

Pathway to Musical Independence – P2MI for Year 5

<p style="text-align: center;">Reliance <span style="font-size: 2em;">→</span> Independence</p>		
<p style="text-align: center;"><b>Identify the learning</b></p> <p style="text-align: center;"><i>plan your musical intentions</i></p>	<p style="text-align: center;"><b>Explore the learning &amp; deepen the understanding</b></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;"><b>Apply the understanding</b></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><b><u>Dimensions</u></b></p> <p><b>Pitch</b> Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</p> <p><b>Duration</b> Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</p> <p><b>Dynamics</b> Understand how a wide range of dynamics can be used and manipulated for expressive effect</p> <p><b>Tempo</b> Understand how a wide range of tempi can be used and manipulated for expressive effect</p> <p><b>Timbre</b> Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments</p> <p><b>Texture</b> Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments</p> <p><b>Structure</b> Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, , , theme and variations) and expressive structures e.g. Leitmotif</p> <p><b><u>Skills</u></b></p> <p><b>Singing</b> Extend imaginative vocal use, chant and sing in layers including simple part songs, with expressive interpretation and awareness of <b>phrasing, style and context</b></p> <p><b>Playing</b> Demonstrate accurate and fluent instrumental skills and use them <b>to articulate and</b> perform with musical awareness</p> <p><b>Rehearsing and performing</b> Recognise which refinements need to be made and explore a range of different rehearsal strategies. <b>Develop an awareness of how to plan and present a performance</b></p> <p><b>Notating</b> Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation <b>with time signatures</b></p> <p><b>Listening and responding</b> Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p><b>Describing and discussing</b> Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary</p>	<p>Develop a greater understanding of scale patterns and melodic shape through a range of musical activities</p> <p>Develop a greater understanding of the relationship between rhythm and metre, using more complex rhythm patterns through a range of musical activities</p> <p>Develop a greater understanding of dynamic impact, using and manipulating a wide range of dynamics for expressive effect</p> <p>Develop a greater understanding of how tempo is used and can be manipulated for expressive effect through a range of musical activities</p> <p>Investigate different ensemble combinations, with awareness of the composer's choices. Apply specific playing techniques using percussion instruments for a desired effect</p> <p>Develop a greater understanding of different textures and their effect through a range of musical activities</p> <p>Develop an understanding of a wider range of structures through a range of musical activities</p> <p>Increase awareness of expression and interpretation through control of dimensions and phrasing when using your voice</p> <p>Increase awareness of expression and interpretation through control of dimensions and phrasing when playing</p> <p>Improve singing and playing through directed and independent rehearsal and practise</p> <p>Develop the use of appropriate notation to accurately record and communicate ideas through a range of activities</p> <p>Use a variety of creative activities to interpret musical detail, context and purpose, and express an aesthetic response</p> <p>Express and justify ideas and opinions about music heard and performed using a musical vocabulary, commenting on specific features and intended effects</p>	<p>Improvise and compose using scales to give pieces shape and coherence</p> <p>Improvise and compose using different metres and more complex rhythmic patterns to give pieces shape and coherence</p> <p>Use dynamic variation imaginatively, and with intention, to convey a musical idea</p> <p>Use tempo imaginatively, and with intention, to convey a musical idea</p> <p>Make informed choices, <b>to form mixed ensembles</b>, based on experience, about instrumentation and playing technique for specific purposes</p> <p>Use simple harmony when improvising and composing</p> <p>Improvise and compose using known musical structures</p> <p>Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing</p> <p>Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing</p> <p>Sing and play taking responsibility for the quality of performance</p> <p>Use relevant notation to accurately record and communicate creative musical ideas</p> <p>Sensitively reflect your musical experiences in your creative work</p> <p>Use a musical vocabulary to focus thinking and communicate ideas to others</p>