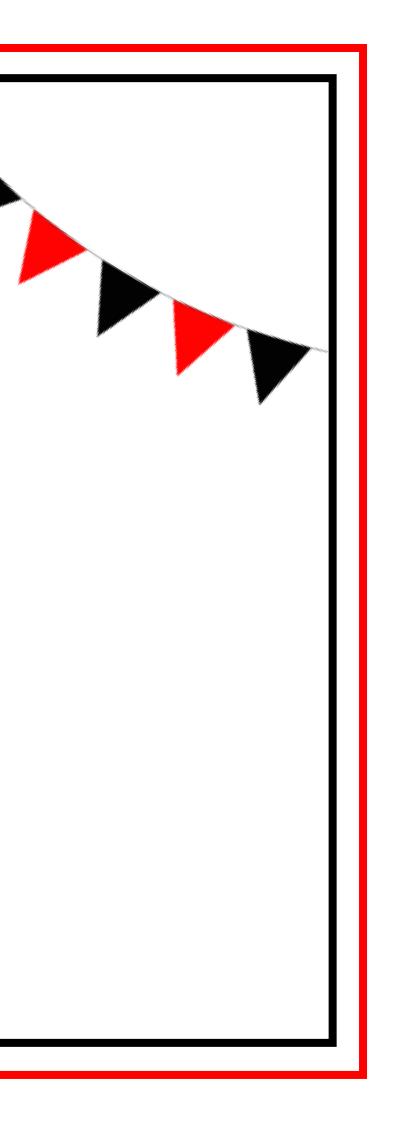
## Gosberton Academy Music Portfolio





## 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 giv-

en 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.



## <u>Teaching Mixed-Age Classes</u>

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.

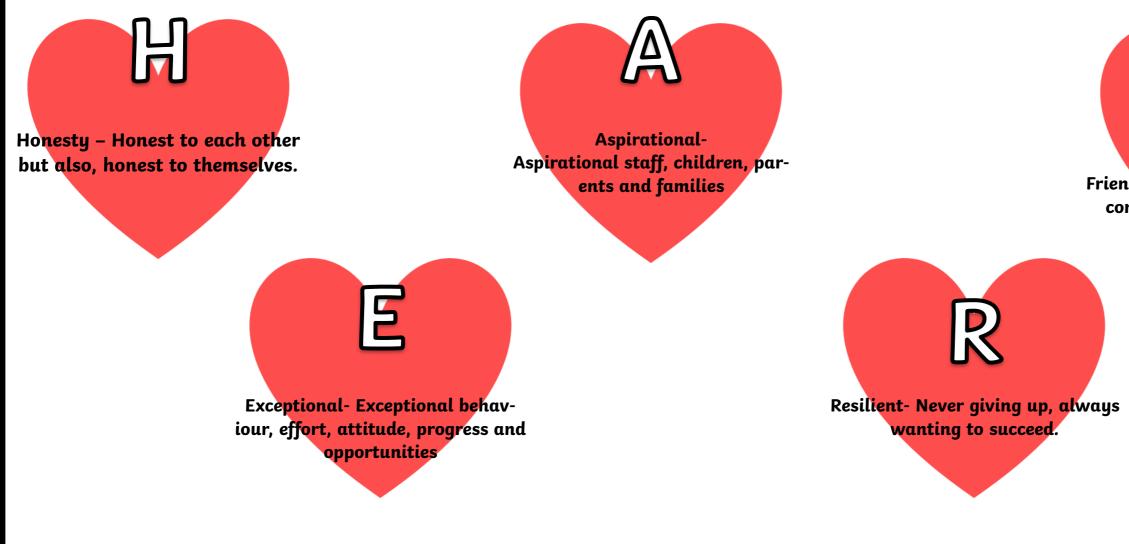
We have in place robust transition procedures which starts at the planning process, where teachers work collaboratively. Good communication across classes fosters curriculum continuity. Teachers share information to ensure learners start confidently in their new class.



## **Our Vision, Values and Aims**

Gosberton Academy aims to provide a high-quality, <u>exceptional</u> 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.



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



We show respect to everyone in our School and community

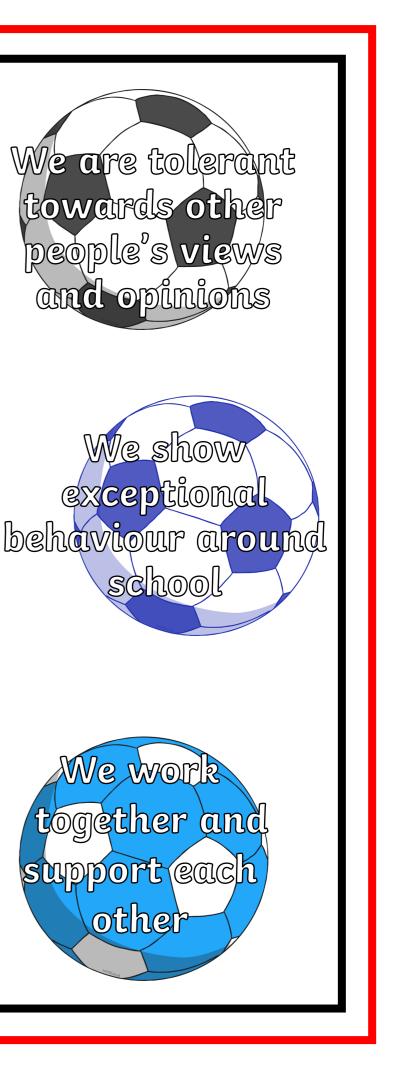




Gosberton Goals

We are enthusiastic about our learning We are honest and always tell the truth

We are committed to making our school a better place



## <u>Music Long Term Plan</u>

	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	Нарру	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
¥6	Нарру	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Instrumental Show- case

<u>Music Progression</u>					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
STRUCTURE	STRUCTURE	STRUCTURE	STRUCTURE	STRUCTURE	STRUCTURE
Sing songs with verse/	Show awareness of	Show awareness of	Compose using given forms	Compose using given forms	Choose a suitab
chorus structure.	structure – listen to and	structure – listen to and	e.g. verse/chorus, A B A etc.	e.g. verse/chorus, A B A etc.	for a compositio
Recognise repetition	distinguish between a verse	distinguish between a verse	5	5	
5 .	and chorus	and chorus	PITCH	PITCH	PITCH
РІТСН			Compare high and low	Read and write notes A to C	Read and write
Sing and recognise high	PITCH	Join in with a repeated	pitch in music	progressing to A to E	
and low pitch	Read and write graphic	section of a song: the			Identify and exp
	representations of rising	chorus, the response	Copy simple melodies by	RHYTHMN	jumps and leaps
RHYTHMN	and falling pitch		ear or from reading	Read and write minims,	of a melody
Move to rhythms e.g.		PITCH	notation.	crotchets and quavers	
skipping, marching	RHYTHMN	Read and write graphic			RHYTHMN
	Clap/sing back rhythms and	representations of rising	RHYTHMN	Understand and explain the	Recall the most
TIMBRE	play rhythmic games	and falling pitch	Read minims, crotchets,	difference between beat and	rhythms in a so
Recognise that sounds are			quavers and crotchet rests	rhythm.	of music.
made in a variety of ways	Perform word-pattern	RHYTHMN			
	chants; create, retain and	Play rhythms on tuned and	Copy simple rhythm	TIMBRE	Read and write
TEXTURE	perform own rhythm	untuned instruments	patterns created from	Understand the importance of	crotchets and q
Sing in unison	patterns		minims, crotchets, quavers	the vocal warm-up and its	
		Create rhythms using word	and their rests.	impact on the tone of the	TIMBRE
DYNAMICS	TIMBRE	phrases as a starting point	TIMPOF	voice.	Recognise the so
Play loud and soft sounds	Choose sounds to match	TIMBRE	TIMBRE	Descention the second of	individual instru
ТЕМРО	pictures, scenes, stories, emotions etc.	Choose sounds to match	Recognise the sounds of individual instruments	Recognise the sounds of individual instruments	playing in an er
Move appropriately to				inalviauai instruments	overall sound
music at different speeds	TEXTURE	pictures, scenes, stories, emotions etc.	Choose particular	TEXTURE	overall souria
e.g. running, crawling	Sing in rounds. Play		instruments for rehearsal	Sing in parts and play	TEXTURE
e.g. fulfilling, cruwling	untuned instruments in	Know the difference	and performing	untuned instruments together	Play tuned and
	unison	between a speaking voice		and in unison	instruments in t
	unison	and a singing voice.	TEXTURE		e.g. rhythmic ar
	Listen out for combinations		Understand that singing	Explain the term 'unison' and	lines
	of instruments together.	TEXTURE	and playing together	the difference between unison	
	·, · · · · · · · · · · · · · · · · · ·	Sing in rounds. Play	creates a musical texture	and solo.	Identify solos a
	DYNAMICS	untuned instruments in			instrumental br
	Play sounds getting louder	unison	Sing and play untuned	DYNAMICS	songs and musi
	and getting softer		instruments together	Introduce the terms and	
		DYNAMICS		symbols for forte and piano	DYNAMICS
	Talk about loud sounds and	Listen to and identify loud	DYNAMICS		Introduce the te
	quiet sounds and give some	and soft dynamics	Describe changes in	Identify gradation of	symbols for cres
	examples		dynamics	dynamics and use the correct	diminuendo
		ТЕМРО		vocabulary to describe	
	ТЕМРО	Describe music as fast or	Use dynamics to help	crescendo and diminuendo.	Identify dynam
	Play untuned instruments	slow	communicate the meaning		they change the
	at fast and slow tempos and		of a song.	ТЕМРО	feel of the music
	moving between the two i.e.	Change the speed of a		Describe changes in tempo in	
	getting faster, getting	steady beat, moving from	ТЕМРО	music	ТЕМРО
	slower	fast to slow, slow to fast	Compare music using the		Introduce music
	<u> </u>	<u> </u>	terms faster or slower	Control the speed of a steady	for tempo e.g. le
				beat, getting Juster and	
				getting slower.	

	Year 6
	STRUCTURE
cable structure ition	Choose a suitable structure for a composition
ite notes A to G explain steps, aps in the pitch	Recognise that changing the tonality at different points within the song creates different sections to the structure
ost memorable song or piece	<b>PITCH</b> Read and write middle C to top G <b>RHYTHMN</b> Read and write minims,
ite minims, l quavers	crotchets, quavers and rests
e sounds of struments a ensemble and ution to the	Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound
l nd untuned in two parts	<b>TEXTURE</b> Play three-part ensembles e.g. rhythm, harmony and melody
and melodic	Talk about solo voices, backing vocals and different vocal textures
breaks in usic.	<b>DYNAMICS</b> Use and understand pp, p, mp/mf, f, ff, cresc. and dim
e terms and crescendo and	ТЕМРО
amics and how the mood and usic	Develop musical language for tempo e.g. andante, presto
	Recognise an effective use of tempo at the end of a song
isical language . lento, allegro	

## song creates ctions to the write middle C to write minims, quavers and rests the sounds of instruments an ensemble and ribution to the nd -part ensembles n, harmony and t solo voices, ocals and different res nderstand pp, p, ff, cresc. and dim

Year 1		Year 3	Year 4	Year 5
COMPOSITION	Year 2 COMPOSITION	COMPOSITION	COMPOSITION	COMPOSITION
Improvised composition	Rehearsed composition	Basic rhythmic or melodic	Layered composition (e.g.	Student-led ensembl
5 1			5 5,	groups using tuned
picture/scene/emotion	picture/scene/emotion	groups	class or in groups	untuned instrument
INSTRUMENTS	INSTRUMENTS	INSTRUMENTS	INSTRUMENTS	INSTRUMENTS
Experiment playing tuned/	Develop playing tuned/	Select appropriate	Select appropriate	<b>S</b> tart to take turns i
•	•	, <u>,</u>	1 3	leading and directin
5 . 5	5			group. Develop perfo skills on both classro
	. 5			instruments and ind
ugnumics (iouu, quiet)	tempo.			instruments such as
IMPROVISATION	IMPROVISATION			clarinet or recorder.
Create own improvised	Continue to develop use of			
sound effects inspired by	improvisation for singing	IMPROVISATION	IMPROVISATION	IMPROVISATION
1 5	and composition.			Continue to use expr
•••	STALE THE			when singing in gro
				individually. Perforr student-led ensembl
•			iniprovise us a group	using tuned or untu
	· • • •		SINGING	instruments and im
soft).	awareness of pitch	audience.	Begin to sing in parts,	with rhythm and
			showing expression and an	expression.
	-	SINGING	understanding of pitch.	
<b>c . .</b>	leader or conductor.	J J	<b>T</b> II I I I I I I I I I I I I I I I I I	SINGING
· · ·	NOTATION		1 33	Show confidence in singing; sing with
5				increasing control a
votoc cult se uscu.	•	Sing with awareness of		expression individua
Demonstrate good singing	rhythmic word association	following the beat.	NOTATION	in groups.
posture.	5		Reading and writing notes	5 1
		NOTATION	A – C on a single line,	Self-correct if lost or
Sing songs from memory.		5 5		time.
NOTATION		5	lines.	NOTATION
		word association	Poad and perform nitch	<b>NOTATION</b> Reading and writing
		HISTORY		A – G on a three line
			notation within a range.	incorporating bar li
-		composers and pieces.	HISTORY	time signatures. Pro
any appropriate means of			Introduce children to key	a full staff
notation			composers and pieces.	
				HISTORY
			Kenaissance Music – Tudors	Introduce children t
				composers and piece
gruphics				Renaissance Music –
	using sounds to represent a picture/scene/emotion INSTRUMENTS Experiment playing tuned/ untuned percussion in groups starting to use different effects such as dynamics (loud, quiet) 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). SINGING Begin to sing simple songs with expression explore creative ways in which the voice can be used. Demonstrate good singing posture. Sing songs from memory. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of	using sounds to represent a picture/scene/emotionusing sounds to represent a picture/scene/emotionINSTRUMENTSusing sounds to represent a picture/scene/emotionINSTRUMENTSExperiment playing tuned/ untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)INSTRUMENTS Develop playing tuned/ untuned percussion to create short rhythmic patterns and vary the tempo.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).IMPROVISATION Continue to sing songs expressively and creatively. Begin to sing simple songs with expression explore creative ways in which the voice can be used.Understand and follow the leader or conductor.Demonstrate good singing posture.Understand and follow the learn minims, crotchets and quavers through rhythmic word associationNOTATION Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notationHead and create own graphic scores using given	using sounds to represent a picture/scene/emotionusing sounds to represent a picture/scene/emotioncomposition as a class or in groupsINSTRUMENTS Experiment playing tuned/ untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)INSTRUMENTS Develop playing tuned/ untuned percussion to create short rhythmic patterns and vary the tempo.INSTRUMENTS Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments for different cultures.IMPROVISATION Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sound. Begin to vocal soft).IMPROVISATION Continue to develop use of improvisation for sing songs experiment with different types of sound (e.g. loud/ soft).IMPROVISATION Continue to sing songs expersively and creatively. Begin to sing simple songs expressively and creatively. Begin to show an awareness of pitchIMPROVISATION Begin to explore basic rhythmic patterns to compositions as a group to perform to a specific audience.Demonstrate good singing posture.Understand and follow the leder or conductor.SINGING Hold a melody line with confidence showing control in their singingNOTATION Explore ways of representing high and low sounds, using symbols and any appropriate means of notationNOTATION Readian create own graphic scores using givenSing song from to key composition and short sond short sounds, and long and short sounds, using symbols and any appropriate means of notationImprovised compositionSing song set on <b< td=""><td>using sounds to 'represent a picture/scene/emotioncomposition as a class or in groupschythm and melody) as class or in groupsINSTRUMENTS Experiment playing tundu untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)INSTRUMENTS Develop playing tundu/ untuned percussion to create short rhythmic patterns and vary the tempo.INSTRUMENTS Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments from different effect audience. Begin to explore instruments from different educes.INSTRUMENTS Select appropriate instruments for ompositions and start to perform in groups for a specific audience. Begin to explore instruments from different educes.INSTRUMENTS Select appropriate instruments for different educes.IMPROVISATION Create sound effects such as dound effects instruments and vocal sound effect audience. Begin to exportive thich different struents and vocal seperiment with different struents for advareness of pitchIMPROVISATION Begin to sing simple songs expression explore creative ways in which the voice can be used.IMPROVISATION Continue to sing songs expression explore advareness of pitchIMPROVISATION Begin to sing in parts, showing expression and an understand and follow the leader or conductor.IMPROVISATION Begin to sing in parts, showing expression and an understanding of pitch.NOTATION create ways in which the voice can be used.IMPATION Learn minins, crotches and quavers through rhythmic word associationSINGING Following notate thythms on single line without word association<td< td=""></td<></td></b<>	using sounds to 'represent a picture/scene/emotioncomposition as a class or in groupschythm and melody) as class or in groupsINSTRUMENTS Experiment playing tundu untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)INSTRUMENTS Develop playing tundu/ untuned percussion to create short rhythmic patterns and vary the tempo.INSTRUMENTS Select appropriate instruments for compositions and start to perform in groups for a specific audience. 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to key eces.

- Tudors

#### Year 6

#### COMPOSITION

Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here)

#### INSTRUMENTS

Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently

#### IMPROVISATION

Perform in student-led ensemble groups using tuned or untuned instruments, developing melodic and rhythmic improvisational skills.

#### 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.

Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.

#### NOTATION

Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests.

HISTORY Romantic Music- Victorians

Modern Music- WW2

## Music SMSC Links

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

**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.

#### Ve promote <u>**cultural**</u>

#### development

couraging learners to listen respond to traditions from around the world.

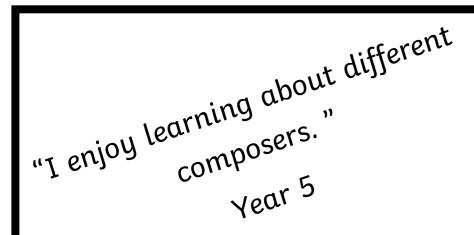
By appreciating musical ession from different times and places.

## <u>Music at Gosberton Academy</u>







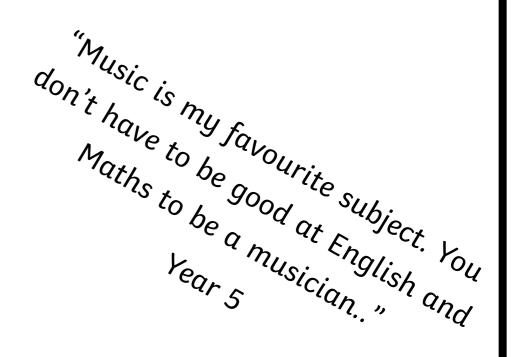


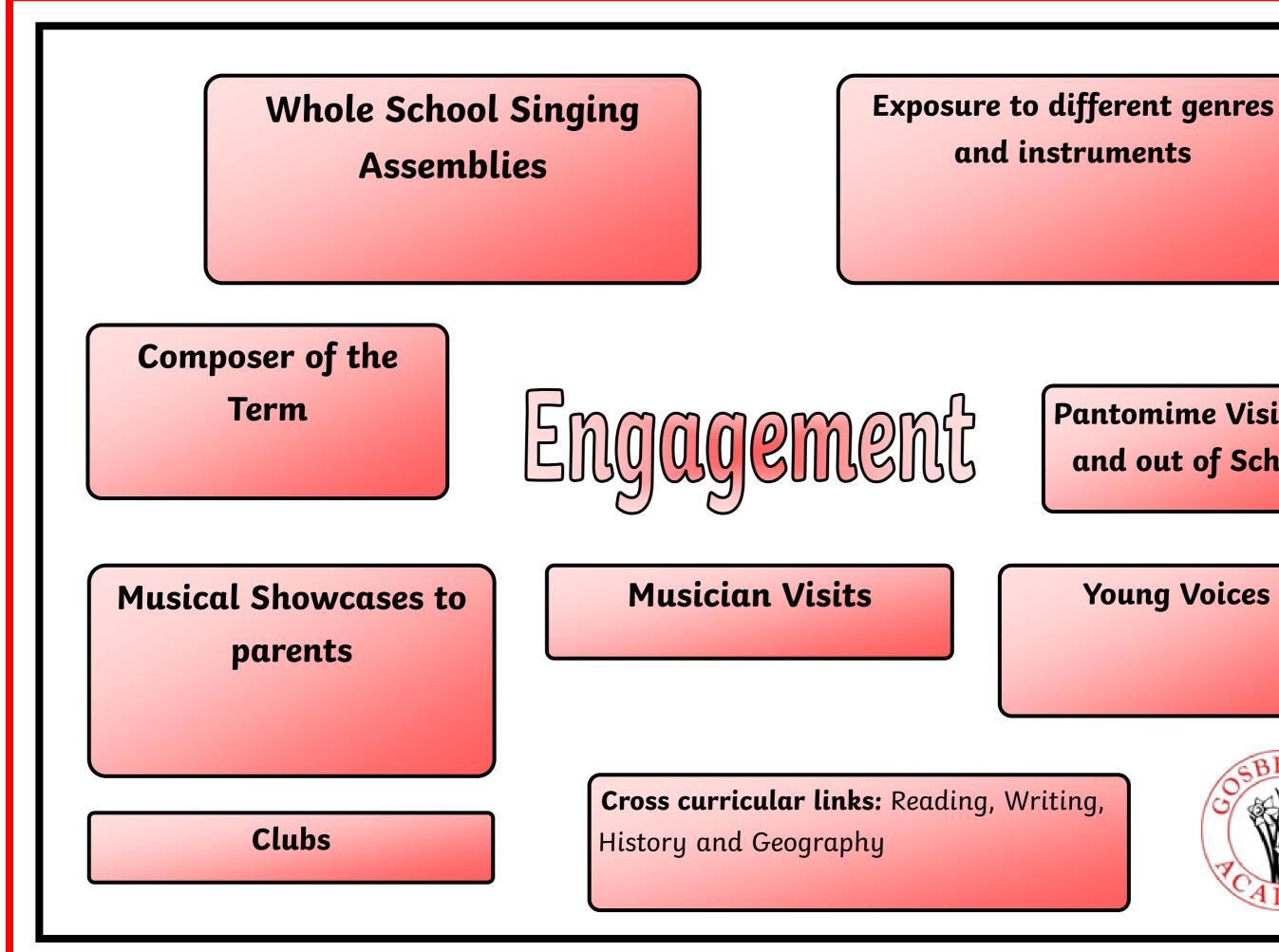
"I love all the performances we get to do. We all get to perform in Church, but some of us go to go to Young Voices and perform in front of hundreds of people!"

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





## Pantomime Visits in and out of School

### **Young Voices**

