



PROJECT PLACEMAT - CREATE

Is art made, or is it already there?



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 that negative shapes show the space around and between objects.

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.

Sticky Knowledge

MUSIC

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

Crucial Connections

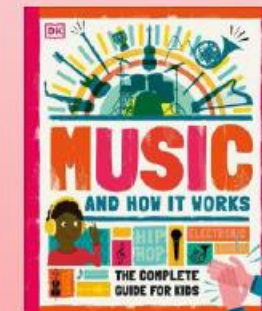
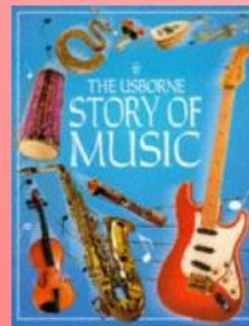
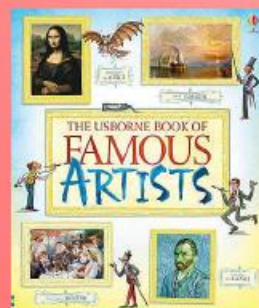
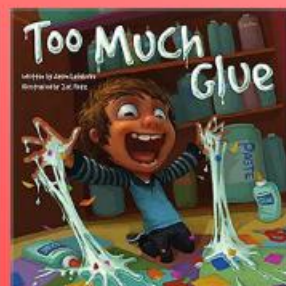
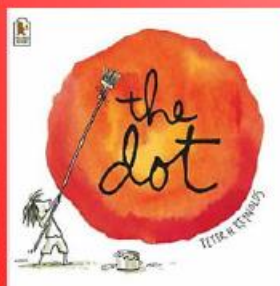
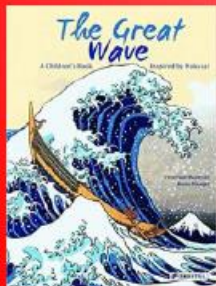
Art

- <https://www.tate.org.uk/kids>
- <http://www.robbidulph.com/draw-with-rob>
- <https://kinderart.com/>
- <https://www.crayola.com/athome>

Music

- <https://www.classicsforkids.com/>
- https://school-learningzone.co.uk/key_stage_two/ks2_music/ks2_music.html

Reading Recommendations



Composition



Communication



Comprehension



Art Concepts

Music Concepts



Construction



Expression



Technique

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

Art

Subject Specific Vocabulary

Music

Sculpture and 3D

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, <u>eg</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>eg</u> introduction, verse, chorus, ending.

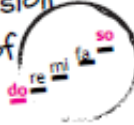
Music - Other words we need to know in Year 3

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

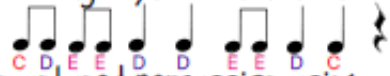


Listening

- 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.

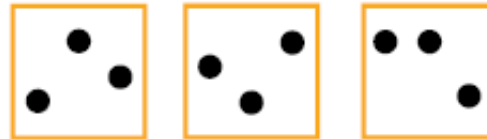
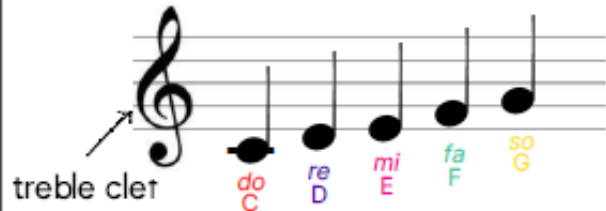


Performing

- 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

1 beat



crotchet

1 beat



quavers

silent for 1 beat



crotchet rest