

Sculpture and 3D:

- To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.
- To know that the size and scale of three-dimensional artwork changes the effect of the piece.
- To know how to create texture on different materials.

Craft and design:

- To know that a 'monochromatic' artwork uses tints and shades of just one colour.

Music:

- Sing three-part rounds, partner songs and songs with a verse and chorus
- Improvise over a simple groove, responding to the beat
- Play melodies on tuned percussion instruments following staff notation

Sticky Knowledge

Important Ideas

- Belief
- Sparkle
- Imagination
- Rhythm
- Thought
- Expression

Crucial Connections

Tate Kids

<https://www.tate.org.uk/kids>

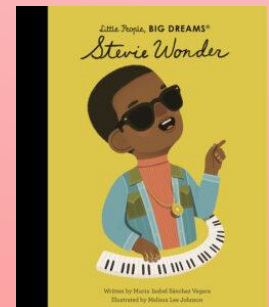
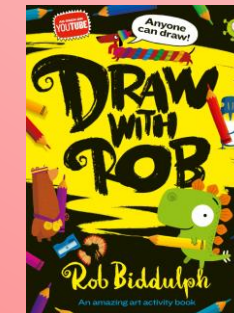
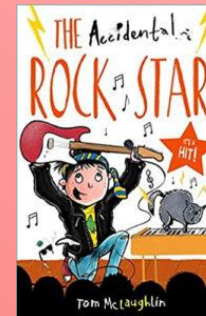
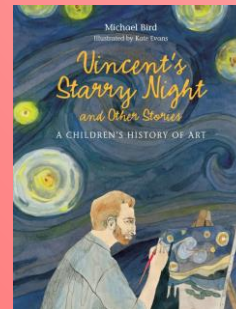
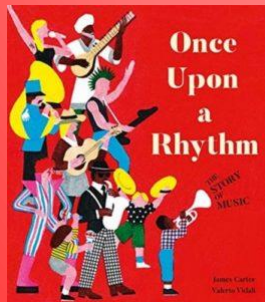
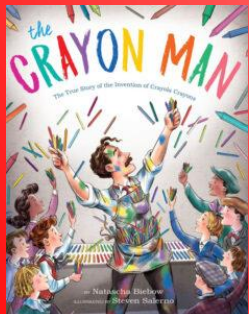
Crayola

<https://www.crayolacreateandplay.com/>

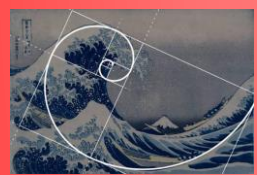
Classics for kids

<https://www.classicsforkids.com/>

Reading Recommendations



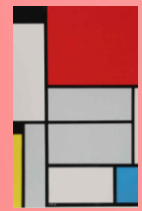
Art Concepts



Composition



Communication



Comprehension

Music Concepts



Construction



Expression



Technique

Art: Artist, Illustrator, Graphic Designer, Art Teacher, Sculptor, Fashion Designer, Architect
 Music: Singer, Music Teacher, Composer, Conductor, Performer, Music Promoter, Radio DJ, Producer, Tour Manager

Possibilities

Subject Specific Vocabulary

Art

Sculpture and 3D

- Atmosphere** - The mood of an artwork, for example, mysterious or joyful.
- Concept** - The idea behind an artwork.
- Location** - The place where an artwork is displayed.
- Performance art** - Artwork that is an event rather than an object.
- Scale** - The size of an artwork.

Craft and Design

- Architect** - A person who designs buildings
- Composition** - putting different elements together in a pleasing way
- Elevation** - In architecture this refers to the angle that a building is being viewed from
- Monoprint** - Printmaking where only one impression can be made
- Perspective** - the angle from which you are looking at something

Music

Music - Whole School Vocabulary	
Pulse	The regular heartbeat of the music, the steady beat.
Rhythm	Long and short sounds or patterns that happen over the pulse, the steady beat.
Pitch	High and low sounds
Tempo	The speed of the music - fast, slow or in-between.
Dynamics	How loud or quiet music is
Timbre	All instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin.
Texture	Layers of sound working together make music very interesting to listen to.
Structure	Every piece of music has a structure, eg introduction, verse, chorus, ending.

Model Music Curriculum Year 5 Knowledge Organiser

Singing

- Sing a broad range of songs from an extended repertoire with a sense of **ensemble** and performance.
- Focus on **phrasing** (breathing), accurate pitching and appropriate vocal style
- Sing **three-part rounds, partner songs**, and songs with a **verse** and a **chorus**.
- Perform in assemblies and other opportunities

Composing

- **Improvise** freely over a **drone** (a sustained sound; a long note or chord) using tuned percussion and melodic instruments.
 - **Improvise** over a simple **groove**, responding to the beat
 - Use a wider range of **dynamics**, including **fortissimo** (very loud), **pianissimo** (very quiet), **mezzo forte** (moderately loud) and **mezzo piano** (moderately quiet) **ff pp mf mp**
 - Compose melodies from pairs of phrases in either **C major** or **A minor** or a key suitable for the instrument chosen
 - Compose a short **ternary** piece (**A-B-A**) with a partner
 - Use chords to compose music to evoke a specific atmosphere, mood or environment
- Capture and record creative ideas in a variety of ways; **graphic symbols, rhythm** and **staff notation, technology**.

Listening

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to, singing** and **playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

Performing

- Play melodies on tuned percussion, melodic instruments or keyboards, following **staff notation** (note range **C-C / do-do**)
- Understand how **triads** are formed, and play them on tuned percussion / melodic instruments.
- Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). **G major / D major**
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies

Notation

Staff notation – music written on a STAVE (5 lines and 4 spaces)



C major chord – **triad** C E and G



C minor chord – **triad** C E^b and G



semi quavers

quavers

crotchet

1 beat



4 beats

semibreve

2 beats

minim