



## EY, KS1 and KS2 Music Overview

- Access to education and the chance to be educated is a human right in a civilised world
- Education should provide rich intellectual and personal development for individuals and communities of people
- Education is a public good

## Our Values



## Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

## Outstanding Achievement For All

## Our Characteristics of effective learning



We are Authors!



We are designers and artists!



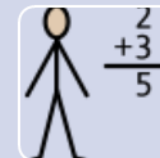
We are Scientists!



We are Historians!



We are explorers!



We are mathematicians!



We are articulate!



We are performers!



# Music Intent

## Mulberry

Wood Wharf Primary



Our music curriculum is designed to inspire a lifelong love of music, nurture creativity, and provide every child with the opportunity to realise their full musical potential. Rooted in the National Curriculum for Music and enriched by our commitment to the arts, it recognises music as both a universal language and a powerful form of personal and cultural expression.

We want children to **love music**—to feel its joy, its emotional depth, and its power to connect. We celebrate and draw upon the diverse **musical backgrounds** and experiences our children bring, enabling them to see themselves in the curriculum and value the music of others. Music is also a vital contributor to **wellbeing**, providing children with an outlet for emotion, identity, and calm, as well as joy and celebration.

Our music curriculum is underpinned by our whole-school drivers of **oracy and performance**. Children are encouraged to communicate confidently through singing, playing, composing, and reflecting on music. Performance is an integral part of the learning journey, helping children build **confidence, self-expression, and resilience**—particularly when learning instruments, trying new skills, or composing original pieces.

We believe that **every child is a musician**, and that the journey of a future performer, composer or music educator could begin in our school. By offering opportunities to see and participate in **live music**—including through our valued partnerships with **Spitalfields Music** and the **Royal Academy of Music's Open Academy**—we bring high-quality musical experiences to all pupils and raise aspirations across our community.

Through engaging and progressive learning experiences, children will:

- Develop their musical skills and understanding through **listening, performing, composing, and appraising**
- Explore a wide range of **genres, styles, and traditions** from diverse cultures and historical periods
- Gain confidence using their **voices, instruments, and technology** to express themselves
- Build **resilience**, creativity, teamwork, and communication through collaborative music-making
- Engage with the arts more broadly, linking music to other areas of cultural and creative learning

Ultimately, our aim is to ensure that all children leave our school with not only a strong foundation in music but also a deep appreciation of it—as a form of self-expression, a connection to others, and a potential future pathway.

# Early Years curriculum and Music



Music plays a vital role in the Early Years Foundation Stage, laying the foundations for children's creative, expressive, social, and physical development. Through singing, dancing, listening, exploring sound, and performing, children build the early skills and dispositions that support later musical learning and broader curriculum progress.

Our approach to music in the early years is embedded in play, repetition, and joyful exploration, allowing children to develop their **musicality**, confidence, and creativity from the very start.

## Music links closely to several Areas of Learning:

### 1. Expressive Arts and Design (EAD)

*Creating with Materials and Being Imaginative and Expressive*

*Children explore and engage in music-making, sing familiar and new songs, create rhythms, and move in time to music. They experiment with instruments and different sound-makers, begin to compose simple patterns, and perform confidently for others.*

### 2. Communication and Language

*Listening, Attention and Understanding and Speaking*

*Music supports the development of active listening skills, vocabulary, and oral expression. Songs, chants, and rhymes enhance phonological awareness, rhythm of language, and memory. This strongly links to our **oracy driver** by developing children's confidence to express themselves through music and spoken language.*

### 3. Physical Development

*Gross Motor Skills and Fine Motor Skills*

*Music and movement activities develop coordination, balance, and control. Playing instruments helps refine fine motor skills and builds the hand strength and precision needed for writing and other classroom tasks.*

### 4. Personal, Social and Emotional Development (PSED)

*Building Relationships and Managing Self*

*Music supports children's sense of self, emotional regulation, and social bonding. Collaborative music-making encourages turn-taking, cooperation, and confidence to perform and share ideas.*

## Early Learning Goals Linked to Music:

- **EAD ELG: Being Imaginative and Expressive**

*Children sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.*

- **Communication and Language ELG: Listening, Attention and Understanding**

*Children listen attentively and respond to what they hear with relevant questions, comments and actions.*

- **PSED ELG: Managing Self**

*Children show resilience and perseverance in the face of challenge — developed through learning new songs or mastering instruments.*

Through a rich and responsive early years music offer, we provide children with the joy of musical exploration and expression, while building the building blocks for composition, performance, resilience, and oracy that will continue throughout their primary journey.

## Our Commitment to Singing

At Mulberry Wood Wharf, **singing is at the heart of our school culture**. We believe that singing brings confidence, joy, escapism, and a deep sense of **belonging and community**. It is a shared language that every child, regardless of age, background, or experience, can access and enjoy. We love to sing in our classrooms every day and come together as a whole school **at least once a week** to sing collectively. These moments of shared song are powerful—celebrating who we are and connecting us through rhythm, melody and meaning.

A central part of our musical identity is our school song, *“Together”*, which we sing each week. It reflects our values of unity, resilience, and togetherness. Alongside this, we have a growing bank of favourite songs that represent our diverse community, our aspirations, and our commitment to joy in learning.

Our aim is that **every child leaves our school loving to sing**, feeling confident to use their voice, and knowing that through music, they are heard, valued, and connected to others.

## Specialist Music Teaching at Mulberry Wood Wharf

At Mulberry Wood Wharf, we believe that **music should be taught by subject specialists** who are not only passionate about music but also skilled in reading, playing, and teaching a wide range of instruments and musical concepts. This is why we have chosen to work with **Junior Jam**, whose experienced music tutors deliver our music curriculum while also covering teacher PPA time.

We believe that **a rich and diverse music education is fundamental to unlocking children's creativity**, building their confidence, and allowing every child to discover and develop their musical talents. Junior Jam's curriculum enables us to offer a high-quality, consistent music programme from **Reception through to Year 6**, ensuring depth, progression, and inclusion across all year groups.

Their course is structured around **three core subjects**, taught on a rotating half-termly basis:

- **Singing**
- **Music Theory with Keyboards**
- **Songwriting with Glockenspiels**

In the remaining half terms, pupils experience a wide range of **instrument-focused learning**, which includes:

- Boomwhackers
- Electric Drums
- African Drums
- Ukuleles
- Class Jam
- Percussion
- Samba Drumming
- Keyboards
- Steel Pans

This approach ensures that children explore music from **different cultures and traditions**, develop instrumental skills, and deepen their understanding of composition, rhythm, and performance.

Junior Jam's curriculum is **progressively structured**, with each year group receiving bespoke learning targeted to their stage of development. Instrumental units are designed so that children start with the basics and build their confidence and technique over time.

To deliver this intent effectively, Junior Jam tutors work with each class for a full academic year, providing **weekly 45-minute to 1-hour sessions**. This consistency supports strong relationships, musical progression, and sustained engagement.

Progression maps and curriculum-linked documents clearly demonstrate how Junior Jam's teaching aligns with the **National Curriculum for Music**, ensuring that all children are meeting key objectives and building a strong musical foundation.

By the end of each academic year, our aim is that pupils will have experienced a broad, inclusive and high-quality music education that empowers them to **continue their musical journey**—whether that's through performance, composition, instrumental learning or simply a lifelong love of music.

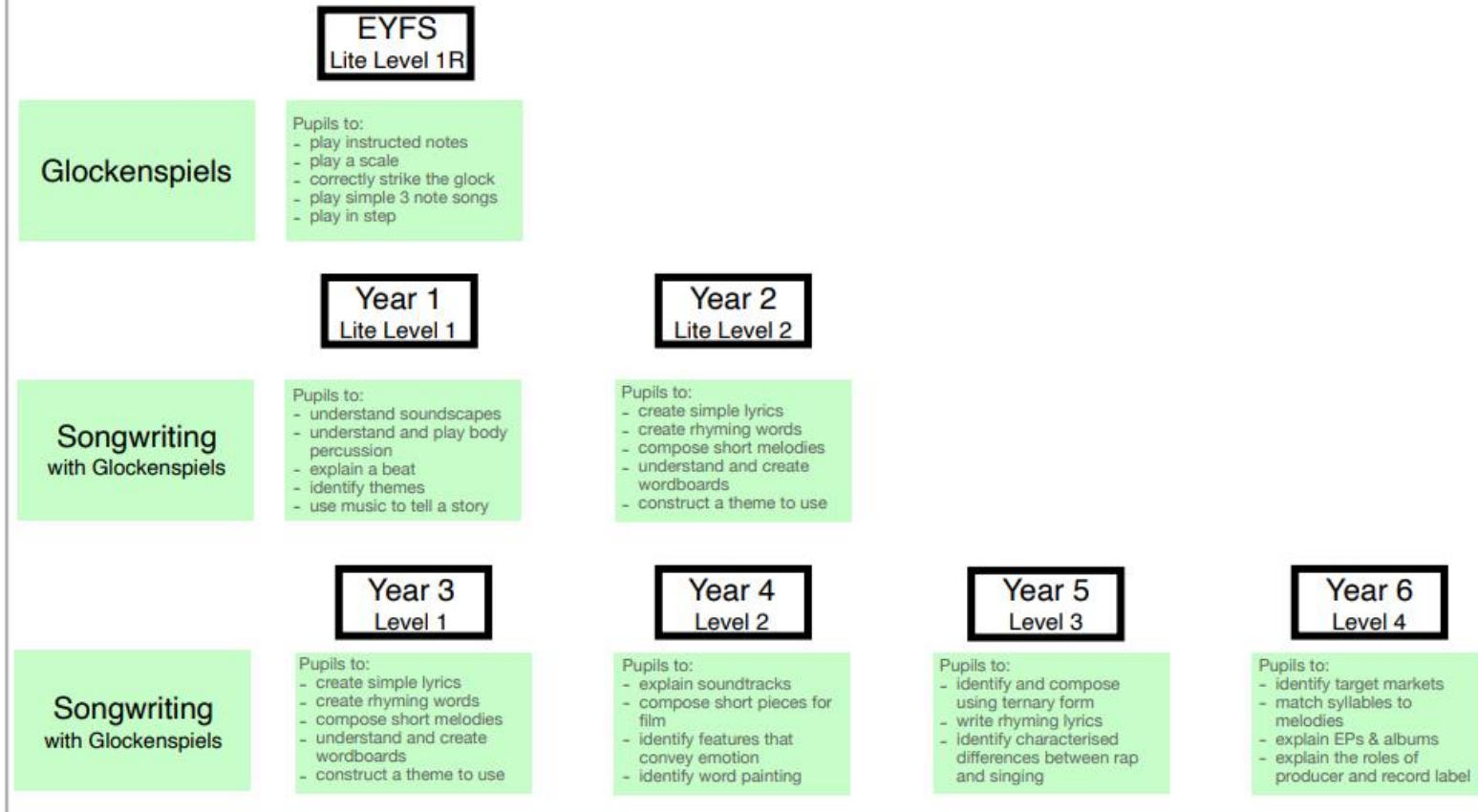


# Music Progression Map

## Core Curriculum - Songwriting with Glockenspiels



As part of our core music curriculum Songwriting with Glockenspiels is year group specific. This course also covers listening requirements for the year groups.



# Music Progression Map

## Core Curriculum - Music Theory with keyboards



As part of our core music curriculum Music Theory with keyboards is year group specific in accordance with the March 2021 Music Guidance.

### EYFS Lite Level 1R

#### Music Theory with Instruments

- Pupils to:
- Develop fine motor skills playing small instrumentation.
  - Develop a sense of beat.
  - Play rhythms following visual cues.

### Year 1 Lite Level 1

#### Music Theory with keyboards

- Pupils to:
- Find C on the keyboard
  - Know the length of a crotchet, minim and semibreve
  - Know the difference between beat and rhythm

### Year 2 Lite Level 2

- Pupils to:
- Define genre
  - Clap beats of crotchets and minims
  - Know differences in some genre characteristics
  - Pupils can discuss how music makes them feel

### Year 3 Level 1

#### Music Theory with keyboards

- Pupils to:
- Play C major scale
  - Name the white keys on a keyboard
  - Identify C, D, E on treble stave.
  - Know what dynamics and tempo are.

### Year 4 Level 2

- Pupils to:
- Improvise using the white notes on the keyboard.
  - Identify the aural difference between major and minor.
  - Identify C, D, E, F, G on treble stave.

### Year 5 Level 3

- Pupils to:
- Know what a time signature is and play a piece in 3/4.
  - Improvise over a groove.
  - Identify C - C on treble stave.

### Year 6 Level 4

- Pupils to:
- Perform following stave notation within C - C.
  - Compose with melodic and rhythmic interest.
  - Perform as a duet.
  - Understand key features of classical and Jazz genres.



# Music Progression Map

## Core Curriculum - Singing



As part of our core music curriculum singing is year group specific in accordance with the March 2021 Music Guidance.  
Singing is also used with EYFS when the instrument taught to KS1 & KS2 isn't appropriate.

	<b>EYFS</b> <b>Lite Level 1R</b>	<b>EYFS</b> <b>Lite Level 2R</b>	<b>EYFS</b> <b>Lite Level 3R</b>	<b>EYFS</b> <b>Lite Level 4R</b>
Singing	Pupils to: <ul style="list-style-type: none"> <li>- know to warm up</li> <li>- know the correct way to stand</li> <li>- understand diff between singing loudly and shouting</li> <li>- understand breathing</li> </ul>	Pupils to: <ul style="list-style-type: none"> <li>- know different way to add feeling to their voice</li> <li>- understand how and why to listen to each other</li> <li>- sing both fast and slow tempo songs</li> </ul>	Pupils to: <ul style="list-style-type: none"> <li>- know songs are made up of sections</li> <li>- keep energy through a song</li> <li>- sing a duet</li> <li>- perform in front of their class</li> </ul>	Pupils to: <ul style="list-style-type: none"> <li>- follow simple directions</li> <li>- know the role of the conductor</li> <li>- sing at different volumes</li> <li>- perform using basic musical phrasing</li> </ul>
	<b>Year 1</b> <b>Lite Level 1</b>	<b>Year 2</b> <b>Lite Level 2</b>		
Singing	Pupils to: <ul style="list-style-type: none"> <li>- know how to warm up and cool down</li> <li>- know why posture is important</li> <li>- explain diction</li> <li>- sing a C scale</li> </ul>	Pupils to: <ul style="list-style-type: none"> <li>- explain the word pitch</li> <li>- identify higher / lower notes</li> <li>- sing at accurate pitch</li> <li>- understand dynamics</li> <li>- explain tempo</li> </ul>		
	<b>Year 3</b> <b>Level 1</b>	<b>Year 4</b> <b>Level 2</b>	<b>Year 5</b> <b>Level 3</b>	<b>Year 6</b> <b>Level 4</b>
Singing	Pupils to: <ul style="list-style-type: none"> <li>- understand and explain key words: Dynamics, diction, posture, characterisation</li> <li>- breath according to good practise</li> <li>- sing in unison</li> </ul>	Pupils to: <ul style="list-style-type: none"> <li>- understand a time signature</li> <li>- sing in 3/4 &amp; 4/4 time</li> <li>- explain vocal range</li> <li>- sing a capella</li> <li>- sing in a 2 part round</li> </ul>	Pupils to: <ul style="list-style-type: none"> <li>- aurally recognise and name different singing styles</li> <li>- scat</li> <li>- sing 5 pentatonic scale</li> <li>- sing a capella in unison</li> <li>- use projection</li> </ul>	Pupils to: <ul style="list-style-type: none"> <li>- sing in 4 part round</li> <li>- understand the health benefits of singing</li> <li>- name: bass, alto, tenor, Soprano.</li> <li>- use musical phrasing</li> </ul>

# Music Progression Map

## Core Curriculum - Tuned percussion



**Junior Jam**

**Year 1&2**  
Lite Level 1

**Boomwhackers**

- Pupils to:
- play instrument effectively
  - play basic rhythms
  - identify different pitches

**Year 2**  
Lite Level 2

- Pupils to:
- use different techniques to play the instrument.
  - Improve sense of timing and accuracy.

**Year 3 - 6**  
Level 1

- Pupils to:
- play instrument effectively
  - play varied rhythms
  - play chords as an ensemble

**Year 4 - 6**  
Level 2

- Pupils to:
- use different techniques to play the instrument.
  - Improve sense of timing and accuracy.
  - play some songs with different parts.

**EYFS**  
Lite Level 1R

**Class Jam**

- Pupils to:
- name some instruments in the ensemble
  - play beats of 4
  - play along to songs

**Year 1&2**  
Lite Level 1

- Pupils to:
- clap and play along to songs
  - use correct playing technique
  - respond to call and response

**Year 3&4**  
Level 1

- Pupils to:
- know difference between Melody and accompaniment
  - recognise major and minor

**Year 5&6**  
Level 2

- Pupils to:
- Respond to tempo changes while playing
  - Play cohesively as an ensemble

# Music Progression Map



**Junior Jam**

## Core Curriculum - Untuned percussion

	EYFS Lite Level 1R	Year 1&2 Lite Level 1	Year 2 Lite Level 2	Year 3 - 6 Level 1	Year 4 - 6 Level 2
Percussion Instruments	Pupils to: - hear difference in instruments - create soundscapes - play to a steady beat	Pupils to: - count in crotchets and minims - use correct playing technique for instrument			
African Drums	Pupils to: - name the Djembe - count in time - follow conductor - copy simple rhythms	Pupils to: - know about musical origins - play Bass, Tone & Slap - hear the difference in hits		Pupils to: - aurally identify: Bass, Tone & Slap - lead a rhythm - create polyrhythms	
Samba Drums				Pupils to: - Play grooves on multiple instruments - Follow conductor for changes: tempo & dynamics	
Electric Drums		Pupils to: - Understand the word tempo - Know a drum is a	Pupils to: - Play a range of simple drum beats on the drums.	Pupils to: - Play in standard and half time - Use the pedal for the kick	Pupils to: - Learn drumbeats in different time signatures. - Use the pedal for the kick

# Music Progression Map



## Core Curriculum - Tuned instrumentation

	Year 1&2 Lite Level 1	Year 2 Lite Level 2	Year 3 - 6 Level 1	Year 4 - 6 Level 2	Year 5 - 6 Level 3
Steel pans	Pupils to: - name some parts of the pan - Use correct playing technique - play simple songs		Pupils to: - name all parts of the pan - Perform rolls - play with both hands - Play 2 part chords		
Ukuleles	Pupils to: - know they are string instruments - strum correctly - play fretted notes - play open notes - play C chord	Pupils to: - Know the notes of the strings - Play a pitched pattern using fretted notes - Play a chord	Pupils to: - Play major and minor chords - Read tablature - Hold the instrument correctly when playing	Pupils to: - Play a scale - Use a strumming pattern when playing chords - Perform playing techniques: Hammer on + slide	
Keyboards	Pupils to: - play C,D,E on the keyboard. - know values of crotchet minims and semibreves - Know what a duet is.	Pupils to: - Play rhythmic patterns correctly on the keyboard. - Learn about different genres of music that use keyboards. - play dynamics.	Pupils to: - play musical phrases with both hands. - Read C, D, E on the treble stave. - Compose music to be performed on keyboards.	Pupils to: - Play pieces using the correct fingering. - Know how to play simple chords on keyboards. - To play pieces using sharps and flats.	Pupils to: - Play pieces from different genres. - Play a walking bass line. - To improvise on the keyboard. - Play broken chords.
	EYFS Lite Level 1R	Year 1&2 Lite Level 1	Year 3&4 Level 1	Year 5&6 Level 2	
Class Jam	Pupils to: - name some instruments in the ensemble - play beats of 4 - play along to songs	Pupils to: - cap and play along to songs - use correct playing technique - respond to call and response	Pupils to: - know difference between Melody and accompaniment - recognise major and minor	Pupils to: - Respond to tempo changes while playing - Play cohesively as an ensemble	

Due to Class Jam using both Tuned percussion and tuned instrumentation this course appears in both maps.  
This course is taught every other year.

# Assessment In Music



At **Mulberry Wood Wharf**, we are committed to providing a high-quality, specialist-led music education that supports every child in developing their musical knowledge, skills, and creativity. To deliver this, we work in partnership with **Junior Jam**, whose experienced music tutors deliver our curriculum from Reception through to Year 6.

We believe music is a powerful tool for expression and growth, and our curriculum is designed to ensure that all children engage in a **broad range of musical experiences** across singing, listening, composing and performing. At the end of each music unit, pupils are encouraged to **reflect on their learning** and contextualise their understanding—whether that's through recognising patterns in music, discussing their own compositions, or evaluating performances.

To ensure high standards of teaching and learning, we actively monitor **progression and achievement**. Junior Jam supports us in this through a robust system of assessment and feedback, which aligns with deep-dive expectations and gives us clear insight into the impact of our music provision. These tools help us celebrate successes, track development, and tailor future learning.

We measure and evidence the impact of music teaching through:

- **Verbal feedback** during lessons and following performance opportunities
- **Weekly Session Forms** – capturing whether the learning objective has been met for each class and available via our school portal
- **Half-termly Course Evaluations** – tracking how each class performs against a range of course-specific, age-appropriate statements aligned with national expectations
- **Optional Reporting and Assessing** – individualised feedback for each child, including grades for attainment, behaviour, and progression, should we choose to opt in

This rigorous yet accessible approach helps us ensure that **every child makes meaningful musical progress**, and is equipped with the tools and confidence to continue their journey—whether as a performer, composer, or appreciative listener.



# How do we adapt our Music curriculum to include all learners?



It is our expectation that all pupils participate fully in Music lessons. We use adapted tasks to support some pupils in accessing the same learning question as their peers. A small number of pupils may be working towards adapted end points for Music or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan