



PROJECT PLACEMAT - CREATE

Can art make us see the world differently?



Knowledge

Art

- Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.
- Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
- Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.
- Combine materials and techniques appropriately to fit with ideas.
- Confidently problem-solve, edit and refine to create desired effects and end results.
- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
- Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.
- To know that macro photography is showing a subject as larger than it is in real life.
- Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way

Recommended Artists

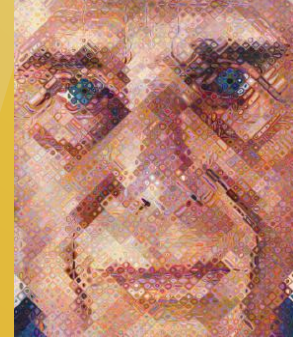
Hannah Hoch



Derrick O. Boateng



Chuck Close



Louise Nevelson



Joseph Cornell



Reading Recommendations



Possibilities

Art – Marketing director, graphic designer, CAD design engineer, solutions architect, garden designer, architect, artist, sound engineer, computer games designer, special effects expert, entrepreneur, photographer.

Music – Choreographer, DJ, Music promotions manager, Music therapist, Healthcare and social services, Digital technologies

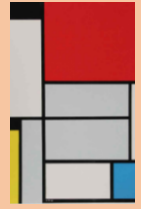
Art Concepts



Composition



Communication



Comprehension

Music Concepts



Construction



Expression



Technique

Subject Specific Vocabulary: Craft and design: Photo opportunity

Arrangement	The composition of visual elements
Digital	Art made using electronic devices and computers
Layout	The arrangement of different elements within a given space
Macro	Very close-up photography, usually of very small subjects that are hard to see without using a magnifying tool
Monochrome	The use of one colour
Photography	The process of producing an image using a device that captures light
Photomontage	A collage of photographs that are arranged or modified
Photorealism	A drawing or painting so detailed it looks like a photo
Prop	Objects that are in photographs to enhance a scene
Saturation	The intensity or strength of a colour

Subject Specific Vocabulary: Sculpture and 3D: Making memories

abstract	When something doesn't necessarily look like it does in real-life.
assemblage	A 3-dimensional collage of collected or made items.
composition	Putting different elements together in a pleasing way.
literal	When something is represented exactly as it is.
manipulate	To change how a material looks by handling or using tools.
memory	Something remembered from the past.
relief	In art, refers to artwork that projects from a solid base.
sculpture	Three dimensional art made by carving, modelling, casting or constructing.

Model Music Curriculum Year 6 Knowledge Organiser

Singing

- Sing a broad range of songs, including those that have **syncopated** rhythms; as part of a choir, with a sense of **ensemble** and performance
- Perform to a wider audience.
- Observe **rhythm, phrasing**, accurate **pitching** and appropriate style.
- Sing **three- and four-part rounds** or **partner songs**, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.

Composing

Develop **improvisation** skills

- Create music with multiple sections that include repetition and contrast.
- Use **chord** changes as part of an **improvised sequence**.
- Extend **improvised** melodies beyond 8 beats over a fixed groove

Plan and compose an 8- or 16-beat melodic phrase using the **pentatonic scale** (e.g. C, D, E, G, A)

- Incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. **Notate** this melody.
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
- Compose a **ternary** piece (A-B-A); use available music software/apps to create and record it, discussing how musical contrasts are achieved.

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.
- At the end of Year 6, pupils should be able to **identify** some of the focused listening pieces of music and their **characteristics**

Performing

- Play a melody following **staff notation** using notes within an **octave range** (do-do); make decisions about **dynamic** range, including very loud (**ff**), very quiet (**pp**), moderately loud (**mf**) and moderately quiet (**mp**).
- Accompany this same melody, and others, using block **chords** or a **bass line**. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
- Perform a part within an ensemble
- Transition project!



Notation

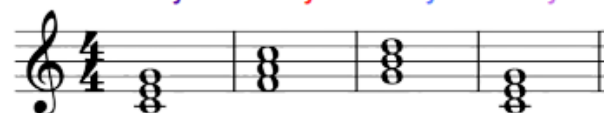
Staff notation - music written on a STAVE (5 lines and 4 spaces)



4 bar melody using notes within an **octave** range



C major F major G major C major



Suggested **chords** to accompany the melody