



# PROJECT PLACEMAT - CREATE 'Does art change reality?'



## 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.

### Music

- Create music with multiple sections that include repetition and contrast.
- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.
- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

## Important Ideas

- Self
- Courage
- Talent
- Tolerance
- Compassion
- Friendship
- Creativity
- Impression
- Opinion

## 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

## Crucial Connections

### Art

- <https://www.tate.org.uk/kids>
- [https://school-learningzone.co.uk/key\\_stage\\_two/ks2\\_art\\_and\\_design/ks2\\_art\\_and\\_design.html](https://school-learningzone.co.uk/key_stage_two/ks2_art_and_design/ks2_art_and_design.html)
- <http://www.robbiddulph.com/draw-with-rob>

### Music

- <https://www.classicsforkids.com/>
- [https://school-learningzone.co.uk/key\\_stage\\_two/ks2\\_music/ks2\\_music.html](https://school-learningzone.co.uk/key_stage_two/ks2_music/ks2_music.html)

## Reading Recommendations



## Art Concepts



Composition



Communication



Comprehension

## Music Concepts



Construction



Expression



Technique

## Subject Specific Vocabulary

### Art

**Layout:** The arrangement of different elements within a given space.

**Saturation:** The intensity of a colour

**Macro:** Very close-up photography.

**Abstract:** When something doesn't necessarily look like it does in real-life.

**Literal:** When something is represented exactly as it is.

**Photorealism:** A drawing or painting so detailed it looks like a photo.

**Manipulate:** to change how a material looks by handling or using tools.

**Assemblage:** A 3-dimensional collage of collected or made items.

**Relief:** In art, refers to artwork that projects from a solid base.

## Subject Specific Vocabulary

### Music

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

# 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

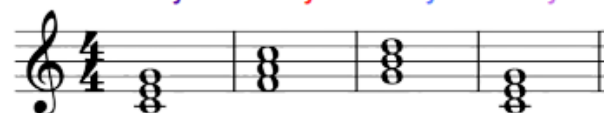
Staff notation - music written on a STAVE (5 lines and 4 spaces)



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



C major F major G major C major



Suggested **chords** to accompany the melody