



Creativity and Imagination

How is there freedom in the arts?

Focus Subject – art and music	
Art Content - drawing and painting. Controlling sound by singing, composing and musical appreciation. (Impressionism and the Romantic period.) Focus on opera and orchestral pieces- ballets.	
Influential people: Artist: Degas, Cezanne, John Turner. Musicians: Wagner and Tchaikovsky	
Key Concepts - influence, diversity, civilisation, achievements	Values – respect and trust
Key questions: <ul style="list-style-type: none"> • What does freedom mean? • What are the rules and do we need to break them to be free? 	I know that respect and trust in art is to be kind about others work if it is different and does not follow the same rules. I am confident others will be respectful towards me.
Critical Audience to view your work: Parents	
Assumed prior knowledge (from KS1) <ul style="list-style-type: none"> • Know the impressionist artist Monet. • Listened to a range of music 	Linked reading opportunities The Dot – Peter R Reynolds
Enriching experiences (experiential) <ul style="list-style-type: none"> • Listen to the Nutcracker suite by Tchaikovsky • Listen to the Die Walküre (The Valkyries) by Wagner • Study the following paintings: Degas – The dancer; Turner- snowstorm, Steamboat off a harbour’s mouth; Cezanne- Mount Sainte- Victorie 	Sticky words (vocabulary) Choice, individuality, change, identity. Pulse, rhythm, dynamics, timbre, pitch, leitmotifs and ostinato. Tones, patterns, textures, free stroke, blending and commas Pop art, intaglio, modernism, impressionism
Children will learn that... (declarative) <ul style="list-style-type: none"> • I know that the Romantic art period was from around AD 1770-1850. • I know that the Romantic art period was a change of music and art that was based around real emotions. 	Children will learn to... (procedural) <ul style="list-style-type: none"> • I can use sketches to produce a final piece of art. • I can use marks and lines to show texture in my art. • I can use shading to create mood and feeling. (PSHE, reading) • I can use perspective and dimension. (Maths)

- I know that the Romantic period came after the Classical period.
- I know that Impressionism was a style of art work in the Romantic period which created an impression of the real world.
- I know impression was painting on the spot not from sketches in a studio.
- I know Cubism came after the Impressionist style.
- Cubism is a style of art which aims to show all of the possible viewpoints of a person or an object all at once.
- I know that when Degas, Cezanne, Turner, Wagner and Tchaikovsky were born.

Achievements

- I know that Wagner and Tchaikovsky composed music in the Romantic period, and Degas, Turner and Cezanne painted in this period.
- I know Degas was a realist artist and he painted what was seen. Degas painted the Dancer and the Ballet class.
- I know that Turner painted sea-scapes. Turner expressed emotions through landscapes.
- I know that Cezanne's moved away from Impressionism to Cubism.
- I know that Cezanne painted the Still life with a curtain and Mount Sainte-Victorie.
- I know Wagner's used leitmotifs for the characters in his operas.
- I know Tchaikovsky wrote ballets which had memorial melodies, one of them is the Nutcracker Suite.

Civilisation

- I know the Impressionist artists and Romantic period composers created a **civilisation** which were more aware of expressing emotions.

Diversity

- I can use different grades of pencil to shade and to show different tones, patterns and textures. (Science)
- I can draw objects and use marks and lines to produce texture.
- I can create a background using a wash, using brush or inks.
- I can choose from a range of brushes and other tools (eg spatulas, toothbrushes, sponges) to purposefully create different effects in painting. (Computing).
- I can use the following brush strokes: free stroke, blending, and commas.
- I can identify techniques used by artists and compare the work of different artists e.g. Georgia O'Keefe
- I can create ton using water colours.
- I can explain some of the features of art from the Impressionism period. (History)
- I can adapt my work and start to create my own style.
- I can express what I like and do not like about piece of artwork-forming an opinion. (English, PSHE)
- I can see emotions in art work and explain why.

Music

- I can sing in tune and with expression.
- I can sing a range of songs in tune with expression, as part of a group or individually.
- I can sing with an awareness of tempo and dynamic.
- I can listen to a second part and know that ostinato is a repeating pattern in singing.
- I can evaluate my own singing and make improvements. (PSHE)
- I can create rhythmic patterns with awareness of timbre and duration.
- I can create/ improvise repeated patterns (ostinati) with a range of instruments (maths and computing).
- I can compose and perform melodies using three or four notes.
- I can create accompaniments for tunes using drones or melodic ostinati (riffs).
- I can use a simple graphic score to record my compositions and beginning to use more complex graphic scores to do this.

- Diversity in the Romantic period was expressing the uniqueness of how the artist's felt.

Influence

- I know that Impressionist artists *influenced* how people saw art, and how it can be used to express feelings, beyond what can be seen with the eyes.

Key musical and artistic knowledge

- I know the difference between pulse and rhythm.
- I know a leitmotif is a melody which represents a character in an opera, which sounds when the character appears.
- I know an ostinato is a repeated pattern in music which keeps returning.
- I know an orchestra is split into sections: percussion, woodwind, brass and strings.
- I know an opera is a play set to orchestral music where the characters sing all the lines.
- I know a ballet is a dance which is set to music.
- I know that music has a structure of bars and phrases.

- I can effectively choose, order, combine and control sounds (texture/structure).
- I can internalise the pulse in music, clap back a rhythm and explain if a pitch is higher or lower than the last note.
- I can identify leitmotifs in Wagner's operas.
- I can start to use musical vocabulary to describe music.
- I can listen to several layers of sound (texture) and talk about the effect on mood and feelings. (PHSE)



Creativity and Imagination

What is the purpose of the arts?

<p>Focus Subject – art and music</p>	
<p>Art Content - printing and textiles. (Pop art and Modernism) Controlling sound by instruments, composing and musical appreciation. (Benjamin Britten orchestral musical, folk music and gospel songs.)</p>	
<p>Influential people: Art: Andy Warhol and Georgia Okeefe (American Modern popular art). Music: Aretha Franklin, The Chieftains, The Dubliners and Benjamin Britten</p>	
<p>Key Concepts - influence, diversity, civilisation, achievements</p>	<p>Values – respect and trust</p>
<p>Key questions:</p> <ul style="list-style-type: none"> • What is the purpose of art? • When and how are the arts used in society? • Do arts shape society or does society shape the arts? 	<ul style="list-style-type: none"> • I know that respect and trust in art is to be kind about others work if it is different and does not follow the same rules. I am confident others will be respectful.
<p>Critical Audience to view your work:</p> <ul style="list-style-type: none"> • Parents to see Christmas performance 	
<p>Assumed prior knowledge (from KS1)</p> <ul style="list-style-type: none"> • Know the impression artist Monet. • To have listened to a range of music. • • 	<p>Linked reading opportunities The Railway Children - E Nesbit</p>
<p>Enriching experiences (experiential)</p> <ul style="list-style-type: none"> • Listen to the Benjamin Britten’s Simple Symphony, and Guide to the orchestra. • Listen to The Dubliners and the Chieftains. • Listen to music sung by Aretha Franklin. 	<p>Sticky words (vocabulary) Choice, individuality, change, identity. Identity, democracy, consumerism</p> <p>Pulse, rhythm, dynamics, timbre, pitch, leitmotifs, ostinato and pizzicato.</p>

<ul style="list-style-type: none"> • Study: Andy Warhol- Marilyn Monroe and Georgia O’Keefe - An Orchid. 	<p>Tones, patterns, textures, free stroke, blending and commas, intaglio, modernism, impressionism</p>
<p>Children will learn that... (declarative)</p> <p>Achievements</p> <ul style="list-style-type: none"> • I know that Andy Warhol’s made prints which allowed for an endless variations in colour and size. • I know Georgia O’Keefe painted nature to show how it made her feel, not what it looked like. • I know O’Keefe moved away from Impressionism into more abstract art in the 20th Century. • I know Benjamin Britten wrote the Simple Symphony and the Guide to the orchestra. • I know when Warhol, O’Keefe, Britten, the Chieftains and the Dubliners were born. <p>Influence</p> <ul style="list-style-type: none"> • I know Andy Warhol <i>influenced</i> others by making people of what consumerism was. • I know Britten <i>influenced</i> others by educating them on the orchestra and the structure of the symphony. <p>Civilisation</p> <ul style="list-style-type: none"> • I know <i>civilization</i> has been shaped by Andy Warhol by making people aware of consumerism. • I know folk and gospel music are part of civilisation. They bring people with similar thoughts and ideas together to listen and play music. <p>Diversity</p> <ul style="list-style-type: none"> • I know Andy Warhol has shown that people want to fit in and have the same objects and possessions. • I know gospel and folk music shows the diversity as both were popular at the same time period just in different parts of the world. <p>Art and music key knowledge</p> <ul style="list-style-type: none"> • I know orchestras are split into sections: percussion, woodwind, brass and strings. • I know that music has a structure of bars and phrases. 	<p>Children will learn to... (procedural)</p> <ul style="list-style-type: none"> • I can print onto different materials using at least four colours taking inspiration from the environment. (Forest school) • I can create printing blocks using sketchbook ideas. • I can create a printing block and use this to create a repeated pattern on paper or textiles.(Computer programming) • I can use a basic embroidery cross stitch. • I can use overstitch and back stitch. • I can apply sequins to fabric using a needle and thread. • I can experiment with the styles used by other artists. (History) • I can identify techniques used by artists and compare the work of different artists e.g. Georgia O’Keefe • I can create tones using water colours. • I can express what I like and do not like about piece of artwork forming an opinion. (English, PSHE) • I can adapt my work and start to create my own style. <p>Music</p> <ul style="list-style-type: none"> • I can play notes on instruments clearly and including steps/ leaps in pitch and I am aware of what others are playing. • I can improvise (including call and response) within a group using 3 or 4 notes. • I can create rhythmic patterns with awareness of timbre and duration. • I can create/ improvise repeated patterns (ostinato) with a range of instruments (maths and computing). • I can compose and perform melodies using three or four notes. • I can create accompaniments for tunes using drones or melodic ostinato (riffs). • I can use a simple graphic score to record my compositions and beginning to use more complex graphic scores to do this.

- I know a symphony is a piece of music written for an orchestra, with three or four movements.
- I know gospel song is based on African slave songs with religious praise like a hymn.
- I know gospel choirs are made up of four voice ranges: bass, tenor, alto and soprano.
- I know gospel choirs use call and responses.
- I know folk song is traditional cultural music which is passed down by word of mouth and was not written down.
- I know improvisation is encouraged in folk and gospel music, but still follows some structures and rules.
- I know one type of printing is called intaglio.
- I know intaglio printing is made by etching and engraving onto a block/matrix that can be used multiple times to make a repeated pattern onto fabric or paper.

- I can effectively choose, order, combine and control sounds (texture/structure).
- I can internalise the pulse in music, clap back a rhythm and explain if a pitch is higher or lower than the last note.
- I can start to use musical vocabulary to describe music.
- I can listen to several layers of sound (texture) and talk about the effect on mood and feelings. (PHSE)



Creativity and Imagination

What do the arts tell us about our diverse society?

<p>Focus Subject – art and music</p>	
<p>Art Content - drawing and painting. Classical choral, modern musicals and modern symphonies. Controlling sound by singing, composing and musical appreciation.</p>	
<p>Influential people: Artists: Leonardo di Vinci, Takashi Murakami, Coco Chanel and Frida Khalo. Composer: Handel, Bernstein and Ravi Shankar</p>	
<p>Key Concepts - influence, diversity, civilisation, achievements</p>	<p>Values – perseverance and aspiration</p>
<p>Key questions in art:</p> <ul style="list-style-type: none"> • What can art communicate to us? • What is society? 	<p>Perseverance in the arts is shown when artists continue to produce art or music that is different and it is not accepted by everyone.</p> <p>Aspiration in art is wanting to make a change and demonstrate uniqueness from what has come before.</p>
<p>Critical Audience to view your work: Parents</p>	
<p>Assumed prior knowledge from year 3/4</p> <ul style="list-style-type: none"> • I know what an opera, ballet and symphony are. • I know the different sections of the orchestra. • I know the different painting styles: Impressionism, Cubism, Pop Art and Modernism. 	<p>Linked reading opportunities</p> <p>The Island by Armin Greder</p>
<p>Enriching experiences (experiential)</p> <ul style="list-style-type: none"> • Listen to Zadok the Priest by Handel, West Side Story by Bernstein and Symphony by Ravi Shankar. • Critique Di Vinci- Mona Lisa; Murakami- ; Chanel’s classical little black dress; Khal- self-portrait with horn necklace and hummingbird. 	<p>Sticky words (vocabulary)</p> <p>Rights, equality, individuality, prejudice</p> <p>Art: surrealism, symbolism, naïve folk art, portrait</p> <p>Music: Pulse, rhythm, dynamics, timbre, pitch, leitmotifs, ostinato, pizzicato, tempo, melody.</p>

Children will learn that... (declarative)

Achievements

- I know that Leonardo de Vinci was alive in the 15th century and painted the Mona Lisa and the Last Supper. He drew designs for helicopters, solar panel and calculator.
- I know Frida Khalo is an artist in the 20th Century and she painted symbols to represent her feelings.
- I know Takashi Muakami was born in 1962 and is a Japanese artist who includes popular Japanese culture into traditional Japanese art.
- I know Coco Chanel designed clothing for women that was different from what had come before, and changed women's fashion.
- I know Handel wrote Zadok the Priest for the coronation of King George II in 1727.
- I know that Bernstein wrote West Side Story based on Shakespeare's Romeo and Juliet in 1957.

Influence

- I know that Di Vinci and Handel were influenced by Christian religion and this is seen in their art and music work.
- I know that Shankar and Murakami show modern culture mixed with traditional culture in their art and music.
- I know Kahlo and Bernstein use their art and music to express strong often negative emotions to others.

Civilisation

- I know civilisation uses art to express: emotions, beliefs and culture.

Diversity

- I know **diversity** in art and music represents society's thoughts and feelings.

Art and music key knowledge.

- I know a musical is a play or film in which singing and dancing play an essential part. Musicals developed from light opera in the early 20th century.
- I know there is a standard way to write rhythm and melody in music.
- I know to sing in a choir you need to keep in time with others and listen to others.

Children will learn to... (procedural)

- I can show facial expressions in my art (PSHE, reading).
- I can express emotion in my art (PSHE).
- I can organise line, tone, shape and colour to represent figures and forms in movement, distance and perspective (DT).
- I can draw, over several sessions, working on one piece and use different techniques for different purposes i.e. shading.
- I can explain the style of my work and how it has been influenced by a famous artist (history).
- I can use a variety of painting techniques to produce work: stippling, dry brush, free stroke, blending, commas, star burst.

Music

- I can sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round.
- I can sing with an awareness of tempo, dynamic and musical style.
- I can sing my own part in a round or other split part.
- I can maintain a harmony (singing or performing higher or lower than the main melody) in a piece.
- I can evaluate different types of singing from different cultures and heritages and discuss their preferences (English, PSHE, RE).
- I can evaluate different types of singing (gospel choir, rock band, solo voices) and give my preferences. (PSHE, R.E)
- I can compose and perform melodies using four or five notes
- I can use a variety of different musical devices including melody, rhythms and chords.
- I can create my own songs in the style of the blues or a musical.
- I can identify where to place emphasis and accents in a song to create effects duration.
- I can begin to use staff notation to record my compositions.
- I can begin to use formal notation to record my compositions. e.g. different rhythms.
- I can use musical vocabulary confidently to describe music.



Creativity and Imagination

Is it better to stand out or fit in?

<p>Focus Subject – art and music</p>	
<p>-Art/Music Content – Art: printing, textiles and sculpture. Controlling sound by playing instruments, composing and musical appreciation. (Political protest music and the Blues.)</p>	
<p>Influential people:</p> <ul style="list-style-type: none"> • Beatriz Milhazes, Romero Britto, Gaudi and Banksy. Musicians: Sam Cook, Bob Dylan, Etta Jones, Elvis Presley, Howling Wolf, T Bone Walker, Ray Charles, and Chuck Berry 	
<p>Key Concepts - influence, diversity, civilisation, achievements</p>	<p>Values – perseverance and aspiration</p>
<p>Key questions:</p> <ul style="list-style-type: none"> • How does standing out make people feel? • Does everyone want to stand out? • What is the effect of standing out? 	<p>Perseverance in the arts is shown when artists continue to produce art or music that is different and it is not accepted.</p> <p>Aspiration in art is wanting to make a change and demonstrate uniqueness.</p>
<p>Critical Audience to view your work: Parents</p>	
<p>Assumed prior knowledge (from KS1 and Year 3/4)</p> <ul style="list-style-type: none"> • Kandinsky created art work which was bold and uses abstract shapes and colours. • I know Cubism is a style of art which aims to show all of the possible viewpoints of a person or an object all at once. 	<p>Linked reading opportunities</p> <p>Julian is a Mermaid by Jessica Love</p>
<p>Enriching experiences (experiential)</p> <ul style="list-style-type: none"> • Visit to see the sculptures at Chatsworth in Derbyshire. • Listen to songs by Sam Cook, Bob Dylan, Ray Charles, Ma Rainey, Howling Wolf, T-Bone Walker, Chuck Berry and Elvis Presley. 	<p>Sticky words (vocabulary)</p> <p>Power, believed, community, value.</p>

<ul style="list-style-type: none"> • Critique work by Banksy- There is always hope; Gaudi- Sagrada Familia; Milhazes- Dance in yellow; Britto- Mona cat. 	<p>Pulse, rhythm, dynamics, timbre, pitch, leitmotifs, ostinato, pizzicato, tempo, and melody.</p>
<p>Children will learn that... (declarative)</p> <p>Achievements</p> <ul style="list-style-type: none"> • I know Banksy is a graffiti artist and printed his art work onto walls. He painted, 'There is always hope.' • I know Gaudi was a Spanish architect, whose achievements was to design, start building the famous Roman Catholic Church in Barcelona called the Sagrada Família. • I know Sam Cook sung about making America more equal in his song, 'A change is gonna come.' <p>Influence.</p> <ul style="list-style-type: none"> • I know that Kandinsky influenced Beatriz Mihazes and this is seen in her art work because she uses bight, bold colours and shapes. • I know art and music can influence and change peoples' thoughts and ideas. • I know Romero Britto was influenced by cubism and this can be seen in his sculptures by them not looking like what they do in real life. • I know Sam Cook influenced Aretha Franklin to stand up for equality for all Americans • I know Bob Dylan's influenced others to want equality and change in America. • I know the Blues influenced Jazz and other music styles that came after it. • I know political protest songs were written to influence and change others' views and encouraging others to take action. <p>Civilisation</p> <ul style="list-style-type: none"> • I know Banksy changed civilisation by making them realise that graffiti can be an art. • I know protest songs changed civilisation, the beliefs of a nation and how people live their lives. <p>Diversity</p> <ul style="list-style-type: none"> • I know Beatriz Mihazes wants people to see diversity in her work by using Brazilian and western designs. <p>Art and Music key knowledge</p>	<p>Children will learn to... (procedural)</p> <ul style="list-style-type: none"> • I can create a stencil which I can print onto fabric, glass or paper. • I can confidently create a 3D sculptures, and finish it using glaze, paint and polish (maths, DT). • I can use recycled, manmade and natural materials to create a sculpture (Forest Schools, science, maths). • I can improve my work over a period of time, mixing media to produce an effect. (Drawing, painting, printing, textiles and sculptures). • I can confidently choose techniques, tools and media to suit my purpose and explain why. • I can explain the style of my work and how it has been influenced by a famous artist (history). • I can explore a range of techniques for effect e.g. cubism, impressionism and realism. • I can recognise when art is from different cultures (history, RE). • I can explain why I like and do not like a piece of art work, referring to technique, feel and comparison to other artists (speaking and listening). <p>Music</p> <ul style="list-style-type: none"> • I can perform on an instrument with an awareness of tempo, dynamic and musical style. • I can improvise an ostinato pattern. • I can play solo in an ensemble context using a variety of techniques, confidently. • I can compose and perform melodies using four or five notes • I can use a variety of different musical devices including melody, rhythms and chords. • I can create my own songs in the style of the blues or a musical. • I can identify where to place emphasis and accents in a song to create effects duration. • I can begin to use staff notation to record my compositions.

- I know lithographs is a printing process which uses oils to stop the paint/ink from sticking to the paper.
- I know screen printing is creating a stencil and printing onto materials and Banksy uses this style.
- I know Bob Dylan and Sam Cooke were alive at the same time and they came after the Romantic period.
- I know songs follow the structure verse, chorus and verse.
- I know that I know blues music is based on 12 bars of music, each bar has 4 beats. These bars are split into three phrases. The first two phrases are the same.
- I know blues music is based on raw emotion of hopelessness and injustice, which is different to protest songs that want society to change.
- I know gospel songs and blues songs come from African slave songs.

- I can begin to use formal notation to record my compositions. e.g. different rhythms.
- I can use musical vocabulary confidently to describe music.

Music and Art lessons teaching sequence.

- Learn about the styles and the concepts by listening to them.
- Try singing or playing the styles of music.
- Compose in the style of the music you have been studying.
- Perform to a critical audience.