

Sticky Knowledge - Art

Sculpture and 3D:

- To know that an art installation is three-dimensional art that aims to transform a particular place.
- To know that it is often large in scale.
- To know that location is important.
- To know that it is often made using everyday objects in new ways.
- To know that it can be interactive.

Formal elements:

- Form:** The size and scale of three-dimensional artwork change the effect of the piece.
- Shape:** Shapes can be used to place the key elements in a composition and help to create compositions with depth.
- Space:** Creating a foreground, middle-ground and background creates depth, making artwork look like it has space and distance.
- Space:** An art installation is often a room or environment in which the viewer 'experiences' the art all around them.

Craft and design:

- To know that shapes can be used to place the key elements in a composition and help to create compositions with depth.
- To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.
- To know the steps to make a monoprint when a roller is sufficiently inked.

Crucial Connections

Tate Kids

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

Crayola

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

Classics for kids

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

Recommended Artists

Zaha Hadid



Cai Guo-Qiang



Reading Recommendations

Friedensreich Hundertwasser





Composition

Art Concepts



Communication



Comprehension



Music Concepts



Expression



Technique

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

Art

Subject Specific Vocabulary

Music

Sculpture and 3D

Architecture	Designing buildings
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
Legacy	Something lasting to remember a person or event for future generations
Monoprint	Printmaking where only one impression can be made
Perspective	The angle from which you are looking at something
Proportion	How big one element of an artwork appears compared to the whole thing
Transform	To change how something looks

Craft and Design

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.
viewer	The people who look at, or visit, your installation.

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, <u>e.g</u> 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, <u>e.g</u> introduction, verse, chorus, ending.

Words shown in bold on the Year 5 knowledge organiser highlight key vocabulary specific to the Year 5 music curriculum.

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

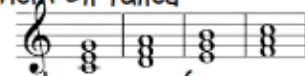
- **Improvise** freely over a **drone** (a sustained sound; a long note or chord) using tuned percussion and melodic instruments.
 - **Improvise** over a simple **groove**, responding to the beat
 - Use a wider range of **dynamics**, including **fortissimo** (very loud), **pianissimo** (very quiet), **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