In Harmony Woodwind Curriculum for Hawthorn Primary School 2026

Strands of Learning	Year 1 – Recorder	
	Melody	• Can play simple tunes from Song Bank 1 both unaccompanied and with a backing track • Can demonstrate copycat rhythms on given notes • Can play simple melodies using a limited tone set.
	Notation	• Can recognize visual representations of music and connect with sounds on the recorder • Can understand stepwise melodies using a one or 2 lined stave • Can read and play simple melodies with the aid of note names, colours/pictures and stick notation • Can sight read simple pieces with the aid of note names, colours and pictures
	Ensemble	• Can start and stop with the ensemble • Can have an awareness of the conductor • Can take a breath in time to be ready to play at the start of a piece
	Composing/Improvising	• Can improvise a simple four beat rhythm which can be copied by others • Can play and copy three notes in a row played by others and to make up their own patterns
	Technique	• Can understand of how to look after instrument • Can understand of getting ready to play and rest position • Can maintain a good playing posture and demonstrate the correct mouth position • Can understand how to breathe and blow the correct amount of air
	Performing	• Can take part in three performances at the end of each term as an ensemble • Can perform withan awareness of an audience

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	Vocabulary	• Left hand, right hand, mouth, tongue. Fingers 1,2 and 3 and thumb. Lips, teeth, Posture, breath, blow, Recorder, window, holes
	Key Teaching Materials	• Vamoosh woodwind books and backing tracks • Song Bank 1 • Recorder Magic Book 1 (Sheba and Moses) • Recorder from the Beginning (Pitt)

Strands of Learning	Year 2 – Recorder	
	Melody	• Can play longer melodies of up to 12 bars in length • Can play melodies involving a wider tone set. • Can play tunes involving both hands
	Notation	• Can read and play stepwise notation from a stave • Can regognise the clef on a stave and begin to identify key pitches in the relevant clef • Can understand the concept of line and space notes
	Ensemble	• Can play simple pieces with two independent parts • Can learn the use and signage of basic dynamics and follow the conductors lead on loud and soft playing • Can understand the difference between legato and staccato and begin to play this as a group • Can tell whether a piece is being conducted in 2,3 or 4
	Composing/Improvising	• Can copy eight beat rhythms on one note • Can make up a short phrase using given notes
	Technique	• Can begin to use of the right hand for playing lower notes • Can understand the importance of posture to aid correct breathing • Can learn how to slur • Can take quick, quiet breaths
	Performing	• Can take part in three performances at the end of each term as an ensemble • Can play small solos in sharing time • Can have a sense of occasion within a performance
	Vocabulary	• Left hand, right hand, mouth, tongue. fingers 1, 2 and 3, and thumb, lips, teeth, posture, breath, blow, recorder, window, holes
	Key Teaching Materials	• Vamosh woodwind books and backing tracks • Song Bank 1 and 2 • Recorder Magic Book 2 • Recorder from the Beginning (Pitt)

Strands of Learning	Year 3 – Flute/Clarinet	
	Melody	• Can sing and sign the pieces they are learning and say them in do, re, mi
	Notation	• Can read crotchets, quavers, minims and semibreve and their equivalent rests • Can recognise and play E, D, C, F, G, A and F#. The more advanced may be able to play low B and A
	Ensemble	• Can play in time with and follow the conductor • Can stop and start with the ensemble • Can play pieces using the above notes • Can take part in group activities designed to help with rhythms etc • Can play in unison and in 2 parts
	Composing/Improvising	• Can improvise short rhythms in 4/4 time • Can echo a series of 3 notes played to them without looking at the teacher's fingers
	Technique	• Can understand and demonstrate the basics of good posture • Can play long, steady notes to enable a good breathing technique • Is able to tongue repeated note
	Performing	• Can take part in at least three ensemble performances per year with an awareness of an audience • Can begin to build the confidence required to play a solo or a small group performance • Develop stage and backstage etiquette such as walking on and off
	Vocabulary	• All parts of the clarinet, i.e. bell, lower joint, upper joint, barrel, mouthpiece, reed, ligature • Posture, breathing, embouchure • Right hand, left hand, fingers, thumb, lips, tongue and teeth
	Key Teaching Materials	• Abracadabra, Cool Clarinet and my own booklet

Strands of Learning	Year 4 – Flute/Clarinet	
	Melody	• To continue the use of singing to support the learning of pieces • Can play pieces with an octave range • Can sing and sign a scale and sing it in do, re, mi
	Notation	• Can understand ties • Introduce the quaver rest • Can recognise and play low G to A (2nd space) • Can understand how a flat or a sharp affects a note
	Ensemble	• As year 3 but perhaps with more advanced parts • Some students may advance to HPWO • Can follow their own part and remain in time with the group • Can follow changes of speed and dynamics • Can play pieces with up to 3 parts • Can take part in games and activities to support learning
	Composing/Improvising	• Can improvise short phrases and rhythms using a given range of notes to a backing track • Can compose a short melody using correct time values for simple time signatures
	Technique	• Continuing to develop breathing techniques to enable longer phrases • Can maintain a good posture unprompted • Can move fingers dexterously to enable playing at a faster speed • Can slur 2 or more notes together
	Performing	• Perform in their ensemble once a term • Can play a piece of their choice in sharing time • Perform in school assembly by the end of the year
	Vocabulary	• As before with the addition of slur and diaphragm
	Key Teaching Materials	• As before with the addition of ensemble music

Strands of Learning	Year 5 – Flute/Clarinet	
	Melody	• Can play a scale and relate it to sung scale • Can hear and know the difference between major and minor scales • Can play pieces with an expanded range of notes • Start looking at grade 1 requirements
	Notation	• Can read and play pieces with fluency • Can play and clap dotted crotchet rhythms, can play semiquavers • Can recognise and play slurs, staccatos and accents • Can recognise and play a range of dynamics
	Ensemble	• At this point some students may advance to HPSO • Can play and adhere to their individual part when playing in a multi strand ensemble • Can play expressively within their ensemble
	Composing/Improvising	• Can demonstrate and lead an improvisation session in small group lessons • Can use notes and dynamics to express different moods or compose using visual aids such as pictures
	Technique	• Can play bottom A and F suing the keys on the left and right • Can play G# and Bb
	Performing	• Perform in their ensemble in at least 2 concerts • Perform solos and duets in sharing time • Can demonstrate behaviour needed in a public performance
	Vocabulary	• As in year 4
	Key Teaching Materials	• As in year 4

Strands of Learning	Year 6 – Flute/Clarinet	
	Melody	• Can play the scales and arpeggios for Grade 1, perhaps Grade 2 • Can play at least 2 of the exam pieces by the end of autumn term
	Notation	• Can read and play pieces fluently that have been studied • Can sightread a piece of grade 1 standard with confidence
	Ensemble	• Should now be in HPSO • Can understand their section's role within the orchestra • Can identify each section • Can play pieces with any differing parts
	Composing/Improvising	• Can improvise in different musical styles • Can notate their compositions accurately
	Technique	• Depending on the child, can advance to notes in the upper register • Can tune their notes using their embouchure
	Performing	• To perform with their ensemble at least once a term • Build confidence playing to different audiences • Can comfortably demonstrate or play in their section during rehearsals
	Vocabulary	• As in year 5, perhaps with the addition of " going over the break"
	Key Teaching Materials	• As in year 5, but with the addition of ABRSM material