



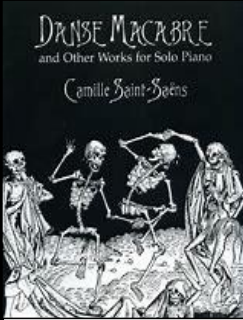

WE ARE ARTISTS

Class: Years 5 and 6

Teacher: Mrs Graham and Mrs Gardiner

Term and Year: Year B Summer


2025



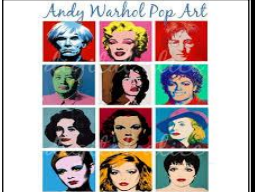
Emotional Expressions: Harmony and Discord, Euphoria and Anguish in Art and Music

PRIMARY PROVOCATION



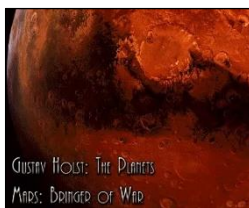

"To awaken human emotion is the highest level of the Arts." Isadora Duncan



"Colour is the keyboard, the eyes are the harmonies, the soul is the piano with many strings. The artist is the hand that plays, touching one key or another, to cause vibrations in the soul." Wassily Kandinsky

This combined provocation deliberately vindicates children's instantaneous and spontaneous emotional responses to the images presented whilst enlisting their curiosity and desires to explore further. Kandinsky's work and quote are enticingly abstract and initially illusive in this respect. From here, the curriculum unfolds readily. As documented below, the planning deliberately introduces children to art, compositions, artists and musicians and allows them to appreciate previously unknown (to them) classics and progressively critique the rationales (hows and whys) of their work. Armed with understanding, key vocabulary and supported development of techniques, it then encourages pupils to emulate these models in their own sustained creative work (mirroring best practice in Creative Writing in English) before combining musical emotion and artistic emotion in a live and interactive Final Flourish.

THE ROOTS OF TEACHING FOR LEARNING

These are the prerequisites of Teaching for Learning

KOINONIA

RESPECT

POSITIVITY

COMPASSION

PERSEVERANCE

INDEPENDENCE

constant feedback from all adults

sustained shared thinking between adults and children, between children

continuous questioning and hypothesising

high expectations for all

valuing every person and every contribution

learning from mistakes

recognising and celebrating achievements

willingness to be brave

Teaching for Learning is rooted in our values. In WE ARE ARTISTS we are focusing on the following values.

RESPECT

Just like when reading Shakespeare as a child, historical and cultural differences can obscure the truly inspirational and atmospheric impact of his work, so with Art and Music. Abstract Expressive Art and some of the compositions by some classical musicians in particular require going beyond initially dismissive reactions- usually primarily premised upon unfamiliarity, together with lack of understanding and lack of historical and cultural awareness. This curriculum readily engages with the fundamental premise that we may not instantly warm to a piece of music or art, yet we may need to delve deeper, expand our artistic and musical tastes and respect what various artists and composers achieved in context.

PERSEVERANCE (Austen's Butterfly)

Great and progressive artwork and musical composition are not readily achieved at the first attempt. Within the Music and Art of Emotional expression, basics need to be fully mastered before self-expression, creativity and originality can blossom or flourish. This requires patience together with the willingness to continually improve compositions whether individual, small group or whole class to achieve the desired illusionary effects. Perseverance here also includes embracing opportunities to transcend expectations and accomplishments in an ever- spiralling cycle.

THE TRUNK OF TEACHING FOR LEARNING

| Teaching for Learning Objectives | Activities to Support Teaching for Learning | |
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| | What are the adults doing? | What are the children doing? |
| Art Emotional Expressions - Knowledge and Skills Progression <ul style="list-style-type: none"> Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas Develop knowledge about colour, colour relationships, the colour wheel and the selection and combination of colours to convey mood and emotion Develop skills in analysing the use of colour to convey emotion in a wide range of artwork and artistic movements Develop knowledge about a wide range of art movements and how artists linked to these movements have combined specific skills and techniques to convey mood and emotion Gaining an overview of the history of art and detailed insights into specific art movements concerned with depicting emotions and moods in striking and contrasting ways Design and create images using key artists and artwork as models to depict emotion and mood in a variety of different ways including realism, exaggeration and distortion and abstract art DRAWING, develop accuracy and drawing skills such as proportion, expression Annotate their creative process Identify, explain and develop techniques used by artists to deliberately portray emotion and mood. | <ul style="list-style-type: none"> Clarifying and facilitating shared exploration of the overall purpose and specific learning in hand and how it connects to previous learning Presenting new material teaching material in small logical steps and being precise about knowledge goals – clear shared expectations Rigorously sharing knowledge /instructional teaching in highly interactive ways backed up by discussion, questioning and activities to ensure fluency Creating ongoing opportunities for practice, review and improvements Offering variations, alternatives and extensions within learning Using and clarifying subject specific terminology to secure children's understanding and fluency Enabling children to access key vocabulary prompts Asking a large number of questions; sharing knowledge; checking for shared understanding and re-checking the responses of all students (if someone did not know, revisit); asking students to explain key concepts and values; provide feedback; scaffolding by modelling | <ul style="list-style-type: none"> Actively listening Being prepared, organised and committed to learn and progress Recalling and re-activating learning by rephrasing, summarising, creating knowledge maps/prompts and revisiting their sketchbooks and musical graphical notations Engaging collaboratively in shared discussion and debate as a whole class and in smaller groupings Sharing ideas, posing questions and sketching, drafting, critiquing and giving constructive feedback and improving individually, in small groups and collectively Using scaffolds, templates and exemplars Sharing understanding and definitions of vocabulary and using and applying vocabulary accurately Observing, analysing, comparing and critiquing the techniques used by a variety of artists to convey mood and emotion Researching and recording the context and rationale for different artworks and art movements -particularly those which focused upon conveying emotion and mood in striking and unusual ways Comparing and contrasting the approaches of different artists and art movements |

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| <ul style="list-style-type: none"> • to use a range of techniques and media, including painting • Increase proficiency in the handling of different materials • PAINTING Colour mix using primary and secondary colours to create all of the colours, tints and shades they need, additionally developing an understanding of complementary and contrasting colour • Develop skills in combining harmonious, complementary, contrasting warm and cold colours for specific emotional impact • Develop skills in using hues, tints and shades to convey emotion and mood • Explore and develop skills in using drip painting and printing • Research the works of Warhol, Banksy, Turner, Kandinsky, Pollock, Klee, Munch, Delaunay, and the following art movements: The Expressionism, Abstract Expressionist Art, Pop Art, Street Art, Romanticism and Realism to record the rationale and context behind artistic achievements and movements • explore and refine a range of techniques, materials, processes and media, including digital media, to draw, model, design, paint and print images which convey specific emotions and moods • Use the skills of key artists to inspire originality and impact when developing models and images • Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work | <p>questions and thoughts and asking for shared refinements in explanations</p> <ul style="list-style-type: none"> • Revisiting and re-activating learning continually to ensure fluency in essential knowledge and vocabulary, thereby enabling pupils to progress to blossom (analysis) and flourish (creative synthesis). • Asking children to rephrase, summarise and elaborate their understanding • Asking children to explain what they have learnt and using questions to enlist full explanations and add extra finesse and wider links within answers • Identifying subject specific / challenging vocabulary and offering regular opportunities for children to refine their understanding and accurate use • Providing exemplars, models, templates and scaffolds to guide students' developmental practice • Enabling pupils to work and learn collectively in different groupings • Presenting high and enthusiastic expectations for continuous improvement and active engagement • Asking children to articulate their initial responses to art and musical compositions and refine these using appropriate terminologies • Enabling, supporting and challenging children to use ICT to its full potential. • Highlighting and enforcing cycles of feedback, improvement, constructive criticism together with creative prowess | <ul style="list-style-type: none"> • Developing their repertoire and mastery of artistic skills (linked to emotion and mood) including proportion, expression, use of colour, exaggeration, distortion, line and pattern, scale and medium • Creating sketch books to record their observations, evolving skills and progress and revisiting and reviewing their achievements accordingly • Developing their understanding of colour/colour relationships and using this to experiment, refine and create specific emotions and moods • Developing their recall, understanding, use and application of key musical terms to enhance analysis, understanding, performance and composition • Listening actively to musical compositions and identifying key musical elements that enhance effectiveness (or otherwise) • Improvising, Composing, performing and improving • Listening to, critiquing, researching, comparing and contrasting composers • Developing in depth knowledge of several classical composers, film score composers and Samba • Developing awareness of the historical and cultural significance of musical compositions • Developing an awareness of the history of music and rationales behind different compositions based upon context and time • Developing, using and applying skills in rhythm, dynamics, timbre, beat, harmony and dissonance in analysis and composition |
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Key Vocabulary Art Illusions

Sketchbook, improve, feedback, analyse, proportion, feature, facial, expression, mood, emotion, technique, hue, tint, shade, colour wheel, complementary colours, contrasting, harmonious, colder, warmer, colour relationships, sketch, Expressionism, Abstract Expressionism, Pop Art, Street Art, Impressionism, , Romanticism, realism, distortion, seascape, exaggeration, Turner, Munch, Kandinsky, Warhol,, Banksy, Klee, Delaunay, Haring, Pollock, drip painting, printing, research, critique, compare, contrast, model, emulate, synthesis, positive, negative, deliberate, bold, shocking, provocative, scale, line, abstract, improve, specific, accurate, observe, apply, analyse, imitate, vibrant

Music Illusions – Knowledge and Skills

Knowledge

- Know and use correct musical vocabulary
- Know that musical features are deliberately used and integrated to create mood, atmosphere and emotional impact
- Know the correct name for percussion instruments and make links between percussive pieces and elements of world music
- Know about classical musicians and pieces,
- Know that specific features are used and integrated deliberately by musicians to create mood and emotional impact in classical music, film scores, pop songs and world music
- Know about Samba music, its origins, mood and cultural history

to enable all children to blossom and flourish

- Seeking help from specialists as required
- Organising and choreographing the final flourish
- Modelling how to analyse, critique and give feedback
- Modelling how to annotate
- Showing and making repeated reference to Austen's Butterfly

- Showcasing their artistic work
- Recalling and using prior knowledge
- Using and applying techniques to progressively develop
- Demonstrating and developing perseverance, collaboration and independence as required
- Exploring and unpicking concepts and techniques
- Explaining and articulating key concepts and preferences
- Giving, receiving and acting upon feedback to improve and refine work and ideas
- Generating ideas and exploring possibilities
- Using technology to research and record ideas/learning
- Actively participating in teamwork to enhance their understanding
- Challenging the opinions of others in appropriately respectful ways
- Communicating learning in relevant ways to high standards
- Articulating their conceptual understanding
- Developing and fine-tuning teamwork skills
- Revising their ideas and deepening their understanding in light of cumulative learning and challenging ideas
- Using musical vocabulary accurately
- Listening carefully to music to identify how different musical features such as dynamics, tempo are used to create mood and emotional atmospherics
- Improvising musical compositions
- Improving and refining musical compositions

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| <ul style="list-style-type: none"> • Know about the history of music with understanding that music reflects the time and culture within which it was written <p>Skills</p> <ul style="list-style-type: none"> • Listen carefully, developing and demonstrating musical understanding and increasing aural memory • Link understanding of musical features and techniques to analysis of moods created and how they are created in a range of genres including classical, pop, film scores and Samba • Appraise, describe and compare different kinds of music written to create similar emotional impact using appropriate musical vocabulary • Perform by ear and use graphic notations and ICT to support creative work, • Perform increasingly complex pieces such as rounds, harmonies/dissonance and solos • Compose their own instrumental and vocal music perform their own and others' compositions in ways that reflect their meaning and intentions. - here to create specific moods and emotional impact • Compose for specific criteria such as creating a mood and emotional impact and performing this at an event • Compare and contrast composers showing respect for cultural and historical contexts • Appraise, describe and compare different kinds of music using appropriate musical vocabulary • Evaluate how the venue, occasion and purpose affects the way a piece of music is created | | <ul style="list-style-type: none"> • Performing compositions |
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Key Vocabulary Music Illusions

emotion, timbre, texture, harmony,
dissonance, metronome, online
metronome, pitch, tempo, dynamics,
duration, crescendo, diminuendo, forte,
percussion, World Music, compose,
perform, refine, evaluate, compare,
contrast, digital, by ear/notation, graphic
notation, conduct, rounds, criteria,
purpose, variation, contrast, improvise,
Samba, classical, film scores, pop,
emotional barometer, context, history,
analyse, evaluate, score, duration,
musical notation

GROWING

The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills.

| Teaching for Learning Objectives | Activities to Support Teaching for Learning | |
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| | What are the adults doing? | What are the children doing? |
| <p>Children who are GROWING in Emotional Expressive Art will begin to experiment with and use the new techniques being taught. To support their development, they will have access to scaffolds, templates and visual aids, together with peer and teacher support. Throughout, they will practise new skills and try out different techniques including simpler proportion and expressions, more basic use of colour relationships, and where applicable modified tasks.</p> <p>They will have opportunities for overlearning and access to access to exemplars, worked examples and aide memoires.</p> <p>With repetition, reminders and visual prompts, they will recognise and recall the names of some of the techniques used and begin to recall and use correct vocabulary when discussing their own and others' artwork. With support and guidance (from peers and teachers) they will annotate their own work and engage in self and peer review. With support and scaffolds, they will independently research and record key basic facts about artists and art movements studied. They will participate fully in the final flourish with peer support to</p> | <ul style="list-style-type: none"> • Offering very precise knowledge goals for each facet of the learning and asking questions to ensure children have understood these goals • Presenting and revisiting new material in small steps with opportunities for student rehearsal, questioning and rephrasing after each step. Using post its to support this • Accessing vocabulary prompts through flashcards and other pictorial resources • Addressing misconceptions • Offering models and scaffolds to break learning into manageable stages • Re-teaching as required • Giving exemplars, worked examples and physical representations of art techniques and completed tasks • Printing off Power Point slides and similar resources as aide memoires • Asking questions, thinking aloud and modelling thought processes and steps (I wander...) to enable children to sequence, summarise, recall and explain key knowledge, techniques, tasks and vocabulary | <ul style="list-style-type: none"> • Beginning to analyse art and music features and identify techniques with scaffolds and support from the teacher and/or a peer • Using models, scaffolds and worked examples to develop secure knowledge and understanding and to support their own sketches, improvisations and compositions • Regularly using, defining and re-defining key vocabulary with increasing fluency and accuracy • Creating core 'quiz' questions based on their essential knowledge and understanding for peers to answer • Experimenting with basic techniques • Recalling and revisiting knowledge • Using templates, models and scaffolds to advance their musical and artistic repertoire • Showing perseverance and attempting independence whilst using peer and teacher support as needed • Repeatedly experimenting with, practicing and improving core skills |

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| <p>achieve challenging yet supported and achievable contributions and goals.</p> <p>Children who are GROWING in music will begin to explore, learn and repeat knowledge and practise skills. With overlearning, flashcards, visual prompts and small group quizzes, they will increasingly recall and use key vocabulary such as dynamics, tempo, timbre and pitch. They will be able to offer simple insights into the mood and emotional impact that composers have created. Increasingly, they will identify 2 or 3 of the techniques used to achieve these effects and emotions and begin to experiment with them in small group improvisations and compositions. They will have opportunities for comparing and contrasting extreme variations to reinforce learning. They will share their understanding about what they are learning and the task in hand with a designated peer. They will begin to learn about different composition techniques as they engage in improvisation and composition in mixed ability groupings. They will research key composers linked to moods and emotional impact and record at least 5 key facts for each. They will make simple comparisons and contrasts about the work of different composers working to convey similar emotional intentions and record these independently. They will participate fully in whole group performances, undertaking roles and contributions which are suitably challenging yet supported and achievable.</p> | <ul style="list-style-type: none"> • Giving detailed instructional support (for example when undertaking tasks, annotating, researching secondary sources and recording learning). Narrating the steps and decisions • Asking the pupils to explain what they have just learnt and the thought-processes or steps behind this • Addressing and improving short, partially formed or partially incorrect answers • Offering initial inputs and ongoing pit-stop check points to support children in the research and planning stages of their artwork and musical improvisations and compositions • Creating mixed ability pairings and groupings to facilitate modelling, peer support and skills-sharing within art and music | <ul style="list-style-type: none"> • Doing simple self and peer assessments and with support, annotating sketchbooks accordingly • Being motivated to act on feedback to improve • Sharing key learning points in their own words and recalling essential procedures with a peer to facilitate ongoing listening, focus and understanding. • With support and scaffolds, using ICT for secondary research and recording their findings • Actively participating in mixed ability groupings and performances |
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BLOSSOMING

The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them.

| Teaching for Learning Objectives | Activities to Support Teaching for Learning | |
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| | What are the adults doing? | What are the children doing? |
| Children who are Blossoming in Emotionally Expressive Art will essentially engage with enthusiasm, commitment and absolute enjoyment to their evolving knowledge and skills in the manipulation of art to present emotion and mood in striking and unusual ways. In pairs and whole classwork, they will actively discuss and analyse examples of Artists' work portraying techniques relating to emotion and mood) with curiosity and imagination. They will actively analyse, research, compare, contrast and critique the work of different artists and art movements which focused on portraying mood and emotions. They will record their findings in a way that transcends basic facts to offer a rationale for the artworks and movements within their historical context. They will work independently to progressively practice, develop, use and apply new core artistic skills in their sketchbooks. These include a secure knowledge about colour theory and relationships and the abilities to experiment with and apply harmonious, complementary, contrasting, warm, cold colours together with hints, shades and hues. They will improve their observations and skills in using proportion and | <ul style="list-style-type: none"> • Sharing the overall purpose and specific learning throughout • Providing high quality instruction, learning materials and elaboration activities to enable children to develop, consolidate and extend their learning • Ask children to rephrase, summarise and elaborate upon their learning – especially to elicit links within and between existing artistic and musical skills and knowledge • Asking questions and modelling thought processes to support this process • Providing modelling, exemplars and models to support children's independent thought process and artistic development and learning • Accessing compatible working groups and peer support to promote learning • Giving specific feedback to guide improvements • Addressing misconceptions or partial exploration and analysis • Postulating ideas, hypotheses and questions to further children's curiosity, understanding and imaginations | <ul style="list-style-type: none"> • Actively listening • Being prepared, organised and committed to learn and progress • Recalling and re-activating learning by rephrasing, summarising, creating knowledge maps/prompts and revisiting their sketchbooks and musical graphical notations • Engaging collaboratively in shared discussion and debate as a whole class and in smaller groupings • Sharing ideas, posing questions and sketching, drafting, critiquing and giving constructive feedback and improving individually, in small groups and collectively • Using scaffolds, templates and exemplars • Sharing understanding and definitions of vocabulary and using and applying vocabulary accurately • Developing their observational and analytical skills when considering specific pieces of art work • Developing their repertoire and mastery of artistic skills linked to conveying mood and emotion including colour relationships, hues, |

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| <p>detailing expression. They will apply their knowledge of colour, line and shape to create innovative abstract artwork which conveys deliberate emotion and mood. They will include self-review and peer feedback annotations. They will use and apply correct artistic vocabulary to inform their self and peer assessments. Blossoming children will persevere to create successful, finished artwork pieces of which they are proud, and which embody learnt skills and knowledge. Increasingly, they will demonstrate independence in selecting and combining skills for emotional effects in original and experimental ways. They will confidently showcase their artwork for a live audience.</p> <p>Children who are Blossoming in Expressing Mood and Emotion in Music will readily recall, use and apply musical terminology. They will use this to analyse the work of composers and to inform their own improvisations and refined performances. They will listen with attention to detail to establish how skilled musicians have used musical elements for desired emotional impact. They will independently research, compare and contrast the works of different composers and musical styles, taking into consideration the cultural and historical contexting. They will develop their understanding of the historical development of movement and gain in-depth insights into several key composers and styles of music relating to mood and emotion in music including Classical, Film score, Pop, and World music. They will engage readily in creating and improvising based upon the developing</p> | <ul style="list-style-type: none"> • Making technical vocabulary explicit and revisiting it frequently in varied and interactive ways to develop children's fluency • Enabling children to practice, improve and use and apply their evolving artistic skills • Enable and ensuring that children know how to and do annotate and improve their artwork through self-review, peer feedback and annotations • Providing ample time for pupils to create finished products that they are proud of • Providing opportunities to extend learning through questioning, research and active investigation • Providing primary and secondary sources and resources for children to begin to interpret, analyse and evaluate. Offering inputs to extend their thinking and postulate further lines of enquiry • Promoting debate and modelling/reinforcing appropriate challenge • Facilitating children in showcasing their work confidently to a live audience. • Sustaining enthusiasm, independence, perseverance and challenge | <p>tints, shades, drip printing, complementary, contrasting, harmonious, warm and cold colours, proportion, line, shape, expression, realism, exaggeration, distortion and abstraction</p> <ul style="list-style-type: none"> • Creating sketch books to record their observations, evolving skills and progress and revisiting and reviewing their achievements accordingly • Developing their understanding of about the history of art, key artists and art movements that focused upon conveying mood and expressions in striking an unusual ways • Researching key artists and investigating underpinning rationales and historical contexts • Using key artists, artworks and techniques as models to inspire their artistic originality and creativity • Persevering, sketching drafts and improving as a precursor to creating finished artwork that they are proud of • Showcasing their artistic work • Developing their recall, understanding, use and application of key musical terms and features to enhance analysis, comparison , composition and performance • Using musical vocabulary accurately • Listening carefully to music to identify how different musical features such as dynamics, tempo and timbre are used to create mood and emotional atmospherics • Listening to, critiquing, researching, comparing and contrasting composers |
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| <p>knowledge about musical features and techniques used to create mood and evoke specific emotions. They will act upon feedback to ensure continuous improvement and confidently perform compositions.</p> | | <ul style="list-style-type: none"> • Developing in depth knowledge of several classical composers, film score composers and Samba • Developing awareness of the historical and cultural significance of musical compositions • Developing an awareness of the history of music and rationales behind different compositions based upon context and time • Developing, using and applying skills in rhythm, dynamics, timbre, beat, harmony and dissonance in analysis and composition • Improvising musical compositions • Improving and refining musical compositions • Performing compositions • Recalling and using prior knowledge • Using and applying techniques to progressively develop • Demonstrating and developing perseverance, collaboration and independence as required • Exploring and unpicking concepts and techniques • Explaining and articulating key concepts and preferences respectfully • Giving, receiving and acting upon feedback to improve and refine work and ideas • Generating ideas and exploring possibilities • Using technology to research and record ideas/learning • Actively participating in teamwork to enhance their understanding • Challenging the opinions of others in appropriately respectful ways |
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| | | <ul style="list-style-type: none">• Communicating learning in relevant ways to high standards• Articulating their conceptual understanding• Developing and fine-tuning teamwork skills• Revising their ideas and deepening their understanding in light of cumulative learning and challenging ideas |
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FLOURISHING

The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, 'show off' with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation.

| Teaching for Learning Objectives | Activities to Support Teaching for Learning | |
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| | What are the adults doing? | What are the children doing? |
| Children who are Flourishing as ARTISTS will relish in their learning about techniques in art that combine techniques to deliberately convey mood and emotion in realistic, distorted or abstract formats. Having observed, analysed and mastered essential skills and approaches, they will add originality and creativity to their application, generating further possibilities and options to be explored. They will readily integrate and assess progressive techniques, determining how and when to use each for maximum emotional impact. They will offer rationales, justifications and novel perspectives in their own work and in their assessment of famous artists' work. They will assess different pieces of work using annotations, self and peer feedback and be motivated to ever-improve and experiment. They will support and role-model for less confident peers. They will take a lead role in the Final Flourish event. They will accept challenge and provide informed rationales in their interpretation of classic artwork and artists, including their independent work to compare, contrast and synthesis their knowledge about artists and art movements who focused upon conveying | <ul style="list-style-type: none"> • Sharing the overall purpose and specific learning throughout • Ask children to rephrase, summarise and elaborate upon their learning – especially in light of further learning • Asking questions and modelling thought processes to support this process • Providing modelling, exemplars and models to support children's independent thought process and learning • Accessing compatible working groups and peer support to promote learning • Giving specific feedback to guide improvements • Addressing misconceptions or partial exploration and analysis • Providing high quality instruction, learning materials and elaboration activities to enable children to consolidate and extend their learning • Challenging pupils to experiment with skills learnt within artwork and musical compositions in creative and original ways • Challenging pupils to ever improve | <ul style="list-style-type: none"> • Actively listening and asking questions throughout to extend their thinking • Generating ideas and exploring possibilities in original and creative ways • Identifying omissions in their learning and independently sourcing missing information to deepen their understanding • Independently trying out alternatives, experimenting, composing by adapting, developing and synthesising ideas • Reactivating, rephrasing and summarising prior learning in order to cumulatively elaborate, refine and add depth to knowledge, understanding and creative designs • Adapting ideas and designs in light of further knowledge and understanding • Progressively selecting and combining techniques to match intentions • Using models and exemplars to enable working independently from the teacher • Sharing insights, justifying and reasoning |

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| <p>emotion in unusual and striking ways. They will present innovative and informed insights about the artists' work based upon their understanding of historical contexting and the overall historical development of artistic styles, presiding features and reactions/innovations.</p> <p>Children who are FLOURISHING in Expressions of Mood and Emotion through Music will readily integrate use and apply advancing musical vocabulary to analyse composers' intentions and the effectiveness of the moods and emotions that they are creating. They will also independently adapt and synthesise particular techniques or styles to match given intentions when improvising and composing independently, in small groups and as a whole class. They will compare, contrast and critique the works of many composers in a manner that engages fully with historical and cultural contexting. They will synthesise their understanding of emotion in art and music: for example, by combining analysis and evaluation of Munch's <i>The Scream</i> and Saint-Saens' <i>Danse Macabre</i>. They will develop integrated understanding of historical developments in music and musical styles including Classical, Pop, film score and World Music. They will adapt and change their work to improve it, taking on board self-review and the comments of others. They will design and innovate based upon their developing musical knowledge and skills whilst actively volunteering constructive suggestions for the Final Flourish performance and audience event. They will support less confident and growing peers to achieve their full potential through</p> | <ul style="list-style-type: none"> • Prompting children to make links within their learning, to integrate different aspects of learning within the same piece and to synthesise concepts as they design, compose and create • Asking pupils to postulate ideas, hypotheses and questions • Challenging pupils through questions posed to provide rationales, offer informed comparisons, assess techniques and theories and evaluate outcomes • Providing opportunities to extend learning through experimentation, research, specialists and debate • Providing primary and secondary sources and resources for children to begin to interpret, analyse and evaluate. Offering inputs to extend their thinking and postulate further lines of enquiry • Promoting debate and modelling/reinforcing appropriate challenge • Offering opportunities for independence, creativity and synthesis • Offering affirmation • Creating opportunities for peer guidance, teaching, coaching and role-modelling | <ul style="list-style-type: none"> • Making inventive links within their learning and hypothesising including combined analysis of the Emotionally evocative works of Art and in music. • Using and applying knowledge and vocabulary accurately • Explaining underlying concepts creatively in verbal and written format • Analysing and examining concepts and techniques independently in innovative ways • Making and expanding upon links and connections within their learning • Using technology confidently and effectively • Actively participating in teamwork and independent debate to enhance their learning • Persevering, acting on feedback to continuously improve and refine understanding and work • Creating innovative artwork which is derived from a specific model yet which embodies innovation , creativity and originality to high standards. • Using and interpreting primary and secondary sources and resources in pairs or small groups to raise questions and endeavour to answer them • Acting as peer coaches, demonstrating and modelling |
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| modelling, support, guidance and constructive feedback. They will head up graphical notation and recording whilst teaching and guiding peers in these art forms. | | |
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Expressive Art – nb these are units of work not lesson plans

| Key learning | Essential Learning Objectives | Grow | Blossom | Flourish |
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| The Human figure proportions To explore proportion when drawing the human body as an essential precursor to drawing human expressions Key Teaching Demonstrate Oval actions technique – follow step by step instructions – Children attempt and improve on oval action figures to gain sense of proportion | <ul style="list-style-type: none"> To understand that artists create studies and sketches as drafts and practice To develop understanding about proportion in human bodies. To use oval figures to sketch and draw humans in the correct proportions | Following step by step instructions, and with much practice, children can attempt and improve on oval figures to demonstrate a basic sense of proportion in the human body | Children practice and improve their portrayal of proportion in human figures using the oval action figure method | Children make rapid progress and their work accurately and consistently demonstrates correct proportions as follows: average human is 7.5 heads tall/6 heads tall for a child; Shoulders are wide enough for 3 heads; Fingertip to fingertip = height(ape) Hips are halfway down – we fold in half; Arms and legs bend at the halfway point; Arms and hands at the sides fall between knees and hips |
| Intro to Emotional Expressions To begin to explore and draw facial expressions linked to emotion (Use Planbee People in Action Package 2 in full) | <ul style="list-style-type: none"> To study facial expressions and identify the different emotions that they are expressing To identify and revisit the parts that move when facial expressions change including the mouth, eyebrows, eyelids and laughter lines To experiment with changing the position of the eyelids, mouth, eyebrows etc to create an angry expression, happiness, concentration To practice and refine drawing human faces in proportion and portraying different expressions | Children identify that different emotions are being shown in the slides and with support they begin to recognise that the eyes, mouth and eyebrows are in different positions With support and a help sheet, they experiment with cartoon facial features to create different expressions by changing the position of eyebrows, eyelids, mouth. They begin to combine changes to show happiness and anger Children continue to practice and develop these skills | Children watch slides and identify the different emotions being shown. In pairs, they analyse and identify how the expression has changed in the slides from a normal one (e.g. eyebrows furrowed in concentration, eyes closed, mouth pursed, etc) and share their observations. Children experiment with cartoon facial features to create different expressions, e.g. changing the position of eyebrows, eyelids, mouth, laughter lines, etc. They develop combinations to deliberately create an angry expression, Happiness and Concentration. Children choose one emotional expression to develop by sketching it as a more realistic portrait adding in detail such as hair, face shape. | Children independently identify facial features that have changed when analysing different facial expressions. They experiment with cartoon comic faces to blend features effectively to convey anger, concentration, happiness and shock. They pick two contrasting emotional expressions and develop their skills by sketching these as more realistic portraits adding in detail such as hair, face shape. Using picture cards depicting further contrasting emotions, children pick three and sketch these in their sketchbooks. Independently, children colour the faces using colours that reflect the emotion that is being shown. |

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| | | | Using picture cards depicting further contrasting emotions, children pick two and sketch these in their sketchbooks. | |
| <p>Developing observations and skills in drawing a widening range of emotional expressions accurately</p> <p>Key Teaching Use how to draw a face and Planbee Express yourself Package 2</p> | <ul style="list-style-type: none"> To accurately observe, sketch and develop skills in drawing a growing range of facial emotions Children make detailed observations of changes from a neutral face to one showing expression using pictorial expression cards and mirrors To recognise that cartoon artists use exaggeration of key featural changes To use a mirror to accurately observe and record the reality of how facial expressions change | Using a scaffolded template(2a) , the Emotion Cards and a mirror for reference, the children draw four simple emotions as cartoon faces. They identify how they could improve and repeat the activity. | children choose different emotions to study from the Emotion Cards and draw as a cartoon. Encourage them to pull the expression themselves and use mirrors and exaggeration as a reference point. They receive feedback and make improvements | Children are challenged on to draw three pairs of similar emotions as cartoons e.g. happy and overjoyed. They can use their mirrors and the Emotion Cards for reference. They act upon feedback to improve their initial sketches. |
| <p>The Theory and practice of understanding, and using and applying colour for specific effects in Emotional Expression and artwork more generally</p> <p>THIS SECTION NEEDS REVISITING often AS WE MOVE ONTO ABSTRACT ART</p> <p>https://www.bbc.co.uk/bitesize/guides/z9bbk2p/revision/8 https://www.bbc.co.uk/bitesize/guides/z9bbk2p/video</p> | <p>To explore the importance of colour in art and how artists use harmonious, complementary, warm and cool colours, hues, tints and shades deliberately to convey mood and emotion and for specific effects in their work</p> <p>To know what the colour wheel is. To define primary, secondary and tertiary colours, to explore warmer and colder colours, to identify complementary colours and investigate their impact when combined</p> | <p>With support, scaffolds and print outs children begin to recognise basic facts about the colour wheel and colour relationships and choices in art</p> <p>With support and visual prompts, to identify the primary, secondary and tertiary colours. To understand that some colours and colour combinations can be used to intensify positive and negative emotions and impact in art.</p> | <p>Children create and label colour wheels. They identify warmer and colder colours and relate these to different emotional expression and impact.</p> <p>They can identify complementary colours and explain that when used together a very strong contrast is created.</p> <p>They know that harmonious colours tend to promote more positive mood and atmosphere within artwork</p> | <p>Children make detailed observations, notes and raise questions about the colour wheel, colour theory and the relationships between colours. They independently consider how complementary colours might enhance the desired mood and impact of artwork depicting emotional expression</p> |
| <p>To explore Edvard Munch's The Scream and apply skills and understanding to use this as a model for their own Emotional</p> | <ul style="list-style-type: none"> To analyse the use of facial features and colour in The Scream | Children work in pairs to make and record basic observations about the reality or otherwise of The Scream and the choice of | Using their notes and understanding from the work on colour, children work in pairs to identify •Colour relationship – are | Children independently analyse and critique colour relationships, temperature, strength and |

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| <p>Expression artwork in the style of the Expressionist art movment</p> <p>Use https://www.ducksters.com/history/art/western_art_timeline.php This has info on Expressionism The Scream picture and also show Picasso's The Old Guitarist</p> <p>The Expressionist movement started in Germany. These artists wanted to paint about emotion. It could be anger, anxiety, fear, or peacefulness. This wasn't a completely new idea in art. Other artists like Vincent van Gogh had been doing the same thing. However, this was the first time this type of art had been given a name.</p> <p>When was the Expressionism movement? The Expressionist movement occurred during the early part of the 1900s.</p> <p>What are the characteristics of Expressionism?</p> <p>Expressionist art tried to convey emotion and meaning rather than reality. Each artist had their own unique way of "expressing" their emotions in</p> | <ul style="list-style-type: none"> To understand that the Expressionist artists exaggerated reality in their quest to portray emotion To research the Expressionist art movement To use The Scream as a model for creating artwork depicting emotional expression using colour and facial Expression in the style of Expressionist artists | <p>colours used here and in The Old Guitarist.</p> <p>They make basic notes about the Expressionist movement and select three pictures by three different artists to paste into a word document and print. They annotate these with simple notes about the expressions, moods and feelings shown, the levels of reality/distortion and the colours used. With prompts and support, they link their comments about colour to the colour wheel.</p> <p>They create a simple piece of artwork showing an emotional facial expression using learning from the start of the unit and select appropriate background colours to add impact.</p> | <p>there similar, harmonious colours or very different, contrasting colours?</p> <ul style="list-style-type: none"> •Colour temperature – how warm or cool are the colours used? •Strength of colour – are pure hues, lighter tints, darker shades or less vibrant tones used? •Emotional response – what moods or feelings do the colours suggest? in The Scream and in Picasso's The Old Guitarist <p>Children make notes about Expressionism from the initial teacher input and research further to create a one page word document about Expressionism including its dates, key artists, main stylistic features and some examples.</p> <p>Children use their sketch books to draft, improve and produce a piece of artwork conveying a specific emotion using facial features and colour combinations in the style of The Scream</p> | <p>intended emotional response in The Scream and The Old Guitarist.</p> <p>They research and compile a document about The Expressionist movement which locates this movement in context within the history of art and compares and contrasts it to its forerunners. In detailing the key purpose and artists involved in the Expressionist movement, they evaluate the effectiveness of emotional expressions conveyed and how they effects are achieved.</p> <p>They draft, edit, improve and seek feedback to enable the creation of high impact and detailed artwork in the style of The Scream</p> |
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| their art. In order to express emotion, the subjects are often distorted or exaggerated. At the same time colours are often vivid and shocking. | | | | |
| <p>Turner – Seascapes and Storms Klee – tinting, shading and hues To deepen children’s understanding and skills in using colour and basic settings to create mood and convey emotion.</p> <p>Key Learning Use colour resources from above to recap tinting, shading and hues – and how we make them Watch Klee powerpoint and discuss Show Turner picture from https://www.ducksters.com/history/art/western_art_timeline_e.php and discuss Discuss Turner as an example of the Romantic art movement Romantic art focused on emotions, feelings, and moods of all kinds including spirituality, imagination, mystery, and fervor. The subject matter varied widely including landscapes, religion, revolution, and peaceful beauty.</p> | <p>To experiment with colour relationships, shades, hues and tints to create a peaceful sky (sunset) and a contrasting stormy sky To understand key features of emotion within the Romantic Movement</p> | <p>With prompts, reminders and printouts children can explain what shades, tints and hues are and how they can be made. They can recall warmer, more peaceful colours, and colder, more gloomy colours Children experiment with hues shades and tints using the basic proformas with the Klee resource pack. They select one darker, colder and more negative colour and one warmer colour. They practice and repeat until them can create a piece of artwork that uses tints, shades and hues to convey different types of sky. Children know that Turner was famous for painting landscapes which convey moods and emotions. They can independently record key facts about him</p> | <p>Children can define hues, tints and shades, discuss their impact on the mood and emotion of a piece of artwork and explain how to mix them Children experiment with hues shades and tints using the basic proformas with the Klee resource pack. They select one darker, colder and more negative colour and one warmer colour. Based upon this experimentation, children create two contrasting sky lines over a simple setting – e.g. a beach or hill to portray a peaceful sunset and a storm. Children can compare and contrast the portrayal of emotion and mood in Turner’s more realistic land and seascapes with The Scream and record key similarities and differences between the Romantics and the Expressionists</p> | <p>Children can define hues, tints and shades, discuss their impact on the mood and emotion of a piece of artwork and explain how to mix them They can critique their impact in the works of Klee and Turner Children experiment with hues shades and tints using the basic proformas with the Klee resource pack. They select one darker, colder and more negative colour and one warmer colour. Based upon this experimentation, and their analysis of Turner’s seascape, they use Fishermen at sea to create a tranquil and a violent setting at sea using hues, shades and tints Children can compare and contrast the ways in which emotions and mood were conveyed by the Romantics and the Expressionists (focused upon realism)</p> |
| An introduction to Abstract Expressionist Art and how | To explore, critique and analyse the techniques and purpose used in Abstract Expressionist art | Children can record basic facts and recall them about Abstract | Children can explain and record the key features of the abstract Expressionist movement. | Children can research and record facts and their reactions to the |

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| <p>colour and line are used to convey emotion</p> <p>To research and critique Kandinsky</p> <p>Show abstract art from https://www.ducksters.com/history/art/western_art_timeline.php</p> <p>Showe Planbee Express yourself slides 4 and 3 in that order. (Stop slide 3 at the street artist -this is for later</p> <p>Colour, line and emotions Show Kandinsky PowerPoint from Art Chaos Children undertake the work from Plan 4 to enhance their initial skills</p> | <p>To investigate and develop skills in working solely with colour and line/shape To research and record the work of Kandinsky</p> | <p>art – for example they know it is not realistic</p> <p>Children can pick 1 emotion and combine shape and colour to try to present it in abstract form. They improve their initial designs and sketches with support and feedback and create a simple but congruous piece of abstract artwork</p> | <p>They can undertake initial experiments using only colour and line to convey emotions</p> <p>They can then pick two emotions to refine and create a finished piece of artwork using line and colour only</p> | <p>Abstract Expressionist movement in art. They can practice , refine and then vividly portray 5 emotions using only lines and colour as a finished piece of artwork Children can independently produce an informative and critical review of Kandinsky and his significance within the history of art</p> |
| <p>Pollock – drip painting Delauney Abstract art and Orphism</p> <p>Show both powerpoints from Colour chaos and analyse as whole class</p> | <p>To further explore and experiment with techniques used to convey emotion and mood in Abstract Expressionist Art based upon the techniques and contributions of Pollock and Delaunay</p> | <p>Children can make basic observations about the works of both artists and relate this to their essential understanding of how abstract expressionist art is not realistic.</p> <p>With pictorial prompts and copies of PowerPoints plus scaffolds and templates form each teaching pack, children can pick one artist and draft and create a finished piece of artwork using these techniques.</p> | <p>Children can identify and analyse the different techniques used and link these to their understanding of how Abstract Expressionist Art uses.</p> <p>They can independently select one, use Sketchbooks to experiment and create a finished piece of abstract art using colour and shape or drip painting to recreate either the Joy of Life or the Misery of Life using one or other techniques</p> | <p>Children can identify and analyse the different techniques used and link these to their understanding of how Abstract Expressionist Art uses.</p> <p>Children can independently create the Joy of Life and the Misery of Life using one or other of the techniques based upon observation, understanding, originality and creative flair</p> |
| <p>Pop Art – Colour and Playful emotion (Warhol -The Pig)</p> <p>Show Pop Art and Andy Warhol from https://www.ducksters.com/history/art/western_art_timeline.php</p> | <p>To understand that the Pop Art Movement was a reaction against the seriousness of previous movements and was essentially about being bright, bold and light-hearted</p> | <p>Children given scaffolded colour testing sheets and challenged to create combinations of bold and shocking colours. They are then given a template with 4 cans of soup on and pictorial reminders of Warhol's artwork with soup</p> | <p>Children have access to copies of Warhol's Pig and the celebrity portrait tracing instructions (Planbee Warhol slide 4) They pick a celebrity from the picture cards or print off an image of a large creature (as per the pig). With</p> | <p>children to choose a celebrity from the Picture Cards or print off their favourite celebrity to A4 size. Children to draw the celebrity's face by hand instead of tracing, then paint in colour sections as shown on the slides.</p> |

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| <p>story/art/western art timeline.php</p> <p>Show PowerPoints 3 and 4 from Complete Warhol and Pop art movement – explore use of bold and shocking colours Show Warhol's the Pig and again analyse colour and mood</p> | <p>To examine and use Warhol's The Pig as a bold, bright and emotionally light attempt to grab the viewers' attention and shock</p> | <p>cans. They create a bold, vibrant and shocking piece of artwork using Warhol as a model.(Work and Plan 3 with images printable from slide show 3)</p> | <p>partner support, children follow the step by step instructions including initial tracing to create a Warhol-inspired bold, shocking celebrity or animal portrait,</p> | |
| <p>Banksy and Haring Street Art</p> <p>Use PowerPoint and package 3 from Planbee express yourself – second half about Haring plus both Power Points – one about, Haring and one about Banksy plus Banksy fact file and most definitely Banksy inspirational photos</p> | <p>To observe and draw emotionally expressive artwork in the style of Banksy or Haring</p> | <p>Children record 5 key facts about Banksy They work in pairs to make simple observations about the use of colour and line to convey emotion and mood in a piece of work by each artist. Children select one picture by one of the artists and use this as a model to create their own emotive street art</p> | <p>Children record ten amazing facts about Banksy from the resources shown They analyse the use of colour and lines to convey mood and emotion in two pieces of work by each artist in pairs. Children select one piece of artwork by one of the artists and use this as a model to devise their own emotive street art. After initial sketches in sketchbooks, the finished piece is produced on A2paper</p> | <p>Children record facts about Banksy and Haring. They compare and contrast the work of each. In pairs they analyse the techniques used to convey mood and emotion in at least three pieces of work by each artist Children select one piece of artwork by one of the artists and use this as a model to devise their own creative and emotive street art. After initial sketches in sketchbooks, the finished piece is produced on A2paper</p> |
| <p>Preparation for final flourish</p> | <p>This is a children led event so planning will be hugely collaborative and based upon their ideas</p> | | | |

Emotional Expression and Mood in Music **nb these are units of work not lesson plans**

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| <p>Music and emotion and Introduction and Key Vocabulary https://www.youtube.com/watch?v=sELz0aCx9Lw https://www.youtube.com/watch?v=4BeEgD_bh2Y Car horns. waterfall, Psycho, Debussy, Funeral March Tools for creating mood and emotion – needs watching lots https://www.youtube.com/watch?v=ptK3fzSlcfc The Spongebob one https://www.youtube.com/watch?v=0eSKAJh7kk0 How musicians create emotion needs discussion Improvisations using voice, sound effects and percussion Use Music Express Year 4 p.36 Tambourine talk to develop awareness of using instruments and vocal sounds with no words to express mood and emotion and to reinforce key musical features and terminology The music from here can also be used to reinforce learning as a lesson introduction</p> | <p>Children can APPRAISE, describe and compare different kinds of music using appropriate musical vocabulary Children develop skills in listening carefully, developing and demonstrating musical understanding and increasing aural memory Children are familiar with and develop their understanding and repertoire of essential musical terms and vocabulary including tempo, crescendo, diminuendo, texture, dynamics, structure, melody and dissonance (where sounds combine to sound unstable), pitch, duration (length of sounds and silences), forte (loudly and strongly) and contrast Children improvise in small groups to create basic compositions which use voice, percussion and other sound devices to create a desired mood (happy and energetic, warring/angry and scary)</p> | <p>With visual prompts and frequent opportunities for overlearning, they will explain in their own words and give examples of 5 key musical terms. They will look to see whether and how these techniques have been used when they listen to compositions. Children will listen to selections of short pieces which powerfully convey mood and emotion, identify the feelings that they evoke, and with support, begin to identify the use of basic musical techniques that were employed to create the effect. With prompts, they will use the correct vocabulary to describe these effects. They will make simple suggestions about sounds improvisations that create scary threatening, energetic and peaceful effects.</p> | <p>Children will increasingly recall and use musical terminology correctly. They will make visual prompts independently and participate in short, fun peer challenges to reinforce their knowledge base. They will use this knowledge to analyse compositions, working in pairs and small groups to identify and refine their understanding of how techniques are used and combined to create a desired emotional effect whilst listening to selections of short pieces which powerfully convey mood and emotion Children improvise in small groups to create basic compositions which use voice, percussion and other sound devices to create a desired mood (happy and energetic, warring/angry and scary)</p> | <p>Children will rapidly internalise, use and apply musical terminology correctly. They will independently analyse compositions to identify which techniques have been used and combined, noticing contrasting uses to intensify emotional impact. When improvising, they will deliberately integrate contrasts in tempo, pitch, duration, dissonance and dynamics to intensify emotional impact and act on feedback to improve</p> |
| <p>Music that conveys happiness, energy and positive emotions Samba</p> | <p>Children develop a knowledge of world music</p> | <p>With support, prompts, visual reminders and frequent repetition/opportunities for overlearning, children investigate</p> | <p>Children research and record the history and cultural significance and context of Samba and the Rio Samba festival. They identify the</p> | <p>Children research, analyse and record the history and cultural significance and context of Samba and the Rio Samba festival. They</p> |

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| <p>Use Brazilian Carnival PowerPoint first (need to open sound files separately as not embedded)</p> <p>Link to The Rio Samba Carnival https://www.youtube.com/watch?v=kTc3pv7d5vY</p> <p>Identify and locate Brazil Research the history and cultural significance of Samba and the Carnival in Rio Research the names and origins of the traditional Samba instruments, the role of the leader</p> | <p>They understand how location, context and time reflects musical culture</p> <p>Children develop skills in APPRAISING, describing and comparing different kinds of music using appropriate musical vocabulary</p> <p>Children research and record the history and cultural significance and context of Samba and the Rio Samba festival. they identify the range of instruments used, their historical origins and the structure of Samba - leaders</p> | <p>and record simple facts about Samba , its origins, context and cultural location. They find out basic facts about the instruments used and how Samba bands are controlled by a leader rather than conductor.</p> | <p>range of instruments used, their historical origins and the structure of Samba – leaders rather than conductors, street performances rather than concert halls. They explore the cultural significance of Samba and the Samba Carnival in Rio for the locals and research wider facts about Rio.</p> | <p>investigate the origins of the instruments used and explore the structure of Samba music, its historical development and rationale. They compare and contrast essential features of Samba with yodelling</p> <p>https://www.youtube.com/watch?v=GDzIJ3k6whY pop music or Chinese guzheng music or alternative world music</p> <p>They can interpret and articulate the cultural importance of Samba and the Carnival in terms of economic and wider difficulties in Rio (favelas and slums)</p> |
| <p>Music that conveys happiness, energy and positive emotions Samba 2 Establish sound level ground rules Play Pass the rhythm Further rhythm in Clave activity pack to help</p> <p>Use Samba Band instruments from Samba activity Pack – join in</p> <p>Use Rhythm and Layering powerpoint to build skills</p> <p>Use Samba Band rhythms Powerpoint – and join in</p> <p>Use Mike Simpson’s Teach and Play Samba book, dvd and video to compose https://www.youtube.com/watch?v=iNjwvNGD88s</p> <p>Gives snapshots of Simpson Use all initial from Simpson and then Brazil</p> | <p>Children can listen carefully, developing and demonstrating musical understanding and increasing aural memory</p> <p>Children develop skills in using rhythms, tempo, duration, structure and texture, synchronisation and polygraphs</p> <p>Children perform, improve and develop their Samba skills</p> <p>PERFORM by ear and use notations and ICT to support creative work, Perform increasingly complex pieces such as rounds, synchronisation and solos</p> <p>Children develop skills in COMPOSING their own instrumental music and performing their own and others’ compositions in ways that reflect their meaning and intentions</p> | <p>With support, prompts and frequent practice and overlearning, children can begin to develop the simpler rhythms required within Samba music and can increasingly play these with growing abilities to synchronise with other rhythms and beats – starting and stopping at correct times as they develop skills in keeping to the essential 4 beat and signals from the leader.</p> | <p>With ongoing practice, feedback, observations, and improvements children can develop a range of the rhythmic patterns contained within a Samba Groove. they can develop call and response rounds with guidance and recognise and use the signalling provided by the leading surdos. They can improvise in leading rhythmic patterns and can synchronise different rhythms, tempos, durations and polygraphs with increasing ability.</p> | <p>With ongoing practice, feedback, observations, and improvements children can develop a comprehensive range of the rhythmic patterns contained within a Samba Groove. They can lead the development of call and response rounds and recognise and use the signalling provided by the leading surdos. They can improvise in leading rhythmic patterns and can synchronise different rhythms, tempos, durations and polygraphs with originality, flair and imagination in a manner that fits the Samba groove and structure and experiments with the essential four beat count.</p> |

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| <p>Music intended to Scare 1</p> <p>John Williams – A Theme from Jaws (use the YouTube video he conducts)</p> <p>Bach – Toccata and Fugue in D Minor</p> <p>Modest Mussorgsky – A Night on the Bare Mountain (use the Fantasia one)</p> <p>Bernard Herrman - Psycho Shower Theme Tune – See me Fly</p> <p>Saint-Saens Danse Macabre</p> <p>Grieg – In the Hall of the mountain king</p> <p>Class Notes How History Influences Music</p> <p>https://www.youtube.com/watch?v=QPooSiMhFfQ</p> | <p>Children delve deeper into the features of music to determine how they create moods and emotional impact</p> <p>Children develop a deeper understanding of the history of music by examining the rationale behind different pieces of music and the historical culture they were written in</p> <p>Children can compare and contrast different composers</p> <p>Children can evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> | <p>Children can make simpler observations about some of the musical features and techniques used to create a scary atmosphere referencing prompts and musical terminology glossaries as required.</p> <p>They can find out about three of the composers and compositions of those explored and record ten key points as bullet points about each.</p> | <p>Children can analyse the uses of specific musical techniques to compare and contrast how music in different styles creates a scary atmosphere and evokes fearful emotions. They use the correct vocabulary accurately to do this</p> <p>They can select three different compositions and research the rationale behind the work, paying full regard for historical and historical contexting.</p> <p>They can write short (paragraph) biographies about two different composers whose music they have explored drawing attention to similarities and differences.</p> | <p>Children can identify the different techniques used to create scary atmospheres and fearful emotions in the compositions studied. They use accurate vocabulary throughout. They also recognise when subtle changes in features have been applied to add contrasts which intensify the emotional impact.</p> <p>They select three compositions of those studied and research the rationale behind the work, emphasising cultural and historical settings and locating each piece within the wider history of music and its developments.</p> <p>They write informative biographies about three of the composers studied linking their contributions to wider historical contexting and similar or contrasting movements in art.</p> |
| <p>Music intended to scare 2</p> <p>Creating and composing</p> <p>(repeat the Class Notes)</p> <p>Use Painting with sound p.46 – the Haunted House as a basic starting point and encourage improvisation way beyond.</p> <p>Revisit the fact that Jaws uses two basic 2 note score – perhaps use vocal sounds and sound effects to accompany this theme tune with voice overs</p> | <p>Children COMPOSE their own instrumental and vocal music and perform their own and others' compositions in ways that reflect their meaning and intentions; compose for specific criteria such as performing live and creating a mood</p> | <p>Using the haunted house soundtrack, children improvise voice overs and sound effects to enhance emotional impact and perform their composition.</p> | <p>Children COMPOSE their own instrumental and vocal music and perform their own and others' compositions in ways that reflect their meaning and intentions; compose for specific criteria such as performing live and creating a mood.</p> <p>Children improvise adding sound effects and vocals to one of the tracks /compositions from previous unit.</p> <p>They also experiment in small groups with creating their own compositions using sounds, voice, instruments and their understanding of key techniques</p> | <p>Children take a lead role in composing a class ensemble to portray scary music using all that they have learnt, analysed and understood in a manner that befits the equipment and capabilities of the class. they listen to the innovations and contributions of those Blossoming and accept and act upon feedback to create , practice, perform and refine a whole class performance that may or need not use of the key musical scores studied for use in the Final Flourish</p> |

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| <p>Music that conveys anger and warring emotions https://www.cmuse.org/angry-classical-music-epic-powerful-intense-music/ Holst Mars from the Planets Britten – Requiem Procession to war David Hearn – Anger of the gods Vengeance Anger music is okay too Most Powerful Building Orchestral Violin Battle And Revenge Music – Vindication https://www.youtube.com/watch?v=f_6_V57cOMo</p> | <p>Children delve deeper into the features of music to determine how they create moods and emotional impact</p> <p>Children develop a deeper understanding of the history of music by examining the rationale behind different pieces of music and the historical culture they were written in</p> <p>Children can compare and contrast different composers</p> <p>Children can evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> | <p>Children choose one of the classical pieces. They explain which emotion it conveys and identify 3 musical features that help create this impact. They record 10 key facts about the composer and composition and present for 1 minute to the class.</p> | <p>Children choose one of the classical pieces. They analyse musical techniques used to create warring/angry emotional impact using musical vocabulary accurately. They research the history of the composition and composer including cultural contexts, identifying how it relates to wider events either in the locality, world generally or musical developments. They record their findings in their OneBooks and make a 2-minute presentation to the class.</p> | <p>Children choose one of the classical pieces. They analyse musical techniques used to create warring/angry emotional impact using musical vocabulary accurately. They research the history of the composition and composer including cultural contexts and analyse how this composition relates to significant wider developments and themes in the world and music at the time. They record their findings in their OneBooks and make a 2-minute presentation to the class.</p> |
| <p>Peaceful music Debussy Clair de Lune Canon in D Pachabel</p> | <p>Children can analyse two similar pieces of music and compare and contrast their use of musical features using appropriate vocabulary; the composers and their contexts and evaluate their overall impacts</p> | <p>Children make simple comparisons between two pieces of music and identify three common techniques used. They can list basic facts about each composer.</p> | <p>Children compare and contrast two pieces of music designed to convey peaceful emotions. They use appropriate musical vocabulary. They include brief details about the cultural and historical context of each composer and state which piece they prefer and why.</p> | <p>Children compare and contrast two pieces of music designed to convey peaceful emotions. They use appropriate musical vocabulary. They integrate significant details about the cultural and historical context of each composer and how this composition fits with wider events in music and/or the local or world context at the time. They articulate personal preferences backed up by references to musical knowledge.</p> |

Class notes – how notes and beats go together – reading and writing music <https://www.youtube.com/watch?v=139A6m47RGg>

Class notes Mexican Music – Celebration, Rhythm and History <https://www.youtube.com/watch?v=tVxGWFI-lq4>

Class notes A Roundabout tale – rounds in music <https://www.youtube.com/watch?v=tOMJZLDhfC8>

Class Notes – teaching composition https://www.youtube.com/watch?v=7KR9HV4c_fQ Teacherish but ok

WE ARE ARTISTS



Class: 5 and 6 Teacher: Mrs Storey Term and Year: ???

FINAL FLOURISH

An event which will calm, shock, scare, enthrall and energise to which parents, the local community and governors will be warmly invited. All other pupils and their parents will be invited and encouraged to participate fully in the Samba finale which hopefully can be staged in the school field.

Depending on weather and other spatial demands, the event will be choreographed either as a maze or a circuit with shared start and finished points. It will be designed in full collaboration with the children and entirely led and run by them. It will commence with calming music (Debussy +++) and audience relaxation to be followed by a performance of children's composition/s in music conveying frightening and scary atmosphere and emotions. From here, a dispersed art display of children's work depicting different emotions can be followed by visitors with children choosing and playing different classical, film score, pop and world music at each station as studied. Children will be on hand to discuss their work and their understanding and knowledge about the music being played – including insights into the Rio Samba festival. The finale will consist of children explaining and performing their Samba compositions – ideally outside and in procession on the field with all adults joining in the energetic, positive finale in true Samba form.

