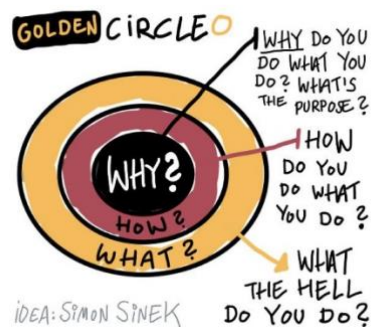


HIMBLETON CE PRIMARY SCHOOL AND NURSERY



***Nurture, Nature, Knowledge:
Enabling inquisitive thinkers and inspired
learners with kind hearts.***

The Himbleton Approach to the Teaching of Music



Music

Intent

Why do we do what we do?

Our Music curriculum is designed to progressively develop children's skills and aims to ensure that they:

- perform, listen to, review and evaluate music
- are taught to sing, create and compose music
- understand and explore how music is created, produced and communicated.

At Himbleton CE Primary School and Nursery, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and can use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.



Implementation

How do we ensure our intent becomes a reality?

Our music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programme Charanga, as well as the weekly singing worships, various concerts and performances, musical clubs and teaching from specialist music teachers.

The elements of music are taught in the classroom lessons so that children can use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn key aspects of music through cross-curricular links. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when

listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

What are the outcomes for our children?

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music creates a rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.

Children can enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they develop a broader interest in the future.