

Pathway to Musical Independence – P2MI for Year R

<div style="display: flex; justify-content: space-between; align-items: center;"> Reliance → Independence </div>		
Identify the learning <i>plan your musical intentions repeating ideas frequently</i>	Explore the learning & deepen the understanding <i>Active learning - enjoy putting learning in practical contexts, working individually and co-operatively in different sized groups, developing strategies for doing things</i>	Apply the understanding <i>making it your own – developing and linking own ideas and using your imagination working individually and co-operatively in different sized groups</i>
<p><u>Dimensions</u></p> <p>Pitch Explore, investigate and respond to high and low sounds</p> <p>Duration Explore, investigate and respond to long and short sounds and recognise the steady beat in music heard and performed</p> <p>Dynamics Explore, investigate and respond to and recognise loud, quiet and silence</p> <p>Tempo Explore, investigate and respond to and recognise fast and slow</p> <p>Timbre Explore, investigate, use and respond to a range of sounds and sound-makers including vocal sounds</p> <p>Texture Explore, investigate and respond to one sound and many sounds</p> <p>Structure Explore, investigate and respond to sequences of events, stories and simple patterns, distinguish between same and different</p> <p><u>Skills</u></p> <p>Singing Explore, investigate and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory with growing proficiency and confidence</p> <p>Playing Explore, investigate and use a range of sounds including body sounds, other sound makers and classroom percussion Begin to develop fine and gross motor control and accuracy with growing confidence</p> <p>Rehearsing and performing Sing and play individually and in a group, starting and stopping together, learning to wait, cooperate, and take turns</p> <p>Notating Respond to and recognise musical ideas represented and communicated through 3D objects/props, picture cues, signs and symbols including those illustrating the musical dimensions</p> <p>Listening and responding Explore, enjoy and respond to sounds from different sources focussing on musical moods, features, purposes, changes and how music makes you feel</p> <p>Describing and discussing Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions</p>	<p>Find out about high and low sounds through singing, playing, listening and responding activities</p> <p>Find out about long and short sounds through singing, playing, listening and responding activities. Explore the contrast between steady beat and no beat</p> <p>Find out about loud / quiet sounds and silence through singing, playing, listening and responding activities</p> <p>Find out about fast and slow sounds through singing, playing, listening and responding activities</p> <p>Try making sounds and find out about a range of sound makers through experimentation and practical activities</p> <p>Find out about different combinations of sounds: my sound, your sound (s) and our sounds together through experimentation and practical activities</p> <p>Find out about how sounds can be the same or different through practical activities. Experiment with ordering sounds in different ways</p> <p>Experiment with using voices in a variety of ways developing control of vocal shape, quality and diction</p> <p>Play with some control of technique copying simple patterns and keeping a steady beat, developing hand-eye coordination</p> <p>Follow leader's directions for rehearsing and performing</p> <p>Find out about how to use a variety of visual cues to control and remember individual sounds and combinations of sounds</p> <p>Listen to a variety of sounds and music and respond through practical activity including dance, drama, movement, art, IT and games</p> <p>Spend time sharing ideas and thoughts using key words to express ideas</p>	<p>Use and choose high and low sounds to describe musical ideas or add sound effects</p> <p>Use and choose long and short sounds to describe musical ideas or add sound effects, including the use of steady beat</p> <p>Use and choose loud / quiet sounds or silence to describe musical ideas or add sound effects</p> <p>Use and choose fast and slow sounds to describe musical ideas or add sound effects</p> <p>Use and choose sounds to describe musical ideas or add sound effects</p> <p>Start to use and choose different combinations of sounds to describe musical ideas and add sound effects</p> <p>Start to use, choose and order sounds purposefully</p> <p>Choose and use a range of vocal sounds and songs to communicate simple and varied musical ideas using their imagination</p> <p>Choose and use a range of instruments and sound makers to communicate simple and varied musical ideas using their imagination</p> <p>Respond to suggestions and begin to consider ways of bettering their own work during rehearsal for performance, building perseverance</p> <p>Choose and use objects, cues, signs and symbols to represent and order sounds and articulate ideas</p> <p>Respond creatively using self-expression, through sounds and other art forms</p> <p>Use specifically chosen words to communicate creative ideas</p>