

Create

PROJECT PLACEMAT - CREATE - YEAR 1 - SUMMER

Is all art beautiful?

Sticky Knowledge

Art: Sculpture and 3D

- To know that they can manipulate different modelling materials.
- To know that materials can be joined and fixed in different ways.
- To know that they can create three dimensional forms.
- Artists - Samantha Stephenson
- Louise Bourgeois

Art: Craft and Design

- To select materials, colours and textures to suit ideas and purposes.
- To know how to measure, cut, knot, plait, weave and add decoration.
- To know how to create a range of different items inspired by different cultures.
- Artists - Judith Scott
- Cecilia Vicuna

Music

Music

- To improvise simple vocal chants using question and answer phrases.
- To have an understanding of pitch, rhythm, dynamics and tempo
- To clap a steady beat and to change the speed as the tempo of the music changes.
- To sing familiar songs in low and high voices.
- To follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.



Tate Kids

Crucial Connections

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

Crayola

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

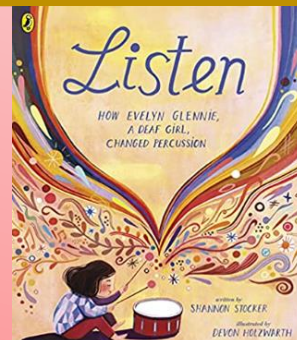
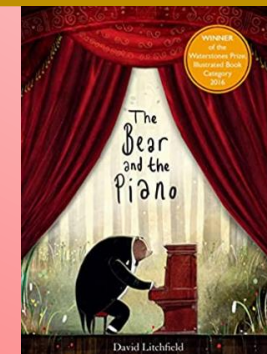
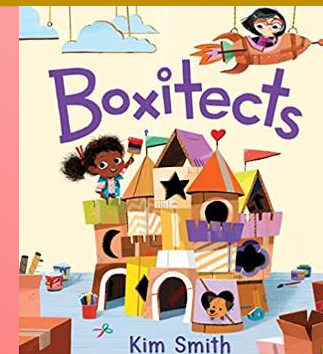
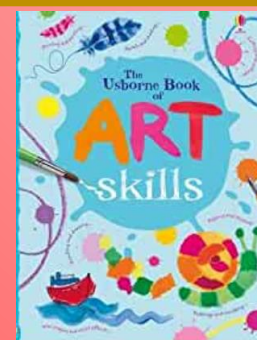
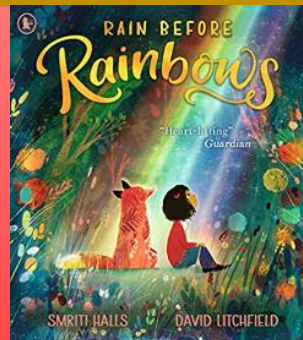
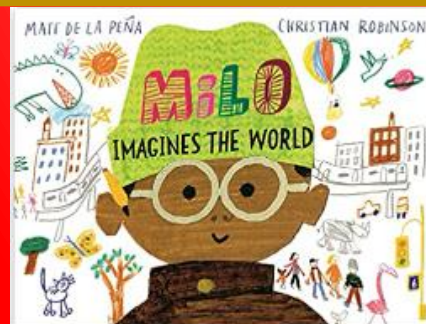
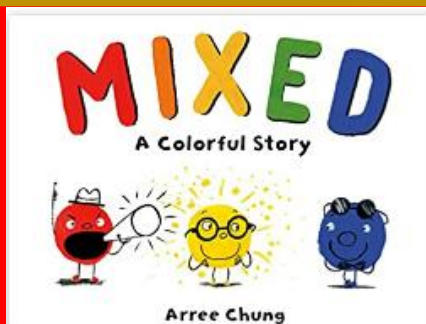
Classics for kids

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

Classic FM top 10 relaxing music for kids (number 6)

<https://www.classicfm.com/discover-music/relaxing-music-for-children/>

Reading Recommendations



Art Concepts



Composition



Communication



Comprehension

Music Concepts



Construction



Expression



Technique

Possibilities

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

Subject Specific Vocabulary

Art

Art - Sculpture and 3D	
Cylinder	A tube shape
detail	Extra decoration or items that add interest
sculpture	Art in three dimensions (3D); walk all around it to look at it
Three dimensional	A solid shape; art that isn't flat on paper
Craft and design	
Craft	To make with skill and care.
Knot	Made by looping a piece of string
Plait	Make with three or more interlaced strands
Thread	A thin strand used in sewing or weaving
Weaving	Making fabric by interlacing threads
Warp	The threads on a loom, other threads are passed over and under
Weft	The threads passed over and under the weft
Loom	A frame for weaving fabric

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.
Music - Year 1	
Beat / Pulse	A steady beat
Question and answer	Call and response in a song
Repeat	The same more than once
Chant	A repeated musical phrase
Low/high	The pitch of the sounds
Loud/quiet	The volume of the sounds
Rhythm	Long and short sounds over a steady beat
Tempo	Fast and slow

Model Music Curriculum Year 1 Knowledge Organiser

Singing

- Simple songs, chants and rhymes from **memory**
- Follow simple visual directions (stop, start, loud, quiet) 'My turn, your turn.'
- Begin with songs using a small range, **so-mi** (think **cuckoo** or **nee-naw**)
- Then slightly wider range (e.g. Bounce High, Bounce Low).
- Include pentatonic songs (e.g. Dr Knickerbocker).
- Call and response songs to help control vocal **pitch** and to match the pitch with accuracy.

Rhythm

- Copycat rhythm patterns
- Repeating rhythm patterns (**ostinati**)
- Word-pattern chants



- Create, retain, perform own rhythm patterns.

Composing

- **Improvise** (make up on the spot) simple vocal chants- question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
- Understand the difference between creating a **rhythm** pattern and a **pitch** pattern.
- Invent, retain and recall **rhythm** and **pitch** patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols



Pulse

- Respond to the pulse in recorded/live music through movement and dance- Stepping, jumping/ tip-toeing
- Change the speed of the movement as the **tempo** of the music changes
- Play repeated patterns using body percussion, tuned and untuned classroom percussion (shake, scrape, tap) to maintain a steady beat

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.



Pitch

- High and low sounds.
- Explore percussion sounds to enhance storytelling.



- Follow pictures and symbols to guide singing and playing

