



## **Music Policy**

### **Intent**

At Ropery Walk Primary School, it's important that our curriculum not only inspires creativity and enjoyment but also meets the requirements set out in the National Curriculum. The six Golden Threads we've identified are:

1. Listening and appraising
2. Singing and using the voice
3. Playing instruments
4. Creating and composing
5. Performing and sharing
6. Understanding notation

These threads are all closely aligned with the statutory aims for both KS1 and KS2. They also provide a clear and progressive structure, allowing children to revisit key musical concepts over time, deepening their understanding as they move through the key stages. They also give staff clarity on what to teach and when, which is especially helpful for non-specialists delivering music. Most importantly, the threads ensure that all pupils, regardless of ability or background, can access a broad and balanced music curriculum that is rich in skills, knowledge, and cultural understanding. This approach not only prepares them for future musical opportunities but also helps develop confidence, creativity, and teamwork across the wider curriculum.

### **Implementation**

#### **Curriculum and Teaching**

Charanga is used from Reception through to Year 3 in our school. Charanga provides children with a consistent lesson structure as they move through different units across the year and through the school. This consistency helps children understand what is expected of them and supports smooth progression.

We recognise that there are children of widely different musical abilities in all classes. At Ropery Walk, we adopt an inclusive approach, where all children are encouraged to take part and enjoy music lessons regardless of ability or special educational needs.

From Years 4 to 6, pupils are taught by a specialist brass teacher from Durham Music Service throughout the year. Lessons focus on developing key musical skills, including instrumental technique (such as embouchure and breath control), reading



staff notation, ensemble performance, listening and responding, creative improvisation, and performing to an audience.

### **Classroom Practice**

During lessons, children are:

- Asked open-ended questions that allow for a range of creative responses.
- Provided with resources and musical instruments of varying complexity.
- Supported by additional adults where necessary to enable participation and progress.

Music is taught to all children as part of a broad and balanced curriculum. Through our teaching, we provide opportunities for all pupils to make progress by setting suitable learning challenges and responding to individual needs.

### **Performances**

Performance is a key part of our music provision and provides valuable opportunities for children to share their learning. These include:

- The EYFS and KS1 Nativity
- Class assemblies and seasonal concerts
- End-of-year productions

### **Impact**

Through our music curriculum, children at Ropery Walk Primary School:

- Develop a love of music and increased confidence in performing.
- Gain knowledge of a range of musical genres, styles, and traditions.
- Demonstrate progression in musical skills through singing, playing, composing, and appraising.
- Learn to work collaboratively, listen respectfully, and value the creativity of others.

We assess progress through ongoing teacher observations and by using Charanga's assessment tools, which align with the National Curriculum expectations. Feedback is verbal, constructive, and designed to encourage reflection and improvement.



## **Inclusion and Equal Opportunities**

Music teaching at Ropery Walk Primary School is fully inclusive. Teachers adapt lessons to ensure that all children, including those with SEND, can access and enjoy music learning. This may include:

- Simplifying or extending tasks
- Adjusting resources or instruments
- Providing adult support
- Encouraging alternative methods of response (e.g., movement, gesture, or technology)

All children are valued equally as musicians and contributors to the musical life of the school.

## **Monitoring and Review**

The Music Lead monitors the implementation and impact of the curriculum through:

- Lesson observations
- Pupil voice and feedback
- Review of evidence, planning and outcomes

The policy and curriculum will be reviewed annually to ensure it remains relevant, inclusive, and in line with current national guidance.

## **Policy Review**

**Policy written by:** L.Brown

**Role:** Music Lead

**Date:** September 2025

**Next review due:** September 2026