St Cyprian's Greek Orthodox Primary Academy

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ ΧΡΙΣΤΩ ΙΝΑ ΑΡΙΣΤΕΥΩ

I AM STRONG THROUGH JESUS CHRIST

TO THE BEST THAT I CAN BE

Music Policy

Revised: July 2025

Reviewed and ratified by Full Academy Trust:

Date: 17/7/25

Signed: Andi Christou

Name: A Christou

Position: Chair of Education Committee

Date of next review: July 2027

Mission Statement

The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion. The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse and multicultural society.

The term 'parents' in this policy also refers to carers.

Music is a powerful form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. It helps pupils relate to others, forging important links between home, Academy and the wider world.

Aims

We aim to develop the musical confidence and competence of each of our children in order that they can enjoy and appreciate the music of others and develop their own ability to perform and compose.

Objectives

- To plan musical activities in such a way as to encourage full and active participation and enjoyment by all children, irrespective of ability.
- To develop the children's understanding of elements of music (pitch, duration, dynamics, timbre, texture and structure) that form the basis of the music curriculum.
- To encourage the children to use these skills through varied units of work which cover composing, performing, listening and appraising.
- To ensure musical participation through whole school, class, group or individual activities.
- To make use of some IT resources in music making.
- To provide information about or instrumental tuition, supplied by peripatetic teachers, Croydon Music Association and the Music Co-ordinator for a range of instruments, including piano, guitar, recorder, drums, saxophone, and trumpet, to promote enjoyment through listening to professional musicians at local venues and who visit the Academy and provide opportunities for participation in practical workshops.
- To encourage children to participate in music-making activities outside the Academy, e.g. through the Croydon Music and Arts and the Infant and Junior Croydon Music Festival.

The use of music can enrich learning in other subjects. It can provide a stimulus for expressive work in Literacy, Art and Design, Dance and Drama. It allows for the discussion of feelings in RE and PSHE and enhances collective worship. It helps in Numeracy in counting patterns. Music encourages the children to develop confidence and a sense of responsibility. It helps to develop good relationships between people as a result of experiencing music from different times and cultures.

Planning and Implementation

All children are entitled access to a developing range of experiences that meet the requirements of the National Curriculum and which also reflect a broad and balanced programme which meets the needs of all abilities. The Academy has chosen to develop its own curriculum which provides complete coverage of the curriculum based music. It can be

built upon and adapted to meet the needs of individuals, groups and classes and is not intended to be rigidly adhered to.

Early Years
The children will have opportunities to explore and recognise how sounds can be produced and changed, sing songs from memory, recognise repeated sounds and sound patterns and match movements to music. They will have opportunities to communicate their ideas and feelings by listening to music from different times and cultures and singing a variety of songs, playing musical games and using a selection of musical instruments.
Reception classes receive 1 hour sessions with our specialist music teacher.
Nursery have one 30 minute session weekly.

KS1 & KS2
Each class has a one hour music lesson per week with the music teacher in the music room.
Throughout KS1 & KS2 pupils are taught to:

- Control sounds, through singing, chanting and playing tuned and untuned instruments
- Rehearse and perform with others
- Create and develop musical ideas and patterns
- Respond to a variety of music from different times and cultures
- Review individual and group musical activities
- Listen with concentration and to internalise and recall sounds with increasing aural memory
- Combine and organise the musical elements
- Make sounds in different ways
- Use music for particular purposes
- Increase their self-confidence and self-respect through varied musical activity

Throughout, the teaching will focus on the seven elements of pitch, duration, dynamics, tempo, timbre, texture and structure.

In addition, at KS2:

- Singing in 2 and 3 parts as well as unison is required
- Improvisation skills and notation are developed

Planning Stages
Long Term – Yearly plans setting out when the different topics are to be covered across KS1 and KS2.
Medium Term – Topics are split into six to plan delivery of work over each half term.
Short Term – Weekly plans indicate area being taught, leaning intentions, activities, key vocabulary and key questions.
Throughout the key stages, units, focusing on the musical skills that require regular practice and ongoing development, are revisited.
These focus on the development of the singing voice and the other essential music skills, of listening, aural memory and physical skills.

Assessment
Our music planning is geared to three aspects of progress:

- **Increasing breadth and range of musical experiences**
- **Increasing challenge and difficulty in musical activities**
- **Increasing confidence, sensitivity and creativity in the children's music making**

Assessment is a continuous process through teacher observation in lessons. Children are encouraged to appraise the work of other musicians and in turn themselves and their peers to build on their skills. This helps them to appreciate the value of self-assessment and supports them in identifying their next steps in learning. Recording children's musical achievement and progress is accomplished in a variety of ways:

- Sound recordings on CD
- Visual recordings (photographs)
- Sound and visual (video camera)
- Written evidence through graphic and conventional scores and the written language

Role of the Music Teacher

The Music Teacher undertakes the following tasks:

- Support colleagues in the teaching of curriculum music/support teachers in the development of whole school music performances such as Christmas and Easter
- Develop the music planning
- Maintain and develop resources for the school
- Organise the storage and distribution of resources
- Provide opportunities for extra-curricular music making

Role of Music Co-ordinator

- Regularly review the Music Policy in place for the school
- Liase with senior management over developments, budget and INSET
- Monitor the music being taught in school to ensure that entitlement is being met
- Ensure that music is planned for and that there is a framework / scheme of work in place
- Liaise with outside agencies also providing music in the school, including visiting instrumental tutors

Quality Assurance is carried out by SLT through the physical observation of music lessons and music performances.

Special Educational Needs

The music policy reflects the Academy's policy on SEN. Music is available to all pupils, regardless of their ability and a variety of teaching methods will be employed to ensure all children have access to the curriculum.

Equal Opportunities

The music policy reflects the Academy's policy on equal opportunities. All pupils have the entitlement, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities for making music e.g. lessons from peripatetic staff, practising on instruments and singing.

The repertoire of songs and listening material will be carefully chosen to represent a range of cultures.

The cultural background of the children should be taken into account and specific points mentioned if applicable.

All children will have the opportunity to participate in music groups and to have individual music tuition.

Health and Safety

The music teacher will ensure the safe, hygienic and appropriate use of musical instruments and equipment through explaining the correct handling of the instruments e.g. playing and storage. The music teacher will train members of staff on the safe handling of equipment.