



# 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

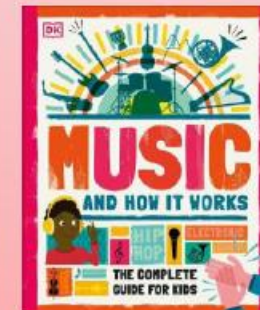
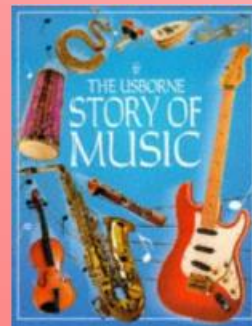
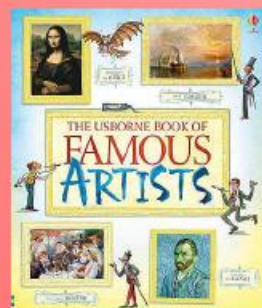
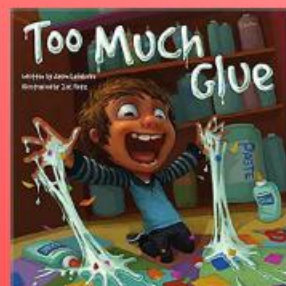
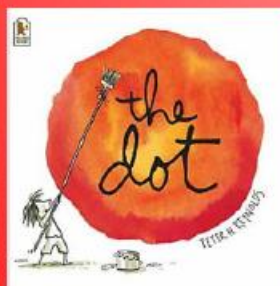
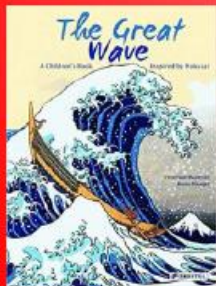
#### Art

- <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](https://school-learningzone.co.uk/key_stage_two/ks2_music/ks2_music.html)

### Reading Recommendations



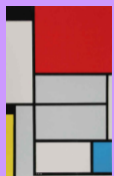
## Composition



## 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

#### Sculpture and 3D

## Subject Specific Vocabulary

### Music

<b>sculptor</b>	An artist who makes sculptures.
<b>structure</b>	Parts arranged in a particular way, like a cardboard model.

### Craft and Design

<b>batik</b>	A technique to create patterns on fabric.
<b>colour palette</b>	A range of colours grouped together to look nice.
<b>craft</b>	Something creative and useful.
<b>design</b>	A decorative pattern or drawing of what something might look like.
<b>industry</b>	Companies and activities that design and make products, sometimes in a factory.
<b>pattern</b>	A design in which shapes, colours or lines are repeated.
<b>repeat</b>	When the same thing occurs more than once.
<b>theme</b>	Similar ideas that work together as a group.

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

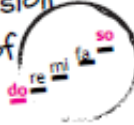
### Music – Other words we need to know in Year 3

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

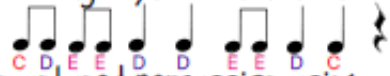


## Listening

- 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.

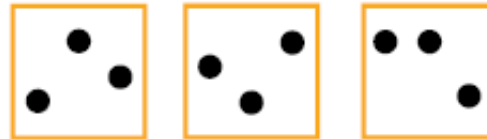
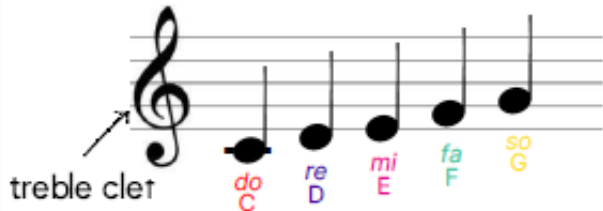


## Performing

- 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

