Music

At Woolenwick Schools, our music curriculum is designed to foster pupils' confidence while developing their skills across four fundamental strands: performance, composition, listening, and appraising. Through a varied and engaging approach, we aim to create a rich learning environment that nurtures creativity and a lifelong love of music through our Priamry Music Strategy. This legacy project, for which families incur no additional costs, breaks the link between household income and musical achievement. By September 2026, more than 200 children, aged 6-9 years old will be able to fluently read music and confidently play a woodwind instrument.

In our weekly **singing assemblies**, pupils participate actively in musical experiences, focusing on the inter-related dimensions of music. These assemblies feature carefully selected songs that resonate with our students, encompassing a range of genres and cultural backgrounds. This not only broadens their musical appreciation but also encourages teamwork and expression as they perform together, fostering a sense of belonging and confidence.

Moreover, our curriculum incorporates opportunities for pupils to engage with modern music and innovative ways of creating music. By exploring contemporary styles and technologies, students learn to compose their own pieces and collaborate on projects that reflect their individual voices. Our hands-on approach enhances their understanding of musical elements while empowering them to share their unique perspectives. This includes regular Drumba classes as well as regular performing opportunities throughout the year such as whole- school concerts, Hertfordshire Schools Gala, year group performances and showcases.

Listening and appraising are woven throughout our lessons, encouraging critical engagement with various musical works. Pupils learn to articulate their thoughts and feelings about different pieces, cultivating analytical skills while also celebrating diverse interpretations of music.

Woolenwick Infants and Nursery schools hold the precidious Music Mark School Certification in recognistion of their outstanding music curriculum, outreach programmes and legacy work. They are also a Hertfordshire Lead school for music (only Early Years setting in Hertfordshire, and only school in Stevenage) and have been commended for their “unwavering dedication, leadership and outstanding efforts to nurture talent and create a vibrant and includive musical environement.”

Overall, our music curriculum aims to create a vibrant atmosphere where pupils can express themselves, build confidence, and explore the vast world of music in both traditional and modern contexts.

Long term map							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Autumn	**Finding your singing voice.** Attentive listening, singing collectively, recognising melody and breath work.	**Controlling my singing voice** Following instrustions, singing the melody in ensemble work with an awareness of others.	**Singing for live performances** Singing as an ensemble and performance skills.	**Woodwind instrumental lessons (DooDs)** Reading 6-8 notes on the treble clef. Performing (vocal and instrumental) in an ensemble. Performing from staff notation, incorporating rhythm (crotchets, quavers & minims). Active listening and appraising.	**Woodwind instrumental lessons (J-Sax and Clarineo)** Reading 6-8 notes on the treble clef. Performing (vocal and instrumental) in an ensemble. Performing from staff notation, incorporating rhythm (crotchets, quavers & minims). Active listening and appraising.	**Woodwind ensemble lessons (DooDs)**	**Film Music** Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.
Spring	**Composing and singing.** Following and creating listening maps-music mark making.	**Composing and singing** Exploring new music and listening attentively	**Woodwind instrumental lessons (DooDs)** Instrument care and handling, beginning	**Woodwind instrumental lessons (DooDs)** Reading 6-8 notes on the treble clef. Performing (vocal and instrumental) in an ensemble.	**Woodwind instrumental lessons (J-Sax)** Reading 6-8 notes on the treble clef. Performing (vocal and	**Woodwind instrumental lessons (DooDs)**	**Theme and Variation: Pop Art** Exploring the musical concept of theme and variations and discovering

			treble clef notation.	Performing from staff notation, incorporating rhythm (crotchets, quavers & minims). Active listening and appraising.	instrumental) in an ensemble. Performing from staff notation, incorporating rhythm (crotchets, quavers & minims). Active listening and appraising		how rhythms can 'translate' onto different instruments
Summer	**Percussive instrumental lessons and singing** Beginning to explore new instruments and sounds.	**Percussive instrumental lessons** Djembe drumming.	**Woodwind instrumental lessons (DooDs)** Instrument care and handling, beginning treble clef notation.	**Traditional music and improvisation**- Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.	**Creating and composing in response to an animation** Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	**Body and Tuned Percussion: Rainforests** Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	**Putting on a live performance** Learn new music and perform to an audience in a tight time scale.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Build confidence in their musical ability. Singing collectively at the same pitch. Recognising song melody. Listening and responding to teacher. Handling instruments with care and respect. Copying phrases and rhythms.	Controlling dynamics. Attentive listening to music and others. Understanding rests and when to sing in a piece of music. Playing instruments with increased control to express feelings and ideas. Clapping longer rhythms with help and building tempo perception.	To recognise and play the notes B,A and G on the treble clef. Creating sequences of long and short sounds. To recognise the notes EGBDF and FACE on the treble clef. To name and recognise semi-breves, minims and crochets. To repeat syncopated rhythms. To sing and sign with BSL.	Indian Music Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts.	Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying. Recognising and following melody and harmony. Playing and counting notes and rests of different rhythms. Adapting playing style and embouchure to	Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure. Playing and counting notes of different rhythms accurately all the time. Controlled breath work and quieter playing to accurately	Identify how different styles of music contribute to the feel of a film. Sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to

			Developing playing style and embouchure. Read 6-8 notes confidently on the treble clef. Play C-scale accurately and half arperggio. Perform confidently in an ensemble. Respect and handle instruments with care. Internalise rhythmic and melodic phrases. Recognise note values and rests.	suit different woodwind instruments. Listening and adapting to others in an ensemble. Building awareness of different phrases, dynamics and tempo.	produce better sound quality.	represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and perform their composition appropriately with their group. Create sounds that relate to the scene of a film. Performing rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments

						according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product. Follow time signature conducting and respond to conductor cues.