

Pathway to Musical Independence – P2MI for Year 3

<p style="text-align: center;">Reliance → Independence</p>		
<p style="text-align: center;">Identify the learning</p> <p style="text-align: center;"><i>plan your musical intentions</i></p>	<p style="text-align: center;">Explore the learning & deepen the understanding</p> <p style="text-align: center;"><i>enjoy putting learning in practical contexts working individually and in different sized groups</i></p>	<p style="text-align: center;">Apply the understanding</p> <p style="text-align: center;"><i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i></p>
<p>Dimensions</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>Skills</p> <p>Singing Explore the use of the voice as an instrument, chant and sing with a developing awareness of phrasing and expression, including rounds, partner songs and songs in simple layers</p> <p>Playing Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p> <p>Rehearsing and performing Develop basic individual and group rehearsal skills including using memory and recall. Recognize why and when to improve. Begin to develop an awareness of how to present a performance</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 composer's 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 and begin to build meaningful connections</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 creative work in the roles of performer, creator and audience</p> <p>Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing</p>