

Pathway to Musical Independence – P2MI for Year 6

<p style="text-align: center;">Reliance → Independence</p>		
<p style="text-align: center;">Identify the learning <i>plan your musical intentions</i></p>	<p style="text-align: center;">Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i></p>	<p style="text-align: center;">Apply the understanding <i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups building independence in preparation for Y7</i></p>
<p><u>Dimensions</u></p> <p>Pitch 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>Duration Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</p> <p>Dynamics Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>Tempo Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p> <p>Timbre Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact</p> <p>Texture Use a range of harmonic devices with greater awareness and understanding in different musical contexts</p> <p>Structure Use a broader range of developmental structures and expressive structures (see year 5)</p> <p><u>Skills</u></p> <p>Singing Further extend imaginative vocal use, chant and sing in independent balanced parts (harmony) with expressive interpretation and awareness of phrasing, style and context</p> <p>Playing Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</p>	<p>Develop a broader understanding of scale patterns and how they are used through a range of musical activities</p> <p>Develop a broader understanding of the relationship between rhythm and metre, using more complex rhythm patterns / metres through a range of musical activities</p> <p>Develop a broader understanding of dynamic impact, using and manipulating a wide range of dynamics precisely for expressive effect</p> <p>Develop a broader understanding of how tempo is used and can be explicitly manipulated for expressive effect through a range of musical activities</p> <p>Investigate a wider range of ensemble combinations, with an awareness of the composer's choices. Apply specific playing techniques using percussion instruments for a desired effect</p> <p>Develop a broader understanding of different textures and harmonic devices and their effect through a range of musical activities</p> <p>Develop a greater understanding of a broader range of structures through varied musical activities</p> <p>Use your voice with increased independence, expression, interpretation and awareness of balance</p> <p>Play with increased expression and interpretation and awareness of balance</p> <p>Improve singing and playing through directed and independent rehearsal and practise with awareness of the standard and quality of sound and balance</p> <p>Develop the use of precise notation to accurately record and communicate ideas through a range of activities</p> <p>Use a variety of creative activities to interpret music and express an aesthetic response</p> <p>Express and justify ideas and opinions about music heard and performed using a fluent musical vocabulary, commenting on specific features and intended effects</p>	<p>Improvise and compose using scales to give pieces coherent shape and structure</p> <p>Improvise and compose using different / more complex metres and rhythmic patterns to give pieces coherent shape and structure</p> <p>Use precise dynamic variation imaginatively, and with intention, to convey a musical idea</p> <p>Use tempo explicitly and imaginatively, and with intention, to convey a musical idea</p> <p>Make informed and sensitive choices to form mixed ensembles, based on experience, about instrumentation and playing technique for specific purposes</p> <p>Use a range of harmonic devices when improvising and composing</p> <p>Improvise and compose using broader knowledge of musical structures</p> <p>Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing with an awareness of balance</p> <p>Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing with an awareness of balance</p> <p>Sing and play taking ownership of the standard and quality of performance</p> <p>Use relevant notation to precisely record and communicate creative musical ideas</p> <p>Sensitively reflect your musical experiences in your creative work</p> <p>Use a fluent musical vocabulary to focus thinking and communicate ideas to others</p>

