

Knowledge Organiser - Music - The Sorcerer's Apprentice - Spring 1 2025 (Key Stage 1)

What I already know

- I know how to listen attentively and respond to what I hear with relevant questions, comments, and actions.
- I know how to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- I know how to negotiate space and obstacles safely, with consideration for myself and others.
- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.

Sticky Knowledge

- To know how to listen with concentration and understanding to a range of high-quality live and recorded music.
- To begin to know how to identify and describe contrasts in tempo and dynamics.
- To begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower).
- To know how to respond to music in a range of ways (e.g. movement, talking, writing).

Core Learning

I know how to move to music

I know how to explore classroom percussion instruments

I know how to explore a story and create a new version as a class

Musical Focus

Musical storytelling
louder/quieter
faster/slower
higher/lower
timbre.



Pieces of music

The sorcerer's apprentice by Paul Dukas

Key Vocabulary	Definition
Duration	Long/ short
Dynamics	Louder/ quieter
Pitch	Higher/ lower
Tempo	Faster/ slower
Timbre	Percussion instruments
Story telling	The act or craft of telling or writing stories
Classical Music	A genre of music that was written in the past. In this sense, it is 'classic' in its formation, nature and style.
Composer	Someone who composes something, especially music
Orchestra	A group of musicians who play different kinds of instruments and perform together