

Types of Knowledge

Knowledge is defined differently depending on the subject in question. Pupils learn in Music by acquiring three types of knowledge:

Declarative knowledge ('knowing that')

This is the factual information and concepts pupils learn that can be clearly stated or 'declared'. It includes:

- Being able to name musical instruments and their characteristics.
- Understanding musical terminology, such as pitch, tempo, rhythm, etc.
- Naming symbols used in musical notation and what they represent.
- Knowing about musical styles and genres and their cultural and historical background.
- Knowing about significant figures in music.

This type of knowledge is most often developed in the 'Listening and evaluating' and 'Notation' strands.

Procedural knowledge ('knowing how')

Playing music is a skill; to be able to competently perform that skill, musicians undoubtedly have many elements of procedural knowledge, including:

- How to hold the instrument correctly.
- How to produce different sounds with the instrument.
- How to read the notation in front of them.
- How to play a melody in time.

There is a crossover between tacit and procedural knowledge. While some procedural knowledge may be acquired instinctively, it may also require refinement. Kapow Primary's Music curriculum specifies when this knowledge will be explicitly taught to pupils.

Procedural knowledge is most often developed in the 'Creating sound,' 'Improvising and Composing' and 'Performing' strands.

Tacit knowledge ('knowing intuitively')

Much of the knowledge gained in music learning is gained through experience with music and informal listening, not through direct instruction. Tacit knowledge can be both substantive and disciplinary and includes:

- Developing a natural sense of rhythm and melody, demonstrated by an ability to clap along to the pulse of the music.
- Learning how to hold instruments through hands-on experience.
- Understanding pitch and tone in singing through practice and imitation.
- Instinctively move to music, showing an understanding of rhythm and expression through their bodies.
- Understanding that music can evoke feelings by listening and reacting to different types of music.

In the Kapow Primary Music curriculum, pupils have many opportunities to develop this tacit knowledge. In EYFS (Reception) and KS1, pupils are encouraged to explore instruments, sound and emotions. As they develop musically, this tacit knowledge is refined with more explicit instruction.

		<p>Tacit knowledge is most often developed in the 'Listening and evaluating, 'Creating sound' and 'Improvising and composing' strands, where pupils develop an intuitive understanding of music.</p>
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