

Music development plan summary: *Wednesfield Academy Overview*

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	October 2024
Date this summary will be reviewed	October 2025
Name of the school music lead	Bianca Passelle-Reid
Name of school leadership team member with responsibility for music (if different)	Kirsty Jones
Name of local music hub	Wolverhampton Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision, and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Part A: Curriculum music

This overview outlines the music curriculum, including the weekly instructional time of one hour per week and the various music qualifications and awards that students may achieve, guided by the Model Music Curriculum.

Within the music department, we are passionate about our students receiving access to various styles of music which intern can enhance their musical experiences and heighten their awareness of cultures which may be obscure to them traditionally.

Year 7 Curriculum Overview:

Students start by learning the basics of keyboard playing, focusing on musical elements and techniques. They explore pentatonic scales through melody and chords and delve into Rock and Roll, practicing and performing a song from that era. The curriculum also includes solo performance, building confidence and stage presence, and ensemble work, emphasizing collaboration on the keyboard and vocals.

Year 8 Curriculum Overview:

Students continue developing group performance skills through Blues, focusing on the 12-Bar Blues and major/minor scales and the history of Black culture in America. They explore rhythm and structure through Samba music, using percussion and keyboards, and perform in a South American style. Solo performances involve advanced keyboard techniques and vocal work, while ensemble sessions further enhance collaboration, keyboard playing, and singing.

Year 9 Curriculum Overview:

Students study the history of music, covering Baroque, Classical, Romantic, and Renaissance styles. They explore film music, creating leitmotifs for trailers, and compose their own pieces using music technology. The curriculum also includes group performance in the style of Bhangra and ensemble work focusing on various genres, building on prior skills.

Pupils in Years 7-9 learn to sing and play instruments through whole-class ensemble where scheme of learning, focuses on keyboards and percussion within units including Samba and Blues. They also develop vocal and keyboard skills in ensemble settings. Solo performance sessions enhance their vocal techniques, confidence, and keyboard abilities. Group performances in genres like Rock and Roll, Reggae, and Bhangra offer further practice, emphasizing collaboration and refining ensemble skills across various musical styles.

We have established partnerships with Wolverhampton Music Service and employs our own peripatetic music teacher to support the curriculum through KS3 and KS4.

In Key Stage 3 (Years 7, 8, and 9), the school offers a dynamic music curriculum designed to engage all students, including those with disabilities and special educational needs (SEND). Each week, students receive one hour of music instruction, focusing on various topics and practical experiences. The curriculum is informed by the Model Music Curriculum ensuring a well-rounded approach to teaching music that incorporates diverse learning styles.

Throughout these years, students explore various instruments, particularly the keyboard, through whole-class ensemble teaching, especially during units like Samba and Blues. These ensemble sessions enhance collaboration and help develop essential performance skills. In addition to instrumental training, students are encouraged to enhance their vocal abilities through both group and solo performances, cultivating confidence and stage presence. Through these music experiences, the students not only develop musical skills but also gain a deeper appreciation for different musical genres and styles, setting a strong foundation for their future musical endeavours.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

The school is dedicated to providing a diverse range of music tuition opportunities that extend well beyond the standard curriculum, allowing students to advance their musical skills in various ways. Students have the option to engage in one-to-one lessons, small-group instruction, or large-group classes, covering a broad spectrum of instruments including woodwind, piano, singing, acoustic and bass guitar, drums, brass, and strings. This flexibility in learning formats enables students to find the instructional method that best suits their individual learning style and needs.

To ensure that all students have access to these valuable resources, tuition is subsidized through strategic partnerships with Wolverhampton Music Service. This collaboration significantly enhances accessibility, particularly for students eligible for pupil premium support, allowing them to benefit from high-quality music education without financial barriers.

Beyond individual lessons, students are encouraged to participate in a variety of ensembles and collaborative music-making opportunities. One of the highlights of the school's music program is the annual school musical, which features a choir and provides many opportunities for both vocalists and instrumentalists to collaborate creatively. This experience not only hones their performance skills but also fosters teamwork and camaraderie among students.

Furthermore, individual students are given platforms to showcase their musical talents during three concerts held throughout the school year. Among these, a special concert dedicated to Black History Month allows students to explore and present music that reflects significant cultural themes and origins, enriching their understanding and appreciation of music's role in society.

Students are actively encouraged to join choir and ensemble groups starting from Year 7. The school provides clear and accessible information about participation, including any associated costs and the options available for subsidized involvement, ensuring that every student can take part regardless of their financial situation.

Additionally, rehearsal spaces are made available for students to practice both individually and in groups after school. This dedicated time and space for practice are essential for students to refine their skills, explore their musical interests, and prepare for performances. By offering such a comprehensive suite of opportunities, the school enables students to make significant progress in their musical education and personal development beyond the core curriculum.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

The school is committed to providing a variety of musical experiences throughout the academic year, enhancing students' education and instilling a love for music. Regular performances include singing in assembly, where students from all year groups come together to share their talents, promoting a sense of community and enthusiasm for music.

In addition to assembly performances, students have opportunities to participate in specialized events, such as performing for the entire school upon entry on specific days. The school hosts two showcases each year, allowing students to display their musical skills in a supportive environment. Additionally, a special concert celebrating Black History Month highlights significant cultural themes through music, encouraging students to engage with diverse musical traditions. The annual school musical further provides a platform for students to shine, combining acting and music in a collaborative performance.

Students also have opportunities to attend live theatre productions, concerts, and orchestral performances when appropriate, exposing them to a range of musical experiences outside the classroom. Various workshops, including djembe and song writing sessions, are organized to enhance students' musical skills and creativity.

While some events may have a nominal fee, the school strives to make these experiences accessible, offering subsidized tickets for families in specific circumstances. Through these diverse musical opportunities, the school aims to nurture students' talents and inspire a lifelong passion for music.

We are also a proud Music Marked School.

In the future

As our school continues to musically flourish, we endeavour to restore KS4 music within the curriculum as well as offering music technology as a KS5 BTEC option in the foreseeable years. Although we are currently a sole teacher department, should KS4 Music reignite, we would realistically require additional teaching staff. We also aim to broaden our individual lessons regarding the current cohort that we have and allow for opportunities for the students to join local orchestras, whilst utilising further opportunities to play in our school band as and when we are hosting music event including school musicals, concerts and matrix events. We currently hosting a music event at a minimum of 3 times per year and we endeavour to increase to 4 times

excluding the celebration of specific cultural days throughout the year. Arranging opportunities to visit professional performances such as the Wolverhampton youth orchestra at the Civic Hall in Wolverhampton and where possible, a visit to the Symphony Hall in Birmingham whereby multi genre performances occur will also be a focus throughout 2025. On a local scale we do hope to increase the number of seminars / masterclasses around the music industry, within school whereby we can welcome a minimum of 3 visitors per academic year.