# Music knowledge framework

## Pillars of knowledge

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| **Technical Knowledge** (knowing how to make the sounds correctly) | • Knowledge of how to accurately produce sound when singing, playing instruments and using music technology.<br>• Control of instruments and how tones are made using instruments. |
| **Constructive Knowledge** (knowing how music is pit together) | Knowledge of how music is constructed:<br>○ identify and discuss how elements like pitch or metre come together to form music.<br>○ the components of composition – scales, chords, forms.<br>○ structure of music in different styles – using this knowledge to compose music.<br>Knowledge and understanding of the interrelated dimensions of music: **pitch, texture, tempo, structure, timbre, dynamics, duration** |
| **Expressive Knowledge** (knowing how to make music mean something) | • Using the mechanical aspects of composition to be imaginative and create music.<br>• Knowledge of how music over time and across cultures and eras has been a conduit for human expression.<br>• Knowledge of how the interrelated elements work together to give musical expression and make music.<br>• Awareness and understanding of performing in an ensemble and as a soloist<br>• Knowledge of genre and context of music |

Pupils learn declarative, procedural and tacit knowledge through these pillars:

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| **Declarative knowledge** | Facts or information about eras, styles, composers, performers, elements. |
| **Procedural knowledge** | The knowledge exercised in the performance of a task e.g. how to perform a piece on a ukelele or compose a piece of music. Learning procedures to automaticity so that can develop expressive and technical competence. |
| **Tacit knowledge** | Knowledge gained through experience.<br>Knowledge they might not be aware of, such as recognising a style of music without the explicit knowledge of its defining features. |