



PROJECT PLACEMAT - CREATE

Is art made, or is it already there?



Sticky Knowledge

ART

Sculpture & 3D: Abstract shape

- To know that three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
- To know that organic forms can be abstract.
- To know that artists can focus on shapes when making abstract art.
- To know artists, use light and dark colours next to each other to create a contrast
- To know that negative shapes show the space around and between objects.
- To know that artists make decisions on how to present their sculptures

Craft and design: Fabric of nature

- To know how to use basic shapes to form more complex shapes and patterns.
- To know that symmetry can be used to create repeating patterns.
- To know that patterns can be irregular and change in ways you wouldn't expect.
- To know that a mood board is a visual collection which aims to convey a general feeling or idea.
- To know that batik is a traditional fabric decoration technique that uses hot wax.

MUSIC

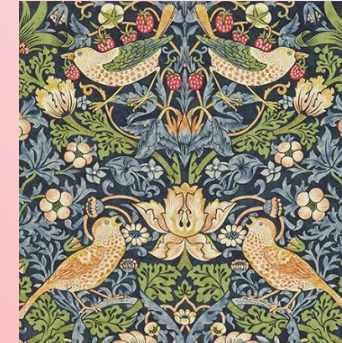
- To know that notation is a way to represent music visually.
- To know a Crotchet = 1 beat (quarter note)
- To know a Minim = 2 beats (half note)
- To know Paired Quavers = ½beat (eighth notes)
- To know that allegro = fast and adagio = slow
- To know forte = loud and piano = soft
- To know how to use dot notation to show higher/lower pitch
- To know that timbre is the quality and character of a sound.
- To know that texture is the layers of sound in music

Recommended artists

Anthony Caro



William Morris



Senaka Senanayake



Ruth Asawa



Ruth Daniels



Possibilities

Art: Community Arts worker, Art Therapist, Teacher, Animator, Architect, Art Gallery Curator, Graphic Designer, Fashion Designer, Florist, Furniture Designer, Game Designer, Illustrator, Jewellery Maker, Photographer, Set Designer

Music: DJ, Music Therapist, Musical Instrument Maker/Repairer, Radio Broadcast Assistant, Stage Manager, Sound Engineer, Teacher, Composer, Exhibition Designer

Composition



Communication



Comprehension



Art
Concepts

Music
Concepts



Construction



Expression



Technique

Reading Recommendations



Art
Sculpture and 3D

Subject Specific Vocabulary

Music

sculptor	An artist who makes sculptures.
structure	Parts arranged in a particular way, like a cardboard model.

Craft
and
Design

batik	A technique to create patterns on fabric.
colour palette	A range of colours grouped together to look nice.
craft	Something creative and useful.
design	A decorative pattern or drawing of what something might look like.
industry	Companies and activities that design and make products, sometimes in a factory.
pattern	A design in which shapes, colours or lines are repeated.
repeat	When the same thing occurs more than once.
theme	Similar ideas that work together as a group.

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.

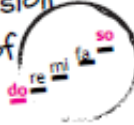
Music - Other words we need to know in Year 3

Allegro, Adagio, Beat/Pulse, Forte, Piano, Unison, Minim, Paired, Question and Answer, Pitch

Model Music Curriculum Year 3 Knowledge Organiser

Singing

- A variety of **unison** songs with a pitch range of **do-so**
- Perform **forte** and **piano** (loud and soft) with expression
- Perform actions confidently and in time to a range of action songs
- Perform as a choir in school assemblies

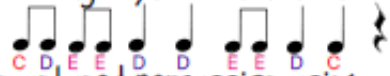


Listening

- 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.

Composing

- **Improvise** short 'on-the-spot' responses using a limited note-range; do, re, mi (E, F, G or C, D, E, etc)
- Structure musical ideas (eg using **echo**; copy back and **question** and **answer**; 2 distinct phrases that operate like a conversation) to create music that has a beginning, middle and end
- Create short up and down phrases using rhythmic notation and letter names (3 note range)
- Compose song accompaniments on untuned percussion using known rhythms and note values.

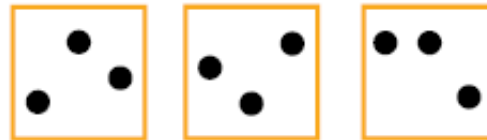
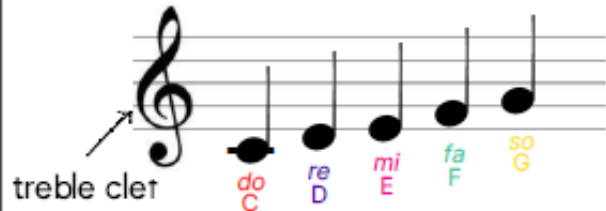


Performing

- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
- Play and perform melodies following **staff notation** using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups.
- Individually copy back stepwise melodic phrases with accuracy at different speeds; **allegro** and **adagio** (fast and slow). Extend to question-and-answer phrases.
- Listen to and correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi

Notation

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



Dot notation - focus on high, middle, low sounds

