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# MUSIC



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PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION 2025 - 2026

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# MUSIC INTENT

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Music at Portswood Primary School is an **enjoyable** and **exciting** learning experience that inspires **creativity**, **self-expression** and aims to foster a **life-long love of music**.

By exposing pupils to a wide range of musical experiences, genres and styles, we hope to ignite pupils' **passion** and allow them to develop their own musical preferences.

**Active music making** is integral to music at Portswood and forms part of every unit of work across the school. All pupils have access to **wider opportunities**, such as peripatetic music lessons, extra-curricular clubs, trips, visitors and whole class instrumental teaching. As a school, we **nurture** pupils' talents as musicians and we value and **celebrate** their achievements giving them opportunities to perform.

Across the wider curriculum at Portswood, music forms a vital role in aiding learning and retention of knowledge. From rhymes and songs in Early Years, learning music through computing to French and History lessons in UKS2, the use of music is integral to a wide range of teaching and learning at Portswood.

Our aims for music reflect the national curriculum. Pupils should:

- perform, listen to and evaluate a range of music including live performances.
- learn to sing and use their voices in solo and ensemble contexts
- experiment with, create, select and combine sounds
- understand how music is created, produced and communicated
- develop their skill and understanding of the inter-related dimensions of music.

# MUSIC IMPLEMENTATION



One unit of music is taught each term at Portswood Primary School. This may be taught as discrete lessons each week or delivered in blocked units of time, to allow for concentrated periods for music making and composition. This allows for pupils to become immersed in learning.

Teaching is whole-class based, supported by appropriate differentiation. A large amount of the pupils' learning will be teacher led and they will work mostly as a class, in pairs or groups. Working with others allows for pupils to understand how music can be combined, improves their ability to sing and play in time with others as well as promoting the skills of communication and co-operation. It also gives the opportunity for pupils with expertise in specific areas to demonstrate their skill and understanding.

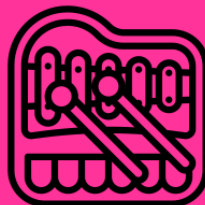
**The music curriculum is split into 5 key skills. Each year pupils will:**



**listen**



**sing**



**play**

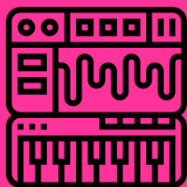


**compose**



**improvise**

**Within these skills, pupils will learn how music is created by understanding the inter-related dimensions of music:**



**timbre**



**pitch**



**dynamics**



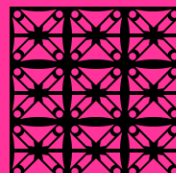
**structure**



**duration**



**tempo**



**texture**



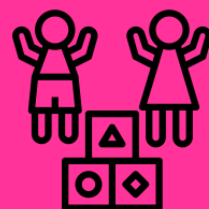
**notation**

# MUSIC IMPLEMENTATION



## EARLY YEARS

In Early Years, music forms part of day-to-day teaching and is a significant tool for pupils engagement, enjoyment and retention of knowledge.



In Nursery, children use music and movement linked to their topic. They listen, dance, sing and play instruments. Throughout the Early Years phase, music learning is also child initiated. This can be seen during their continuous provision, where pupils have access to a range of tuned and untuned instruments, allowing them to experiment with and create sound. Pupils also enjoy using the interactive whiteboard to select and sing along with their favourite songs.



Pupils learn and sing songs as part of their daily routine, for example, the 'hello song', weather songs and tidy up time songs. Singing is also key in the learning and retention of knowledge, for example, learning to count and learning common exception words.



Music in Early Years supports pupils in a number of the Early Years Learning Goals, such as personal, social and emotional development and expressive arts and design.

# MUSIC IMPLEMENTATION



## Whole school provision for Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Seasonal Sounds	Carnival of the Animals	Beat	Handa's Surprise	Pitch	Dynamics
Year 2	Percy the Park Keeper	How Long?	Beat & Rhythm	Pitch	Castles	Great Fire of London
Year 5	Ceremonial Chant	Hip Hop	Vivaldi	Recorders	The Planets	End of year performance
Year 6	Loops	Film music	Composition		End of year performance	End of year performance

### In2Music

In Years 3 and 4, pupils receive whole class instrumental lessons. Delivered by specialist teachers through Southampton Music Hub, In2Music provides high-quality peripatetic teaching, giving pupils an inspiring start to learning and performing with others on a diverse range of musical instruments.



Pupils receive one hour a week whole class tuition for the entirety of LKS2. In Year 3, they have the opportunity to try a wind instrument and a string instrument (pbuzz and ukule). They in year 4 they build upon these skills learning a different wind and string instrument (trumpet and violin).

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# MUSIC IMPLEMENTATION

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## Skill Progression: Singing

### Year 1

- Join in with group singing, building a repertoire of songs
- Use chants and rhymes to build rhythmic capability

### Year 2

- Sing unison songs with control and simple rounds with an awareness of how the part should fit
- Sing with increasing awareness of pitch, demonstrating the shape of the melody

### Year 3

- Maintain parts with support in songs, rounds and part songs.
- Confidently sing a variety of songs from different genres with accuracy of pitch

### Year 4

- Maintain part in more difficult songs/part songs
- Confidently and fluently sing in tune with clear diction, breath control and tone

### Year 5

- Sing part songs and simple harmony lines with an awareness of how the part fits with others
- Sing with increasing understanding of expression

### Year 6

- Sing more complex songs including simple harmony parts
- Pupils sing with confidence and expression

As well as singing in music lessons, pupils in Early Years, KS1 and KS2 have weekly singing assemblies. Within these assemblies, pupils learn vocal warm ups, improve their control and technique and sing a wide repertoire of songs both in unison and as a round. For KS1, these often include using actions and Makaton.

Pupils have other opportunities to sing throughout the year, such as during their phase performances, at whole school events, during music club and during visits to retirement homes.

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# MUSIC IMPLEMENTATION

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## Key Skill: Playing

### Year 1

- Can hold and play a range of percussion instruments
- Play tuned and untuned instruments experimenting with sounds, timbre and melody
- Perform using simple graphic notation

### Year 2

- Can play simple patterns on tuned percussion instruments with increasing control
- Play tuned and untuned instruments with a sense of tempo and dynamics
- Perform using graphic scores and other simple notations

### Year 3

- Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others
- Understand the effect of rhythm, pitch and dynamics
- Pupils can perform from basic notation, reading rhythms confidently

### Year 4

- Pupils can play a range of tuned and untuned instruments, showing good rhythmic and melodic control
- Demonstrate correct techniques when playing melodic and rhythmic patterns with expression
- Pupils can read from basic western notation with a growing awareness of pitch

### Year 5

- Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom
- Performances show a clear awareness of expression and balance
- Pupils can read and perform from a range of different notations

### Year 6

- Maintain own part where appropriate within a group performance
- Pupils can play confidently demonstrating musical quality e.g. clear starts and ends, phrases, technical accuracy
- Pupils can read and perform from a range of different notations

# MUSIC IMPLEMENTATION



## Key Skill: Improvising and Composing

### Year 1

- Experiment with tuned and untuned instruments
- Create and choose sounds in response to given starting points
- Create simple representations and short pieces using tuned and untuned percussion
- Use simple symbols to represent sounds

### Year 2

- Experiment with tuned and untuned instruments, improvising with a theme in mind
- Create short sequences of sound in response to given starting points
- Create simple soundscapes for intended effect
- Use simple symbols to represent sounds

### Year 3

- Experiment with tuned and untuned instruments, improvising using rhythms and melody
- Communicate thoughts, ideas and feelings through simple musical compositions
- Create layered compositions and soundscapes using simple rhythmic patterns and melodies
- Use musical symbols and notation to record and create compositions

### Year 4

- Create and refine musical improvisations using more complex rhythms and melody
- Create melodic and rhythmic patterns, melodies using the voice, instruments and technology
- Create layers of sound within musical structures, showing an understanding of how sounds fit together
- Use musical symbols and notation to record and create compositions

### Year 5

- Create and refine musical improvisations with awareness of musical structure
- Create music which demonstrates an understanding of structure
- Select, discuss and refine creative choices
- Use different notations to record and create

### Year 6

- Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres
- Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions
- Compose rhythmic and melodic ideas within clear structures
- Use different kinds of notations to record and create

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# MUSIC IMPLEMENTATION

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## Key Skill: Listening

### Year 1

- Listens to a range of live and recorded pieces identifying key instruments
- Identify changes in music and respond with movement
- Listens to own performances providing simple constructive comments

### Year 2

- Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself
- Listens to their own compositions and that of others and suggests improvements

### Year 3

- Listen and respond to own and others work offering and accepting feedback and suggestions
- Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context
- Begin to create individual sound library

### Year 4

- Aurally identify, recognise and respond to standard and invented composition
- Offer comments from own and others work and ways to improve, accept feedback and suggestions from others
- Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context

### Year 5

- Critique own and others work offering specific comments, e.g. explaining the effects of different musical elements and justify opinions
- Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.

### Year 6

- Listen and evaluate a range of live and recorded music from different genres, styles and times, responding appropriately to the context.
- Critique own and others work offering specific comments and justifying these

# MUSIC IMPLEMENTATION



## Example of progression in key skills:

### Listening

#### Year 1

Pupils listen to and move to music.  
*(Carnival of the Animals - Autumn 2)*



#### Year 2

Pupils capture their response to music through drawing.  
*(Castles - Summer 1)*



#### Year 3 & 4

Pupils listen and respond to their own and others music.  
*(In2Music)*



#### Year 5

pupils comment on and justify their musical preferences and discuss the elements of music.  
*(Hip Hop - Autumn 2)*



#### Year 6

Pupils critique music and explain the effects of different musical elements  
*(Film Music - Autumn 2)*

### Playing

#### Year 1

Pupils experiment with sounds on a range of tuned and untuned instruments  
*(Seasonal Sounds - Autumn 1)*



#### Year 2

Pupils increase their control by experimenting with dynamics  
*Percy the Park Keeper (Autumn 1)*



#### Year 3 & 4

Pupils learn to play a woodwind or string instrument with increasing control and technique.  
*(In2Music)*



#### Year 5

Pupils learn a range of techniques on the djembe and play as an ensemble, maintaining their own part.  
*(Ceremonial Chant – Autumn 1)*



#### Year 6

Pupils play a range of instruments with control, expression and accuracy to portray a mood.  
*(Film Music - Autumn 2)*

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# MUSIC IMPACT

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Music at Portswood Primary School allows pupils to have **opportunities** they may not receive elsewhere, such as playing an instrument or performing as an ensemble. It gives all pupils the chance to **express themselves**, be **creative** and grow in **confidence**. It also enables some pupils to discover their **natural musical abilities**.

Children talk **enthusiastically** about music at Portswood and when speaking to UKS2 pupils, they often comment on **memorable** lessons, units of work and extra curricular activities, such as In2Music in Year 3 and 4, learning about rap in Year 5 and their end of year show in Year 6.

As key skills are revisited throughout key stage 1 and 2, there is a clear **progression**. For example, in KS1 pupils listen to and respond to music by moving, dancing and drawing. This then progresses into pupils being able to comment on and justify their own opinions and preferences. Finally, in UKS2 pupils critique music and explain the effects of different musical elements. Alongside these skills being revisited, pupils gain a **deeper understanding** of the musical dimensions that are needed to compose and create music.

The quality of music teaching at Portwood is high and teachers are able to bring their own specialities and expertise to their teaching. As a school, we strive to link music lessons to other curriculum areas. For example, in Year 2, pupils compose a soundscape based on a book they read in English, 'Percy the Park Keeper' and in Year 5 pupils listen to and evaluate Gustav Holst's 'The Planets' which links with their science topic, Earth and Space.

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# MUSIC IMPACT

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By the time pupils leave Portswood they can:

- talk confidently about their own opinions and preferences in relation to different genres and styles of music



- listen to and respond to music, using the correct vocabulary to explain



- sing and play in a solo context and as an ensemble with increasing control and expression



- create and compose music based on a theme by combining sounds and considering the inter-related dimensions of music



- notate music either by using symbols and images or formal notation



# MUSIC IMPACT



## Wider Opportunities

### Orchestra visit



### Extra-curricular clubs



### End of year shows



# Rock concert



# Assembly performances



# EYFS





# MUSIC

## IMPACT – Pupil Voice



What our pupils say about music.

Musicians get to play in assemblies, and we cheer them on and encourage them to play more.

I liked it when we listened to the four seasons because they describes the seasons and made me feel calm. I also enjoyed composing our raps I understand why people compose raps..

I like it when we try and sing in harmony – all together and some people go high and some people go low.

I love playing the boomwackers, playing with everyone is so much fun.