

Sticky Knowledge

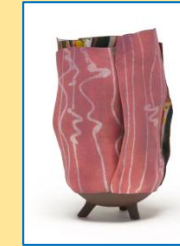
Art – Sculpture and 3D Shape

- To know that pieces of clay can be joined using the ‘scratch and slip’ technique.
- To know that a clay surface can be decorated by pressing into it or by joining pieces on.
- To know that patterns can be made using shapes.
- To know that objects can be recreated by identifying and combining basic shapes.
- To know that lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.
- To know that different marks can be used to represent the texture of objects.
- To know that thinking about the relative size of different parts helps their artwork look balanced and recognisable.
- To know that art can be figurative or abstract.
- To know that artists can use the same materials to make 2D or 3D artworks.

Art - Craft and Design

- To know shape can be organic (natural) and irregular.
- To know collage materials can be chosen to represent real-life textures.
- To know that composition means how things are arranged on the page.
- To know artists and designers can create work to match a set of requirements; a ‘brief’ or ‘commission’.

Artists:
Rachel Whiteread Ranti Bam



Artists:
Emma Johnson Matthew Cusick



Tate Kids

Useful Links

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

Crayola

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

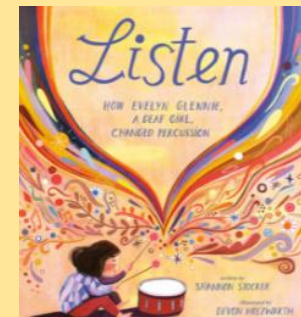
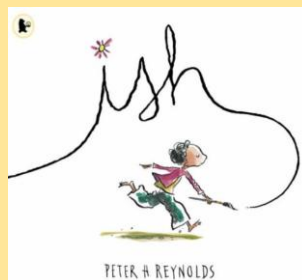
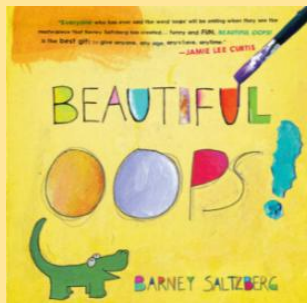
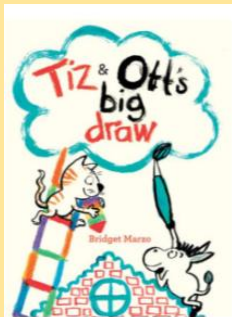
Classics for kids

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

Classic FM – Top 10 pieces for children

<https://www.classicfm.com/disc-over-music/best-classical-music-for-kids/>

Reading Recommendations





Composition

Art Concepts



Communication



Comprehension

Possibilities

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

Subject Specific Vocabulary

Art – Sculpture and 3D Shape

Clay slip	A runny mixture of clay and water, a bit like clay 'glue'
Impress	Pushing objects into a clay surface to make interesting marks
Pinch pot/thumb pot	A simple pot formed by pushing your thumb into a ball of clay
Relief	Three dimensional parts of an artwork that are joined to a flat base
Score	Marking hatched lines into the clay surface
Sculpture	Art in three dimensions; walk all around it to look at it
Surface	The top layer of something

Art – Craft and Design

abstract	Art that doesn't necessarily look like it does in real-life and used shapes, colours and gestural marks instead.
composition	Putting different elements together in a pleasing way.
curator	Someone who organises and looks after collections in museums and galleries.
inspired	Feeling very interested and excited by something you have seen.
pattern	A design in which shapes, colours or lines are repeated.
relief	A type of artwork where shapes stand out from a flat surface, making it look 3D.
stained glass	Colourful, decorative glass that makes a design.

Model Music Curriculum Year 2 Knowledge Organiser

Singing

- Sing songs regularly with a pitch range of **do-so** with increasing vocal control (C-G or E-B or F-C)
- Sing short phrases independently
- Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately
- Know the meaning of **dynamics** (loud/quiet) and **tempo** (fast/slow)
- Demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

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

- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.

Pitch

- Singing games based on the cuckoo interval (**so-mi**)
- Respond to changes in pitch with actions (e.g. stand up/sit down, hands high/hands low)
- Recognise dot notation and match it to 3-note tunes played on tuned percussion

Rhythm

- Copycat rhythms
- Copy a leader, and invent rhythms for others to copy
- Create and perform chanted rhythm patterns
- Represent rhythm patterns using **stick notation** including crotchets, quavers, crotchets rests

Pulse

- Walk in time to the beat of a piece of music or song.
- Recognise any changes in **tempo** (faster/slower)
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats
- Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 2 Maple Leaf Rag by Joplin
in 3 The Elephant from Carnival of the Animals by Saint-Saëns

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, e.g. introduction, verse, chorus, ending.

Music – Other words we need to know in Year 2	
crescendo, decrescendo, pause, improvise, question and answer phrases, graphic symbols, dot notation, stick notation, crotchets, quavers, crotchet rest, melodic phrase, tuned percussion	

Music Concepts



Construction



Expression



Technique