



Gosberton Academy

Music Portfolio



Music at Gosberton Academy

At Gosberton Academy we make music an enjoyable learning experience for all pupils. We encourage all children to participate in a variety of musical experiences through which we aim to build up their love of music, self- confidence and sense of achievement. During their primary school journey, we promote the importance of music by encouraging our pupils to perform in public, at one of our many musical events which include 'Youth Voices' and 'Music Fest'.

The core concepts we seek to develop in our pupils through our Music teaching are:

- Singing: To improve pupils' internalisation of music through high-quality singing and listening.
 - Incorporate technology: To use technology to promote creativity and widen inclusion.
- Playing music: To know how to read music, interpret performance directions (dynamics, tempo, and style) and to perform to an audience.
- Composing music: To know how to respond to a stimulus to create music, improvise around a given scale or chord sequence and arrange music.

Listening and Analysing Music: To know how music has changed over time, learning about the 'great composers' and their works, developing the ability to pick out key elements of music through listening.



Teaching Mixed-Age Classes

Our teachers recognise that mixed aged teaching can be a challenge and they constantly adapt their approach to teaching and learning. They demonstrate a high level of flexibility and organisation to ensure that their provision caters for both age groups and includes all learners.

Mixed Aged classes generate a family of learners who support and care for each other. Older children have the opportunity to help others and be a leader, supporting younger learners to play and learn. At the same time, the older child is increasing an independence and competence.

At Gosberton Academy, we recognise learning happens individually, in small groups and as a whole class. Keeping children engaged, motivated and focused ensures they will learn regardless of the class they are in.

We have in place robust transition procedures which starts at the planning process, where teachers work collaboratively. Good communication across classes fosters curriculum continuity. Teachers share information to ensure learners start confidently in their new class.



Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All pupils and families will feel supported and integrated into the school life.
- Every pupil, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

Honesty – Honest to each other but also, honest to themselves.



A

Aspirational- Aspirational staff, children, parents and families



T

Togetherness- Friendships, support, stakeholders, community, parents and staff



E

Exceptional- Exceptional behaviour, effort, attitude, progress and opportunities



R

Resilient- Never giving up, always wanting to succeed.



Gosberton Goals



Music Long Term Plan

MUSIC CYCLE A 2021 - 22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS + Y1	Me	Nativity	Everyone	Big Bear Funk	Boomwhackers	Singing
Y1 + Y2	Hands, Feet, Heart	Nativity	I Wanna Play in a Band	Boomwhackers	Friendship	Singing
Y3 + Y4	Let Your Spirit Fly	Recorders	Stop		Glockenspiel St.1	Bringing us Together
Y4 + Y5	Mamma Mia		Make You Feel My Love	The Fresh Prince of Bel Air	Glockenspiel St 2.	Dancing in the Street
Y6	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Instrumental Showcase

MUSIC CYCLE B 2021 - 22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS + Y1	My Stories	Nativity	Our World	Hey You!	Your Imagination	Singing
Y1 + Y2	Rhythm in the Way	Nativity	In the Groove	Round and Round	Zootime	Singing
Y3 + Y4	Fairground Fiesta	Three Little Birds	Plastic		Djembe	The Dragon Song
Y4 + Y5	Living on a Prayer		Classroom Jazz	Djembe	Blackbird	Lean on Me
Y6	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Instrumental Show-case

Music Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>STRUCTURE Sing songs with verse/chorus structure. Recognise repetition</p> <p>PITCH Sing and recognise high and low pitch</p> <p>RHYTHMN Move to rhythms e.g. skipping, marching</p> <p>TIMBRE Recognise that sounds are made in a variety of ways</p> <p>TEXTURE Sing in unison</p> <p>DYNAMICS Play loud and soft sounds</p> <p>TEMPO Move appropriately to music at different speeds e.g. running, crawling</p>	<p>STRUCTURE Show awareness of structure – listen to and distinguish between a verse and chorus</p> <p>PITCH Read and write graphic representations of rising and falling pitch</p> <p>RHYTHMN Clap/sing back rhythms and play rhythmic games</p> <p>Perform word-pattern chants; create, retain and perform own rhythm patterns</p> <p>TIMBRE Choose sounds to match pictures, scenes, stories, emotions etc.</p> <p>TEXTURE Sing in rounds. Play untuned instruments in unison</p> <p>Listen out for combinations of instruments together.</p> <p>DYNAMICS Play sounds getting louder and getting softer</p> <p>Talk about loud sounds and quiet sounds and give some examples</p> <p>TEMPO Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower</p>	<p>STRUCTURE Show awareness of structure – listen to and distinguish between a verse and chorus</p> <p>Join in with a repeated section of a song: the chorus, the response</p> <p>PITCH Read and write graphic representations of rising and falling pitch</p> <p>RHYTHMN Play rhythms on tuned and untuned instruments</p> <p>Create rhythms using word phrases as a starting point</p> <p>TIMBRE Choose sounds to match pictures, scenes, stories, emotions etc.</p> <p>Know the difference between a speaking voice and a singing voice.</p> <p>TEXTURE Sing in rounds. Play untuned instruments in unison</p> <p>DYNAMICS Listen to and identify loud and soft dynamics</p> <p>TEMPO Describe music as fast or slow</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast</p>	<p>STRUCTURE Compose using given forms e.g. verse/chorus, A B A etc.</p> <p>PITCH Compare high and low pitch in music</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>RHYTHMN Read minims, crotchets, quavers and crotchet rests</p> <p>Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.</p> <p>TIMBRE Recognise the sounds of individual instruments</p> <p>Choose particular instruments for rehearsal and performing</p> <p>TEXTURE Understand that singing and playing together creates a musical texture</p> <p>Sing and play untuned instruments together</p> <p>DYNAMICS Describe changes in dynamics</p> <p>Use dynamics to help communicate the meaning of a song.</p> <p>TEMPO Compare music using the terms faster or slower</p>	<p>STRUCTURE Compose using given forms e.g. verse/chorus, A B A etc.</p> <p>PITCH Read and write notes A to C progressing to A to E</p> <p>RHYTHMN Read and write minims, crotchets and quavers</p> <p>Understand and explain the difference between beat and rhythm.</p> <p>TIMBRE Understand the importance of the vocal warm-up and its impact on the tone of the voice.</p> <p>Recognise the sounds of individual instruments</p> <p>TEXTURE Sing in parts and play untuned instruments together and in unison</p> <p>Explain the term 'unison' and the difference between unison and solo.</p> <p>DYNAMICS Introduce the terms and symbols for forte and piano</p> <p>Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.</p> <p>TEMPO Describe changes in tempo in music</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p>	<p>STRUCTURE Choose a suitable structure for a composition</p> <p>PITCH Read and write notes A to G</p> <p>Identify and explain steps, jumps and leaps in the pitch of a melody</p> <p>RHYTHMN Recall the most memorable rhythms in a song or piece of music.</p> <p>Read and write minims, crotchets and quavers</p> <p>TIMBRE Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound</p> <p>TEXTURE Play tuned and untuned instruments in two parts e.g. rhythmic and melodic lines</p> <p>Identify solos and instrumental breaks in songs and music.</p> <p>DYNAMICS Introduce the terms and symbols for crescendo and diminuendo</p> <p>Identify dynamics and how they change the mood and feel of the music</p> <p>TEMPO Introduce musical language for tempo e.g. lento, allegro</p>	<p>STRUCTURE Choose a suitable structure for a composition</p> <p>Recognise that changing the tonality at different points within the song creates different sections to the structure</p> <p>PITCH Read and write middle C to top G</p> <p>RHYTHMN Read and write minims, crotchets, quavers and rests</p> <p>TIMBRE Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound</p> <p>TEXTURE Play three-part ensembles e.g. rhythm, harmony and melody</p> <p>Talk about solo voices, backing vocals and different vocal textures</p> <p>DYNAMICS Use and understand pp, p, mp/mf, f, ff, cresc. and dim</p> <p>TEMPO Develop musical language for tempo e.g. andante, presto</p> <p>Recognise an effective use of tempo at the end of a song</p>

Music Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>COMPOSITION Experiment with making sounds (voice and percussion).</p> <p>INSTRUMENTS Explore and experiment with untuned and body percussion</p> <p>IMPROVISATION Practise improvising using voice and untuned instruments/body percussion through copy-back and answer games, etc</p> <p>SINGING Start to sing simple songs, nursery rhymes and chants holding a melody line.</p> <p>NOTATION Represent ideas, thoughts and feelings through pictorial representations of music.</p>	<p>COMPOSITION Improvised composition using sounds to represent a picture/scene/emotion</p> <p>INSTRUMENTS Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)</p> <p>IMPROVISATION Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds. Begin to experiment with different types of sound (e.g. loud/soft).</p> <p>SINGING Begin to sing simple songs with expression explore creative ways in which the voice can be used.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>NOTATION Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</p> <p>Read and create own graphic scores using given graphics</p>	<p>COMPOSITION Rehearsed composition using sounds to represent a picture/scene/emotion</p> <p>INSTRUMENTS Develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo.</p> <p>IMPROVISATION Continue to develop use of improvisation for singing and composition.</p> <p>SINGING Continue to sing songs expressively and creatively. Begin to show an awareness of pitch</p> <p>Understand and follow the leader or conductor.</p> <p>NOTATION Learn minims, crotchets and quavers through rhythmic word association</p>	<p>COMPOSITION Basic rhythmic or melodic composition as a class or in groups</p> <p>INSTRUMENTS Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments from different cultures.</p> <p>IMPROVISATION Begin to explore basic rhythmic patterns to compose a piece. Begin to practise and improvise compositions as a group to perform to a specific audience.</p> <p>SINGING Hold a melody line with confidence showing control in their singing</p> <p>Sing with awareness of following the beat.</p> <p>NOTATION Reading notated rhythms on a single line without word association</p> <p>HISTORY Introduce children to key composers and pieces.</p>	<p>COMPOSITION Layered composition (e.g. rhythm and melody) as class or in groups</p> <p>INSTRUMENTS Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments from different cultures.</p> <p>IMPROVISATION Begin to practise using expression in their singing and develop listening to improvise as a group</p> <p>SINGING Begin to sing in parts, showing expression and an understanding of pitch.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>NOTATION Reading and writing notes A – C on a single line, progressing to A – E on two lines.</p> <p>Read and perform pitch notation within a range.</p> <p>HISTORY Introduce children to key composers and pieces.</p> <p>Renaissance Music – Tudors</p>	<p>COMPOSITION Student-led ensemble in groups using tuned and/or untuned instruments.</p> <p>INSTRUMENTS Start to take turns in leading and directing the group. Develop performing skills on both classroom instruments and individual instruments such as the clarinet or recorder.</p> <p>IMPROVISATION Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression.</p> <p>SINGING Show confidence in part singing; sing with increasing control and expression individually and in groups.</p> <p>Self-correct if lost or out of time.</p> <p>NOTATION Reading and writing notes A – G on a three line staff, incorporating bar lines and time signatures. Progress to a full staff</p> <p>HISTORY Introduce children to key composers and pieces.</p> <p>Renaissance Music – Tudors</p>	<p>COMPOSITION Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here)</p> <p>INSTRUMENTS Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently</p> <p>IMPROVISATION Perform in student-led ensemble groups using tuned or untuned instruments, developing melodic and rhythmic improvisational skills.</p> <p>SINGING Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p> <p>NOTATION Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests.</p> <p>HISTORY Romantic Music- Victorians</p> <p>Modern Music- WW2</p>

Music SMSC Links

We promote <u>Spiritual</u> development	We promote <u>moral</u> development	We promote <u>social</u> development	We promote <u>cultural</u> development
<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between other subjects such as History and Geography.</p> <p>By considering the emotional response to music.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self discipline and perseverance required to play a musical instrument.</p>	<p>By exploring how an ensemble or orchestra works together and how team work is involved.</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't cooperate</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship etc.</p>	<p>By encouraging learners to listen and respond to traditions from around the world.</p> <p>By appreciating musical expression from different times and places.</p>

British Values: At Gosberton Academy, we use strategies within the national curriculum and beyond to secure an understanding of British Values for learning. We weave the British Values throughout all of our lessons. A high proportion of class based work sees the value of mutual respect woven throughout the lessons. From sharing ideas, celebrating good work, valuing others contributions, or discussions and debates – mutual respect is key. Teachers and staff aspire to create classroom environments where respect and tolerance are highly prioritised.



Music at Gosberton Academy



"I enjoy learning about different composers."

Year 5

"I love all the performances we get to do. We all get to perform in Church, but some of us go to go to Young Voices and perform in front of hundreds of people!"

Year 4

What do we love about Music at Gosberton?

"I love playing the instruments. I didn't think I'd ever be able to play an instrument but the teachers believe in everyone.."

Year 6

"Music is my favourite subject. You don't have to be good at English and Maths to be a musician.."

Year 5

**Whole School Singing
Assemblies**

**Exposure to different genres
and instruments**

**Composer of the
Term**

Engagement

**Pantomime Visits in
and out of School**

**Musical Showcases to
parents**

Musician Visits

Young Voices

Clubs

Cross curricular links: Reading, Writing,
History and Geography

