



Kingmoor Nursery and Infant School  
Three Pillars of Music  
Progressive Knowledge and Musical Understanding



Progress in music requires development across three 'pillars'; **technical: translating intentions into sound, constructive: knowledge of how components come together and expressive: quality, meaning and creativity.** These three pillars have significant cross-over as well as individual characteristics: they contribute collectively to 'musical understanding'. Knowledge in music can be understood as tacit, procedural or declarative. Tacit knowledge is gained through experience with music, and pupils might not be aware they even know it. Procedural knowledge refers to the know-how of music. Declarative knowledge refers to the facts about music and includes knowledge of keys, chords, and songs.

	Nursery	Reception	Year 1	Year 2
<b>Technical</b> translating intentions into sound	<p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can say if a note is high or low and match the pitch with my voice.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p> <p>I can join in with repeated refrains and anticipate key phrases in songs.</p> <p>I can create sounds on my own and with others linked to a specific stimulus.</p>	<p>I can find the pulse by copying a character in a nursery rhyme.</p> <p>I can imagine a character or object and find different ways to keep the pulse.</p> <p>I can copy basic rhythm patterns of single words.</p> <p>I can build short phrases from a song.</p> <p>I can explore high and low voices and sounds through characters.</p> <p>I can listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>I can invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany a song.</p> <p>I can record a performance and talk about it</p>	<p>I can sing along to simple nursery rhymes.</p> <p>I can copy back simple rhythms.</p> <p>I can identify high and low sounds.</p> <p>I can use musical vocabulary appropriately.</p> <p>I know how to play a selection of untuned instruments.</p> <p>I can control tempo and dynamics when playing untuned instruments.</p> <p>I can represent sounds using simple pictures or symbols.</p> <p>I can control the duration of a note played on a percussive instrument.</p>	<p>I can identify an instrument according to the sound that it makes.</p> <p>I can perform simple ostinati.</p> <p>I can sing chorally at the same pitch.</p> <p>I can compose short rhythm patterns.</p> <p>I can describe the pitch of a composition.</p> <p>I can copy back simple musical phrases, controlling pitch.</p> <p>I can control tempo and dynamics as part of a performance.</p> <p>I can compose and record simple musical phrases using dot notation.</p> <p>I can describe and discuss music from a range of games.</p>
<b>Constructive</b> knowledge of how components come together	<p>I know and can sing entire songs.</p> <p>I know how to play instruments softly / loudly and quietly.</p> <p>I know names for simple instruments, e.g. drum, tambourine, bells.</p> <p>I know how to play an instrument to show that I am in a hurry / need to be quick? (slow, quiet, loud)</p> <p>I know how to respond to what I have heard, expressing my thoughts and feelings with increasingly accurate vocabulary.</p> <p>I can move in time to a drum beat.</p>	<p>I know some nursery rhymes off by heart (Churanga song list).</p> <p>I know the stories of some of the nursery rhymes.</p> <p>I know that music can touch your feelings.</p> <p>I know that we can move with the pulse of the music.</p> <p>I know that the words of songs can tell stories and paint pictures.</p> <p>I know songs have sections.</p> <p>I know a performance is sharing music.</p>	<p>I know what a nursery rhyme is.</p> <p>I know the terms melody and lyrics.</p> <p>I know the difference between rhythm and pulse.</p> <p>I know names of a selection of untuned instruments.</p> <p>I know the terms pitch, high and low.</p> <p>I know stories are often told in the form of song.</p> <p>I know the difference between tempo and dynamics.</p> <p>I know music evokes different emotions for different people.</p>	<p>I know Samba music is made by layering ostinati.</p> <p>I know the names of a range of untuned percussion.</p> <p>I know the terms pitch, rhythm, pulse and dynamic.</p> <p>I know types of choral singing.</p> <p>I know the terms compose, rhythm patterns and tempo.</p> <p>I know the origins and style of stomp music.</p> <p>I know pitch can be controlled in singing and when playing instruments.</p>

			<p>I know musical styles have changed through time.</p> <p>I know the difference between tuned and untuned percussion.</p> <p>I know duration describes the length of a time a pitch or tone is sounded.</p>	<p>I know an octave is a series of eight notes in a musical scale.</p> <p>I know musical vocabulary used to describe tempo and dynamics.</p> <p>I know the role of the conductor and why it is important.</p> <p>I know themes and messages that are often reflected in music.</p> <p>I know music is designed to evoke a response from the audience.</p>
<p><b>Expressive</b> quality, meaning and creativity</p>	<p>I can sing to myself and make up simple songs.</p> <p>I can make up a song about a given theme/topic.</p> <p>I can choose an instrument to accompany a song e.g. Miss Polly had a Dolly.</p> <p>I can show interest in others' performances.</p> <p>I can say what I like about a performance and why.</p> <p>I can experiment with different parts of my body and different parts of instruments to make different sounds.</p> <p>I can express preferences about different types of music/performance.</p> <p>I can experiment and create movement in response to music, stories and ideas.</p> <p>I can create sounds, movements, drawings to accompany stories.</p>	<p>I can enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p>I can sing or rap nursery rhymes and simple songs from memory.</p> <p>I can sing along with a pre-recorded song and add actions.</p> <p>I can sing along with a backing track.</p> <p>I can perform nursery rhymes by singing and adding actions or dance.</p> <p>I can perform nursery rhymes and songs adding a simple instrumental part.</p>	<p>I can say how singing makes me feel.</p> <p>I can play the pulse of a song on untuned instruments.</p> <p>I can sing songs focusing on producing high or low sounds.</p> <p>I can describe the impact a change in tempo or dynamics.</p> <p>I can describe how different music makes me feel.</p>	<p>I can listen and respond to significant choral works.</p> <p>I can perform individually and as part of an ensemble.</p> <p>I can explain how music makes us feel and explore the responses of others.</p>