

Pathway to Musical Independence – P2MI for Year 4

<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><u>Dimensions</u></p> <p>Pitch Identify melodic shape and explore different scale patterns including pentatonic, major and minor</p> <p>Duration Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</p> <p>Dynamics Explore how to use dynamics for expressive effect</p> <p>Tempo Explore how to use tempi for expressive effect</p> <p>Timbre Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments</p> <p>Texture Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts, simple chords</p> <p>Structure Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the subtler development of musical ideas – similar but not the same for example simple theme and variations. Further develop use of ostinato</p> <p><u>Skills</u></p> <p>Singing Use the voice as an instrument, chant and sing with an increasing awareness of phrasing and expression including more complex rounds and partner songs and in layers</p> <p>Playing Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>Rehearsing and performing Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an awareness of how to present a performance</p> <p>Notating Understand and use detailed graphic notation. Use 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 the devices used by composers to represent ideas musically</p> <p>Describing and discussing Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p>	<p>Learn about different scale patterns and how they influence melodic shape through a range of musical activities</p> <p>Learn and understand 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 gradations of dynamics and how to manipulate them for effect through a range of musical activities</p> <p>Learn about the finer gradations of tempo and how to manipulate them for effect through a range of musical activities</p> <p>Learn about a wider range of instruments from different families; identify them by their sound, associations and uses. Expand playing techniques to further widen your repertoire of sounds through a range of musical activities</p> <p>Learn about a variety of textures, exploring different types of layers through a range of musical activities</p> <p>Learn about an extended range of structures and why they are used through listening, responding, performing and re-creating what you have heard</p> <p>Use your voice with increased control and focus on pitch accuracy, sound quality and the role of your voice in a performance. Explore singing a range of songs learning about how their parts fit together</p> <p>Play with increased control and awareness of sound quality, articulation and balance, and the role of your part in group performance</p> <p>Decide 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 and develop the use of stave notation to perform and record ideas</p> <p>Listen, respond and begin to understand how composers communicate their inspiration / motivation, their use of devices and the intended impact on the listener making meaningful and memorable connections</p> <p>Spend time discussing musical experiences with others, thinking ideas through and sharing opinions using a growing musical vocabulary</p>	<p>Use different scale patterns to create melodic shape when improvising and composing</p> <p>Create and control precise rhythmic patterns in 2, 3 and 4 metre when improvising and composing</p> <p>Use dynamic interest to manipulate the overall effect when improvising, composing and performing</p> <p>Use variations of tempo to add interest to the overall effect when improvising, composing and performing</p> <p>Make informed choices about instrumentation including tone quality and playing technique for specific purposes when improvising and composing</p> <p>Use a range of textures to add variety and interest to the overall effect when improvising and composing</p> <p>Select and use known structures for specific purposes when improvising and composing</p> <p>Use your voice creatively and expressively when singing, improvising and composing, drawing on experience to contribute vocal ideas</p> <p>Play creatively and expressively when improvising and composing with an awareness of balance, drawing on experience to contribute musical ideas</p> <p>Refine performances making changes that contribute to the overall musical effect</p> <p>Choose, invent and order detailed graphic notation and basic stave notation to accurately record and communicate musical ideas</p> <p>Reflect your musical experiences in your creative work</p> <p>Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing</p>

