**Music Statement of Practice**

**Vision**

At Wolverham Primary School, we aim for all our pupils to develop a life-long love of music, in a school with a musical atmosphere through a wide range of high-quality and practical musical experiences which engage and inspire all children. Music is embedded as a part of school life and our aspiration is that children have the opportunities to become real musicians. We provide opportunities for all to create, play, perform and enjoy music; to develop the skills to appreciate a wide variety of musical forms, and to develop the confidence to make informed judgements about music.

**Intent**

Modelled on the National curriculum and enhanced by the model music curriculum, we offer opportunities for children to develop their talents in all aspects of music including composition, singing and appreciation.

In the EYFS, music is experienced primarily through the Expressive Arts and Design elements of the curriculum. However, we believe music has links across the whole of the EYFS. A curriculum rooted in rhythm, spoken language and singing will develop children's language and social skills, and one which finds enjoyment in pattern will develop mathematical awareness.

Our Music curriculum for Key Stage 1 and 2 is underpinned by Sing Up Music. Sing Up covers a broad and diverse range of repertoire, approaches and musical traditions. It supports a fully-integrated approach to musical development, connecting the interrelated strands of singing, playing, improvising, composing, listening and appraising.

As with all subjects at Wolverham, even the practical ones, there is a strong focus on vocabulary acquisition, encouraging children to be able to describe what they hear and enabling them to build on their declarative knowledge and cultural literacy.

Units of work are grouped into the elements Sing and Play, Listen, Compose, with a clear progression of knowledge and skills, however, all of the interrelated strands are interleaved within the units to build a spiral progression to ensure skills are revisited and built upon.

Important information that is required to progress is identified from each lesson, ensuring all children can access lessons and make good progress.

**Implementation**

At Wolverham, music is taught discretely to ensure depth and rigour. Each year group throughout the school has a minimum of 40 minutes of music weekly (KS1) and 50 minutes weekly (KS2) however opportunities to develop and widen skills and experiences are given across the wider curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music alongside many other co-curricular musical opportunities.

KS1 and KS2 units are organised into six and three week lesson blocks. Six-week units are based around a song, and the musical learning flows from the features of the piece. Taking an integrated approach, these units combine singing and playing, listening, and appraising as well as some improvising and composing. The three-week units, grouped in pairs to cover half a term, focus more heavily on composing/improvising or on listening/appraising. The compose units aim to develop skills in improvising and composing, and to support pupils to find their own creative voices. The listen and appraise units vary, with some focusing on active ways to listen for a deeper and more internalised experience (through movement, dance, or art activity for instance). Other units aim to develop and support pupils' understanding of the cultural, social, and historical context of music, drawing from a broad and diverse range of musical traditions and cultures. Pieces are specially selected (often from the Model Music Curriculum suggested listening lists) to be accessible for the age group.

Instrumental teaching

In summer term, all children from year 2 to year 6 access whole-class percussion instrumental lessons. Each unit is based around one specially-commissioned piece and each piece has multiple playing parts to encompass a range of playing abilities with any given group. The pieces are fun and engaging to play, with lovely melodies, fantastic rhythms, and joyful backing tracks. The units progress in level of technical and musical difficulty.

Children are also offered the opportunity to study a musical instrument with peripatetic teachers from the local music hub. We have a peripatetic music teacher who visits once a week to deliver a one-hour ukulele session. This provides pupils with the opportunity to develop instrumental skills and experience ensemble playing in a structured, supportive environment. Each unit is completed with a sharing concert for parents, giving children the chance to celebrate their learning and perform with confidence.

At Wolverham, we are also partnered with Rocksteady music which brings an exciting dimension to our music provision. Rocksteady delivers sessions where children can learn to sing and play contemporary instruments such as drums, keyboards and electric guitars. These sessions are highly engaging and allow pupils to explore different genres of music, fostering creativity and enthusiasm. The hands-on experience with modern instruments also helps to keep pupils motivated and interested in their musical development. The band takes part in termly performances where parents and the rest of the school can come and watch. Children can also achieve an official Ofqual regulated music qualification accredited by Trinity College London.

Musical Vocabulary

Musical vocabulary is developed in a carefully sequenced way, so that children build their understanding gradually and meaningfully as they progress through each year. Vocabulary is introduced incrementally, aligned with the age and stage of the learners. Key musical terms (like pulse, rhythm, pitch, dynamics, texture, tempo, timbre, structure, and notation) are revisited and deepened over time. New vocabulary is taught in context, through active music-making: singing, performing, composing, and listening. Children use the vocabulary to describe what they hear, how they perform, and the choices they make when composing. Each lesson begins with a review of key vocabulary relevant to the content of the lesson.

Co-curricular music

At Wolverham, we are committed to providing a rich and diverse musical education that

extends beyond the core curriculum. Our co-curricular music programme is designed to offer pupils numerous opportunities to sing and play music, fostering a lifelong love for the subject and enabling them to make significant progress in their musical journey.

* Singing assemblies -each week, KS1 and KS2 come together for a collective experience of singing together.
* After-school choir club -our after- school choir club, open to KS2 pupils, provides an opportunity for children to develop their vocal skills, learn to sing in harmony and perform in front of live audiences such as Singing the Nativity at Chester Cathedral, Britain’s Got Talent and our yearly AmaSing concert. Children have the opportunity work with professional composers, dancers and music specialists and each year and get the chance to experience the thrill of performing at a large venue with hundreds of other children. These performances not only enhance their music skills but also build confidence and teamwork.

**Impact**

Our children are engaged and excited by our music curriculum. The skills that they are taught equip them with a range of skills to enable them to appreciate music throughout their lives. They become confident performers, composers and listeners, who are able to express themselves musically at school and beyond. Our children show an appreciation and respect for a range of music from a variety of genres across a variety of generations. They progress throughout the music curriculum which enables them to meet the expectations outlined at the end of each key stage for the national curriculum.

In music lessons, learning is assessed throughout lessons in the form of instant feedback from the teacher designed to enable children to make even more progress.

In addition, we also include progression snapshot lessons for each year group from Year 1 to 6. One song for each year group is introduced in Week 3 of Term 1 and is revisited and developed in Term 2 and Term 3. Each snapshot is designed with a very clear focus. The activities are videoed and provide evidence to inform the teacher’s general impressions of how children are achieving in line with musical learning statements over time.

The assessment observations are all fed back to the subject leader in order to inform and monitor the curriculum.