

Sticky Knowledge

Art - Sculpture and 3D Shape

- To know that pieces of clay can be joined using the 'scratch and slip' technique.
- To know that a clay surface can be decorated by pressing into it or by joining pieces on.
- To know that patterns can be made using shapes.
- To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.
- To know that patterns can be used to add detail to an artwork

Art - Craft and Design

- To know that patterns can be made using shapes.
- To know that patterns can be used to add detail to an art work.

Music

- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)
- Recognise and demonstrate changes in dynamics and tempo (e.g., crescendo, decrescendo, pause)
- Repond to changes in pitch with actions (e.g. stand up/sit down, hands high/hands low)
- Represent rhythm patterns using stick notation including crotchets quavers crotchets rests



Useful Links

Tate Kids

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

Crayola

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

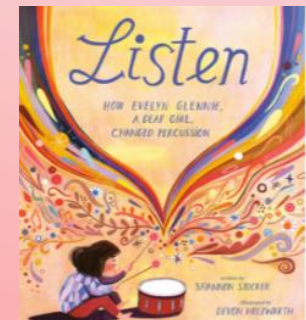
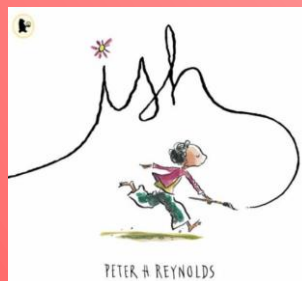
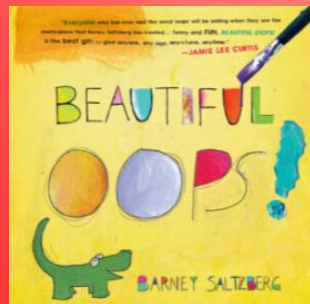
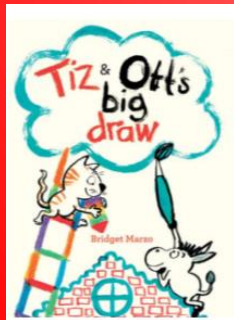
Classics for kids

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

Classic FM - Top 10 pieces for children

<https://www.classicfm.com/discover-music/best-classical-music-for-kids/>

Reading Recommendations



Art Concepts



Composition



Communication



Comprehension



Construction

Music Concepts



Expression



Technique

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

Possibilities

Subject Specific Vocabulary

Art - Sculpture and 3D	
Clay Slip	A runny mixture of clay and water, a bit like clay 'glue'
Impress	Pushing objects into a clay surface to make interesting marks
Pinch pot/thumb pot	A simple pot formed by pushing your thumb into a ball of clay
Relief	Three dimensional parts of an artwork that are joined to a flat base
Score	Marking hatched lines into the clay surface
Sculpture	Art in three dimensions, walk all around it to look at it
Surface	The top layer of something

Art - Craft and Design	
Abstract	Art where the subject doesn't necessarily look like it does in real life
Composition	Putting different elements together in a pleasing way
Curator	Someone who organizes and looks after collections in museums and galleries
Felt	A material made by laying fibres in different directions then squashing them together
Fibre	Threads of wool
Inspired	Feeling very interested and excited by something you have seen
Negative Print	Ink will show the background of the tile rather than the drawn lines
Pattern	A design in which shapes, colours or lines are repeated
Stained glass	Colourful, decorative glass that makes a design
View finder	A tool used to help choose a composition

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, eg 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, e.g introduction, verse, chorus, ending.

Music - Other words we need to know in Year 2
crescendo, decrescendo, pause, improvise, question and answer phrases, graphic symbols, dot notation, stick notation, crotchets, quavers, crotchet rest, melodic phrase, tuned percussion

Model Music Curriculum Year 2 Knowledge Organiser

Singing

- Sing songs regularly with a pitch range of **do-so** with increasing vocal control (C-G or E-B or F-C)
- Sing short phrases independently
- Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately
- Know the meaning of **dynamics** (loud/quiet) and **tempo** (fast/slow)
- Demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

Listening

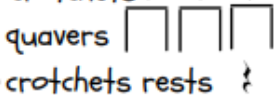
- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to, singing and playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

Composing

- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.

Rhythm

- Copycat rhythms
- Copy a leader, and invent rhythms for others to copy
- Create and perform chanted rhythm patterns
- Represent rhythm patterns using **stick notation** including crotchets, quavers, crotchets rests



Pulse

- Walk in time to the beat of a piece of music or song.
- Recognise any changes in **tempo** (faster/slower)
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats
- Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 2 Maple Leaf Rag by Joplin
in 3 The Elephant from Carnival of the Animals by Saint-Saëns



Pitch

- Singing games based on the cuckoo interval (**so-mi**)
- Respond to changes in pitch with actions (e.g. stand up/sit down, hands high/hands low)
- Recognise dot notation and match it to 3-note tunes played on tuned percussion

