

### Sculpture and 3D:

- To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.
- To know that the size and scale of three-dimensional artwork changes the effect of the piece.
- To know how to create texture on different materials.

### Craft and design:

- To know that a 'monochromatic' artwork uses tints and shades of just one colour.

### Music:

- Sing three-part rounds, partner songs and songs with a verse and chorus
- Improvise over a simple groove, responding to the beat
- Play melodies on tuned percussion instruments following staff notation

### Sticky Knowledge

### Important Ideas

- Belief
- Sparkle
- Imagination
- Rhythm
- Thought
- Expression

### Crucial Connections

Tate Kids

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

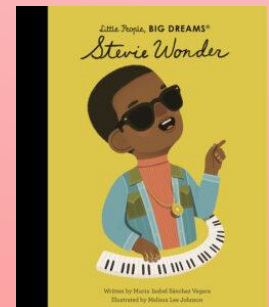
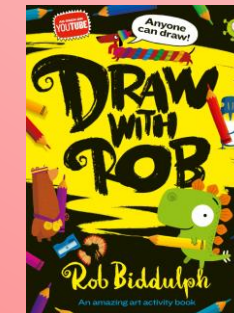
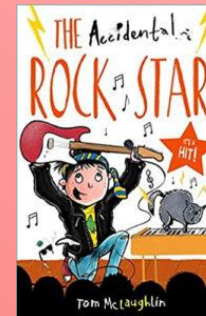
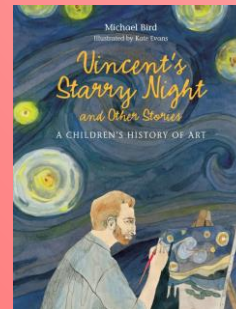
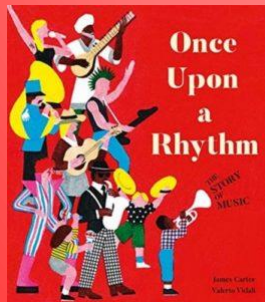
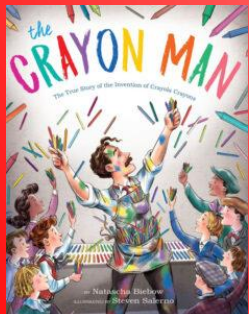
Crayola

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

Classics for kids

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

## Reading Recommendations



## Art Concepts



Composition



Communication



Comprehension

## Music Concepts



Construction



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

- Atmosphere** - The mood of an artwork, for example, mysterious or joyful.
- Concept** - The idea behind an artwork.
- Location** - The place where an artwork is displayed.
- Performance art** - Artwork that is an event rather than an object.
- Scale** - The size of an artwork.

#### Craft and Design

- Architect** - A person who designs buildings
- Composition** - putting different elements together in a pleasing way
- Elevation** - In architecture this refers to the angle that a building is being viewed from
- Monoprint** - Printmaking where only one impression can be made
- Perspective** - the angle from which you are looking at something

### Music

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, eg 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, eg introduction, verse, chorus, ending.

# Model Music Curriculum Year 5 Knowledge Organiser

## Singing

- Sing a broad range of songs from an extended repertoire with a sense of **ensemble** and performance.
- Focus on **phrasing** (breathing), accurate pitching and appropriate vocal style
- Sing **three-part rounds, partner songs**, and songs with a **verse** and a **chorus**.
- Perform in assemblies and other opportunities

## Composing

- **Improvise** freely over a **drone** (a sustained sound; a long note or chord) using tuned percussion and melodic instruments.
  - **Improvise** over a simple **groove**, responding to the beat
  - Use a wider range of **dynamics**, including **fortissimo** (very loud), **pianissimo** (very quiet), **mezzo forte** (moderately loud) and **mezzo piano** (moderately quiet) **ff pp mf mp**
  - Compose melodies from pairs of phrases in either **C major** or **A minor** or a key suitable for the instrument chosen
  - Compose a short **ternary** piece (**A-B-A**) with a partner
  - Use chords to compose music to evoke a specific atmosphere, mood or environment
- Capture and record creative ideas in a variety of ways; **graphic symbols, rhythm** and **staff notation, technology**.

## 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.

## Performing

- Play melodies on tuned percussion, melodic instruments or keyboards, following **staff notation** (note range **C-C / do-do**)
- Understand how **triads** are formed, and play them on tuned percussion / melodic instruments.
- Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). **G major / D major**
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies

## Notation

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



C major chord – **triad** C E and G



C minor chord – **triad** C E<sup>b</sup> and G



semi quavers **1 beat**

quavers **2 beats**

crotchet **4 beats**

semibreve **4 beats**

minim **2 beats**

minim **2 beats**