accompaniments  | Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making <b>and how you are making it</b>                            | Use voices with increasing confidence to interpret and perform songs and vocal patterns and accompaniments   |
| <b>Playing</b><br>Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments <b>using both hands, differentiating between left and right.</b> Begin to play with musical intent  | Play with greater accuracy and control being aware of your own sound and your own sound within a group   | Choose and accurately play planned sounds with awareness of intention and effect   |
| <b>Rehearsing and performing</b><br>Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve <b>and present a performance</b>   | Consider why and how to improve your performance through recording and reviewing, sharing, comparing and evaluating  | Polish performances and make changes that contribute to the overall musical effect   |
| <b>Notating</b><br>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch   | Investigate and develop an understanding of a wider range of informative graphic signs and symbols to represent sounds when planning, singing and playing                                | Choose, invent and order informative signs and symbols to accurately record musical ideas (which could include simple stick and dot notation)  |
| <b>Listening and responding</b><br>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas  | Listen to and investigate musical contexts, changes in mood and character and emotional impact through a variety of art forms. <b>Recognise how to be a good audience</b>                | Use musical experiences and thinking as a stimulus for your own music making   |
| <b>Describing and discussing</b><br>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   | Spend time thinking and talking about music heard, performed and created. Begin to express and justify ideas and opinions using key words  | Use an emerging vocabulary to focus thinking and share ideas when creating and performing  |

