



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 influenced 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

Reading Recommendations



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
- <http://www.robbidulph.com/draw-with-rob>

Music

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

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	
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, 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

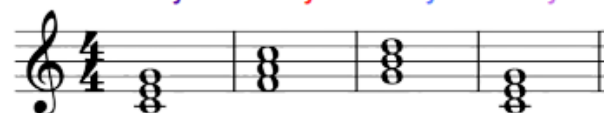
Staff notation - music written on a STAVE (5 lines and 4 spaces)



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



C major F major G major C major



Suggested **chords** to accompany the melody