

Art Concepts

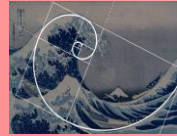
Sticky Knowledge

**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.

**Art: Craft and Design**

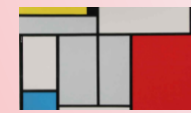
- To select materials, colours and textures to suit ideas and purposes.
- To know how to measure, cut, knot, plait, weave and add decoration.
- To know how to create a range of different items inspired by different cultures.



Composition



Communication



Comprehension

Artists:

- Samantha Stephenson
- Louise Bourgeois
- Judith Scott
- Cecilia Vicuna

Tate Kids

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

Crayola

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

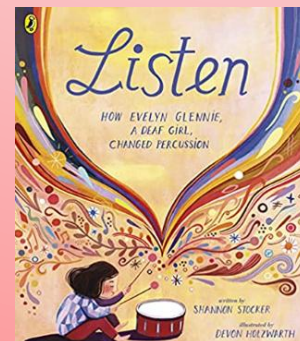
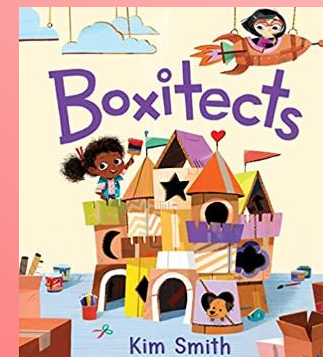
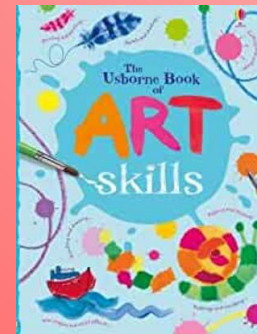
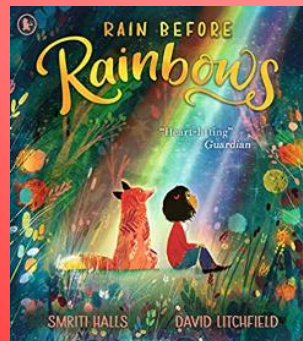
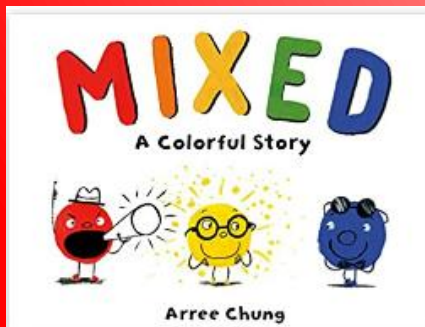
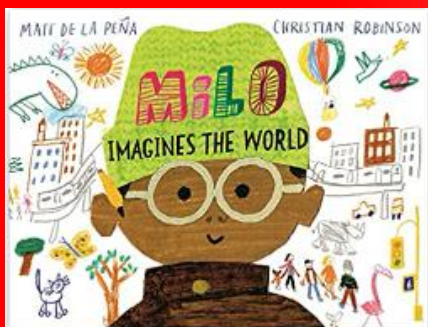
Classics for kids

<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



# 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

## 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.
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.

## 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** (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

## Rhythm

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



- Create, retain, perform own rhythm patterns.

## Pitch

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



- Follow pictures and symbols to guide singing and playing

## Music Concepts



Construction



Expression



Technique