



We are Artists (+Mini-We are Scientists – Sound)

Class: Years 3 and 4 Teacher: Miss Ellis Term and Year: 2025 Summer term

PRIMARY PROVOCATION

(encouraging children to think deeply, ask questions, debate, have opinions and develop spiritually)

'Nature is the Art of God' Dante Alighieri

Over six hundred years ago the Italian author and poet, Dante Alighieri, said “Nature is the art of God.” As you look around, you see the beauty of what God has created and become in awe of his artwork. This beauty can be seen through our own eyes, through the lens of a microscope or even the Hubble Telescope. As we recognise and enjoy the beauty we see, we should offer thanks to the Artist who created it. The wise writer of Ecclesiastes wrote concerning God, “He has made everything beautiful in its time.” (3:11). Whilst we are connecting with nature, we are connecting with God the creator.

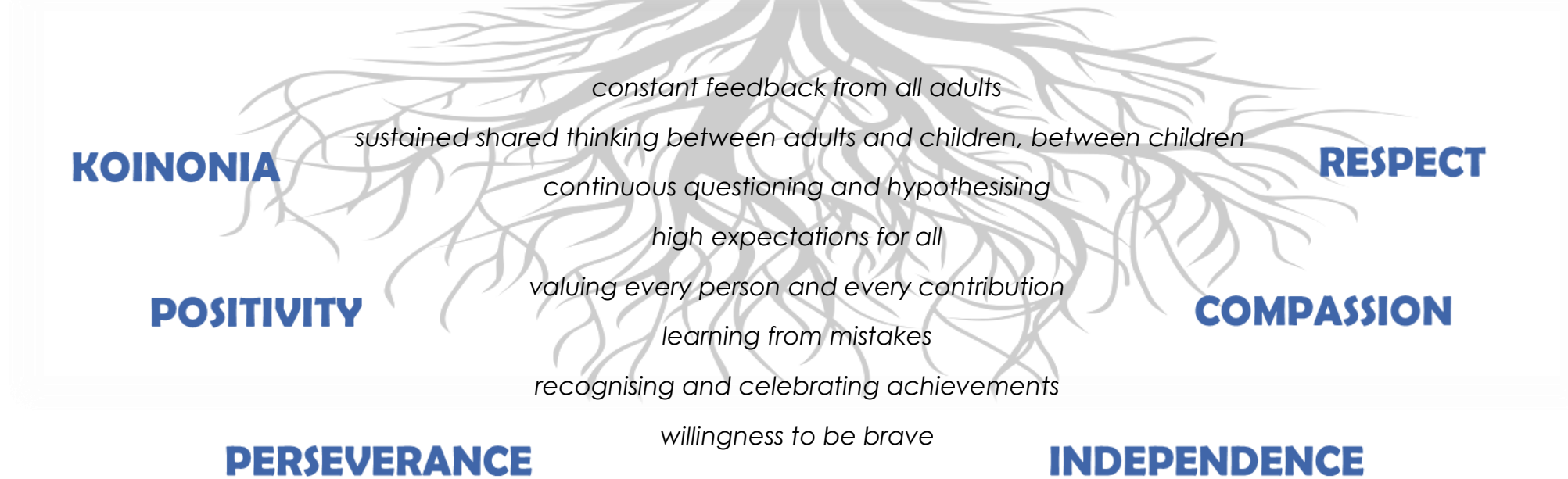
It is important that our children learn to respect the nature around us and to look after our planet and God's creation. It will also encourage them to appreciate the surroundings of our school and the importance of the nature around us for their own mental wellbeing.

As the children are admiring the beauty of God's creation, they will learn about famous artists and art techniques that show God's beauty through artwork. They will also use their musical skills to show the beauty of nature through music.

This project is also linked to a Mini-We are Scientists about Sound.

THE ROOTS OF TEACHING FOR LEARNING

These are the prerequisites of Teaching for Learning



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

Respect

It is important that the children learn to respect the world that we live in and to persevere the beauty our planet has to offer. Through appreciating nature through artwork and music, the children will become more aware of the importance and beauty of the world we live in.

Positivity

Through studying nature through artwork, the children will gain a sense of enjoyment and appreciation of the world around us. From being out in nature, they will gain positivity and enhance their own wellbeing.

THE TRUNK OF TEACHING FOR LEARNING

Teaching for Learning Objectives	Activities to Support Teaching for Learning	
	What are the adults doing?	What are the children doing?
<p>Art Knowledge</p> <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) Learn about great artists, architects and designers in history <p>Art Vocabulary</p> <ul style="list-style-type: none"> Role, purpose, observation, imagination Time, culture Method Adapt, record, note, plan, sketchbook Contrast, compare Complementary, contrasting colour <p>Music Knowledge</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Music Vocabulary</p> <ul style="list-style-type: none"> In tune, expression, control, pitch, harmony, improvise 	<p>The teacher will provide an overview timeline of the project so the children can see a purpose to their learning. The teacher will make the learning meaningful throughout. This will include:</p> <ul style="list-style-type: none"> Appreciation of Nature – What do we appreciate about nature and how do we show our appreciation of nature e.g. poetry, musical composition, artwork How do Artists show an appreciation of Nature through their artwork? How do Artists use artistic techniques to create these pieces of Artwork? E.g. Tints, shades and tones; Creating depth, Pontillism, Hapa-Zome printing; Clay Sculptures and Photography (relating this to flowers). How do Musicians show an appreciation of Nature through their musical compositions? What techniques do Musicians use to create these musical compositions i.e. Use of Body Percussion, untuned and tuned instruments and developing the use of structure, tempo, dynamics and texture (relating this to Rainforests). <p>The knowledge and vocabulary needed for the children to undertake this project will be shared with the children through powerpoint presentations, knowledge organisers, books and through the use of the internet.</p> <p>The teacher will begin each lesson with a short review of previous learning and introduce new vocabulary. The teacher will make connections to previous learning.</p> <p>The teacher will use small steps to introduce new concepts and skills. The teacher will be precise about knowledge goals and have clear shared expectations.</p> <p>The teacher will ask a large number of questions; share knowledge, checked for shared understanding and re-checking the responses of all children; ask children to explain key concepts and values; provide</p>	<p>The children will:</p> <p>Actively listen in class</p> <p>Be ready to learn, prepared, organised and committed and engaged to learn and progress.</p> <p>To independently apply and push themselves to learn new skills and concepts.</p> <p>Recall and re-activate learning by rephrasing, summarising, creating knowledge maps/prompts and revisiting their sketchbooks and musical graphical notations</p> <p>Engage collaboratively in shared discussion, asking questions to further their understanding and debate as a whole class and in smaller groupings</p> <p>Share ideas, pose questions and sketch, draft, critique and give constructive feedback and improve individually, in small groups and collectively</p> <p>Use scaffolds, templates and exemplars</p> <p>Share understanding and definitions of vocabulary and using and applying vocabulary accurately</p> <p>Observe, analyse, compare and critique the techniques used by a variety of artists</p>

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<ul style="list-style-type: none"> • Composition, melody, accompaniment, tempo • Notation, scales, dynamics • Elements of music including silence • Composer • Repetition, contrast, variation <p>Sound Knowledge</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. <p>Sound Vocab Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p>	<p>feedback; scaffold by modelling questions and thoughts and asking for shared refinements in explanations.</p> <p>The teacher will revisit and re-activate learning continually to ensure fluency in essential knowledge and vocabulary, thereby enabling pupils to progress to blossom (analysis) and flourish (creative synthesis).</p> <p>The teacher will enable pupils to work and learn collectively in different groupings.</p> <p>The teacher will ask children to articulate their initial responses to art and musical compositions and refine these using appropriate terminology.</p> <p>The teacher will use, support and challenge children to use ICT to enhance their project.</p> <p>The teacher will create ongoing opportunities for practice, review and improvements.</p> <p>The teacher will ensure questioning is tailored to address misconceptions and to move learning on.</p> <p>The teacher will provide an opportunity to study and learn from local artists e.g. Anita Bowerman.</p> <p>The teacher will make cross curricular links to Science (Plants) and Religious Education (Creation).</p>	<p>Develop their repertoire and mastery of artistic skills including use of colour, tone, shade, depth.</p> <p>Create sketch books to record their observations, evolving skills and progress and revisiting and reviewing their achievements accordingly</p> <p>Develop their recall, understanding, use and application of key musical terms to enhance analysis, understanding, performance and composition</p> <p>Listen actively to musical compositions and identifying key musical elements that enhance effectiveness (or otherwise)</p> <p>Improvise, compose, perform and improve musical compositions.</p> <p>Develop, use and apply skills in rhythm, dynamics, tempo, structure and timbre in analysis of music and composition</p> <p>Use technology to research and record ideas/learning</p>
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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

What are the adults doing?

modelling
verbalising thinking
checking understanding learning reviews
over-learning
success criteria

What are the children doing?

guided practice in groups, pairs, solo
knowledge retrieval
using vocabulary
answering in sentences
acting on feedback

Appreciating Nature around us

Through mindfulness and a walk through nature, spend time appreciating the nature around us. Make sketches and take photographs of the nature around us.

This could also include a visit to Harlow Carr to appreciate the nature there and take part in a workshop.
Discuss how this appreciation of nature can be shown, e.g. through poetry, music, art, spoken word etc...

APPRECIATION OF NATURE THROUGH ART

How do Artists show an appreciation of Nature through their artwork?

Learn about great artists, architects and designers in history

Give children examples of different pieces of Art work of nature. Encourage the children to discuss the pieces of art by asking them which they think is the oldest/newest, most/least realistic, most/least colourful. (You could promote further discussion by asking them if older art is better than newer art, or if more realistic art is better than least realistic art, etc.)

Use the slide to display all of the pieces of art. Which is your favourite, and why? Explain your reasoning. Has everyone chosen the same piece of art? Why do you think this is?
Use the following slides to explore each of the artworks in more detail.

Now tell the children that sometimes, when we know more about a piece of artwork, we understand it better, and this can change our viewpoint and feelings towards it. Display all of the artworks on the slide once again. Has anyone changed their mind about their favourite? If so, why?

Children to answer questions and express opinions about different pieces of artwork linked to Nature.

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<p><u>How do Artists use artistic techniques to create these pieces of Artwork? Observational Drawings</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) <p>I understand and can explain the difference between a piece of artwork and a botanical drawing.</p> <p>(Link to Science Lesson on parts of a plant – including parts of a flower)</p>	<p>Do you know what botany is? Think, pair, then share your ideas. Tell the children that botany is the scientific study of plants. Use the slide to show them some botanical illustrations. How would you describe these drawings? When we compare a botanical illustration to a photograph of the plant, we can see that the drawings are extremely accurate. Why do you think they were drawn with this level of accuracy? Explain that botanical illustrations were originally created so that people could easily identify a range of different plants and flowers. (This was before the invention of the camera!) The drawings were printed in books and magazines. They had to be scientifically correct (accurate in size, shape and colour). This was important as many plants were used for food or as an ingredient in medicines, so they had to be identified correctly - including poisonous plants to avoid. Tell the children that, between the 15th and 18th centuries, artists travelled with explorers and scientists to new lands where they drew a huge variety of plants that were as yet undiscovered.</p> <p>Display two pictures of magnolias. What are the differences between these two paintings? Explain that one picture is a botanical illustration. It is drawn with scientific accuracy, and includes the life cycle of the plant. Its purpose is to help people identify this plant. The other picture is a flower painting. The artist has focused on creating something that is pleasing to look at. It is not as accurate as a botanical illustration, and is drawn in the artist's own style. Which do you prefer, and why?</p>	<p>Children to express opinions and answer questions about the difference between artwork and botanical drawings.</p>
<p><u>How do Artists use artistic techniques to create these pieces of Artwork? Tints, Shades and Tones of a colour – Georgia O'Keeffe</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history <p>I can explain the techniques that Georgia O'Keeffe uses to create different tones in a piece of work.</p> <p>I can create tints, shades and tones of colours</p>	<p>Begin the lesson by showing children some pictures of flowers on the slide. What colour are they? Explain that, at first, we may just describe some flowers as a single colour, but if we observe closely, we can see that there are actually lots of different 'tones' of the same colour. What does 'tone' mean? Tell the children that the tone of a colour is how light or dark it is. The use of tone is very important in an artist's work. It can be used to create form (make the object seem less flat and more three dimensional on the paper). Also, the tones that are chosen can also help to create a certain mood, atmosphere or feeling in the artwork.</p> <p>Use the slides to tell children about Georgia O'Keeffe. Look at some examples of her large scale, closeup paintings, and encourage children to discuss the tones used and the effects they create. What is your personal opinion of Georgia O'Keeffe's artworks? How can we make different versions of a colour to use in our artwork? Use the following slides to explain how to make tints by adding white to a colour, shades by adding black to a colour, and tones by adding differing amounts of both black and white together.</p>	<p>Children to express opinions and answer questions about how tone is created in a piece of artwork.</p> <p>Children choose one of the flower cards (each have half a flower on) Practise making tones, tints and shades of the main colour of their flower in their sketchbooks.</p>
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u></p>	<p>Explain the term 'NeoImpressionism' and identify that trends in art change over time. Teach the children how, when and why the Pointillist movement began and explore some Impressionist and Pointillist paintings to compare</p>	<p>Children to express views and opinions about different artwork and how it was created.</p>

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<p><u>Creating secondary and tertiary colours, tones, tints and shades – Georges Seurat</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history – Georges Seurat <p>I can explain what Pointillism is and tell you two interesting facts about George's Seurat' life and name one of his paintings.</p> <p>I can explain and use the techniques he used to create effects through different colours and shading.</p>	<p>and contrast the different styles. Study a variety of Seurat's paintings, particularly 'A Sunday on the Grand Jatte'.</p> <p>Explore with the children some of the different methods they could use to create an Pointillist effect in their own artwork. They will try out these different methods and consider which is most effective.</p> <p>Teach the children about Seurat's interest in colour and optical mixing. Remind them of their primary and secondary colours. Teach them about tertiary colours through the use of a colour wheel. Use this to look at complimentary and contrasting colours.</p> <p>Take a closer look at some of Seurat's Pointillist paintings, looking specifically at how he used Pointillism to create shading. Show them how to use dots to create areas of light and dark, as well as how to blend colours.</p>	<p>Explore the different methods and consider which is the most effective.</p> <p>Explore making different colours from colouring mixing primary and secondary colours. Make a colour wheel.</p> <p>Practise shading of different shapes using pointillism.</p>
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Creating depth</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) <p>I can master a techniques to draw and paint trees.</p> <p>I understand how to create depth in a piece of artwork</p>	<p>Instruct the children to draw the trunk and branches of a tree from memory. Was this an easy or hard challenge? Why? Which part of your sketch are you pleased with? Which part of your sketch do you think needs more work? Share and discuss your sketch with a partner.</p> <p>Look carefully at a photograph of a tree together. Where are the thickest/thinnest branches? What direction are they growing in? Use the following slide to highlight the most important points. Model how to draw a tree using the 'V & Y' method. Now give the children another piece of A5 paper and two more minutes to sketch a tree again, this time using the 'V & Y' method. Children then compare their two sketches - which do you think is better and why?</p> <p>Explain that we can also use the 'V & Y' method to create a painting of a tree too. Use the photographs on the slide to illustrate this. Tell the children that now that we know how to draw and paint a tree, we are going to look at how to draw several trees together, and create the feeling of depth in our artwork. Do you know what depth means? Explain that if an artist creates depth in a picture, they create the feeling that the picture is not just flat, but that some objects are closer, and some are further away. Which of the trees in this picture look the furthest away? Which look the nearest? How do you know this? What is different about them in comparison to the other trees? To make a tree look further away, it has been painted in a lighter tone of colour, it is smaller than the other trees, and it has been placed higher up on the canvas. To make a tree look nearer, it has been painted in a darker tone of colour, it is larger than the other trees, and it has been placed lower down on the canvas. Show the</p>	<p>On a piece of paper, children have two minutes to sketch a tree (trunk and branches only) using their memory and imagination.</p> <p>Following instructions to draw a tree using the V and Y method, redraw the tree using this method. Compare with original.</p> <p>Answer questions and express opinions on how to create depth in a piece of artwork.</p>

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	children some paintings of trees. Do they show depth? Discuss with your partner how each artist has created this effect.	
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Creating tones, tints and shades; and depth – Henri Rousseau</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history – Henri Rousseau <p>I can tell you two interesting facts about Henri Rousseau's life and name one of his paintings.</p> <p>I can express preferences and explain the techniques that Henri Rousseau used to create different tones and depth in a piece of work.</p> <p>I can create different tints, shades and tones within paintings of different shapes.</p> <p>I can use ICT to imitate an artists design.</p>	<p>Teach the children about Henri Rousseau by reading them his biography.</p> <p>When discussing the paintings, link back to previous learning about tints, tones and shades and depth.</p>	<p>Ask the children to use the prompt cards to answer questions about different Henri Rousseau paintings and share their views with the class.</p> <p>Use ICT to recreate a painting in the style of Henri Rousseau's paintings.</p> <p>Experiment recreating different flower, leaf and animal shapes in the style of Henri Rousseau. Use different tones, tints and shades to recreate the colour of these.</p>
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Hapa-Zone – India Flint</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history – India Flint <p>I can tell you two interesting facts about India Flint's life and explain the technique she used to create a natural effect.</p> <p>I can use tools carefully and accurately to create an effect.</p>	<p>Teach the children about India Flint by reading them her biography.</p> <p>Discuss the technique that she uses to create a natural piece of artwork – Hapa-Zone – Japanese Printing. This is a Japanese printing method meaning 'leaf colours into cloth to make a print). Watch the video to explain the technique. Remind the children about safety.</p>	<p>Ask the children to use the prompt cards to answer questions about different pieces of India Flint's artwork and share their views with the class.</p> <p>Explain the method to their partner. Practise the method by doing a leaf and a flower in their sketch book.</p>

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<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Clay sculptures</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) <p>I can mark make and join when using tools and clay.</p>	<p>What is a 'sculpture'? Think, pair, then share your ideas. Explain that a sculpture is a three-dimensional work of art that can be made by carving or shaping materials such as stone, wood or clay. Remind them about the sculptures that they learnt about in Year 1 and 2. Tell the children that today we are going to focus on sculptures made from clay. Clay is a soft material which can be modelled into a specific shape by the artist. Extra detail can be created by adding smaller bits of clay, or using tools to cut and scrape away part of the clay. Have you ever made anything from clay before? What skills did you have to use?</p> <p>Explain that objects that are sculpted can be decorative, functional, or both. Look at some examples of objects being sculpted from clay. Which of these will be decorative, functional, or both? Explain that sculptures can be made from more than one piece of clay. To join two pieces securely together, or to add a smaller piece of clay onto a larger piece, you need to use the 'score and slip' technique. Use the following slides to demonstrate how this can be done. Tell the children that detail can be added to a sculpture by making marks in the clay with a variety of different tools. Show the children some examples of what marks can be created. Can you tell which tools have made which marks in the clay?</p>	<p>Children to express views and opinions about different artwork and how it was created.</p> <p>Practise joining two leaves together with the 'score and slip' technique. Practise mark marking on the clay.</p>
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Understand abstract art through Photography</u></p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history -Edward Weston <p>I know that artists use photography to record and observe, I understand the terms macro, and monochromatic</p>	<p>Without giving away the names of either of the artworks, show Edward Weston's images of the 'Cabbage' and/or the 'Onion Halved'. Tell the class that these are photographs by a very important 20th century American photographer called Edward Weston, who lived from 1886 to 1958. They should recognise that the photo has only black and white and grey tones. Get them to describe it using nouns and adjectives and note these words down in their sketchbooks. Ask them to share their thoughts and write up the key ideas on the board, encouraging pupils to tell you what they think the image shows. If they haven't guessed, reveal what the images are of. If you have time, show them some more of Edward Weston's photographs. Tell them that close up photography is called macro photography and that many modern cameras have a macro setting (the icon is the outline of a flower).</p>	<p>Children to express views and opinions about different artwork and how it was created.</p>
<p style="text-align: center;"><u>Appreciating Nature through sound and music</u></p> <p>Through mindfulness and a walk through nature, spend time appreciating the sounds around us. Discuss the characteristics of these sounds and how they are made.</p>		

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<p><u>Science 1 – Vibrations</u></p> <p>Identify how sounds are made, associating some of them with something vibrating</p>	<p>Listen to a Rhythm band called 'Stomp' http://stomplondon.com/video/stomp-cam-rehearsals/ Discuss what is making the sounds and the types of sounds they are making. Introduce the term 'vibration' and how all sounds are made by something vibrating.</p>	<p>Ask the children to see how many different sounds they can make with their pencil. Ask them to explain how they think the sound is made? After investigating and sharing their own thoughts, listen to the scientific knowledge that they have learnt in this lesson. Link to Knowledge Organiser.</p>
<p><u>Science 2 – Travelling through different materials</u></p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p>	<p>Discuss whether they think that sound can travel through materials/medium?</p> <p>During the course of this lesson, the children will investigate and then be taught that sound can travel through all materials. Some materials block sound more than others.</p>	<p>Discuss from their own life experience whether sound can travel through different mediums.</p> <p>After investigating and sharing their own thoughts, listen to the scientific knowledge that they have learnt in this lesson. Link to Knowledge Organiser.</p>
<p><u>Science 3 – Loudness of Sound</u></p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>During the course of this lesson, the children will investigate and then be taught that :</p> <ul style="list-style-type: none"> - the larger the strength of the vibration, the louder the volume of the sound. - The further you get from the sound source the fainter the volume of the sound gets. 	<p>Carry out five lives quiz to see what they can remember about how sound is produced.</p> <p>After investigating and sharing their own thoughts, listen to the scientific knowledge that they have learnt in this lesson. Link to Knowledge Organiser.</p>
<p><u>Science 4 – Pitch of Sound</u></p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Look at various tuned instruments and discuss how the pitch changes.</p> <p>During the course of this lesson, the children will investigate and then be taught that :</p> <ul style="list-style-type: none"> - The thicker the elastic band, the lower the pitch - The larger the volume of water/air, the lower the pitch - The longer the piece of wood, the lower the pitch <p>Use Whizz Pop Bang – Bottle Blower to revisit how we hear and link the pitch lesson to tuned musical instruments.</p>	<p>After investigating and sharing their own thoughts, listen to the scientific knowledge that they have learnt in this lesson. Link to Knowledge Organiser.</p> <p>At the end of this session, carry out knowledge assessment linked to Sound.</p>

<p><u>How do Musicians show an appreciation of Nature through their musical compositions?</u></p> <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Introduce how nature has inspired music and how composers have shown their appreciation of nature through music. Look at five famous composers linked to nature : https://www.cmuse.org/classical-music-inspired-by-the-sounds-of-nature/</p> <ol style="list-style-type: none"> 1. Chopin – “Raindrop” Prelude in Db; Op.28, No.15 2. Beethoven – ‘Pastorale’ Symphony Number 6 in F major; Op.68 3. Rimsky-Korsakov – Flight of the Bumblebee 4. Claude Debussy – La Mer 5. Olivier Messiaen – Oiseaux Exotiques <p>What element of Nature do they think each piece of music is showing and why? Which pieces of music do they like and dislike and why? Give a background to the composer behind each piece of music.</p>	<p>Children to answer questions and express opinions about different pieces of artwork linked to Nature.</p> <p>Children to draw sketches of what the music makes them think of as they listen to it. Which parts of the music do they like and why?</p>
<p><u>Music – Lesson 1 – Rain body percussion</u></p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Success criteria</p> <p>I know what body percussion is</p> <p>I know that structure means the organisation of the music into sections</p> <p>I know that texture means how many different layers of music there are playing at a time</p> <p>I can identify the different sections in a piece of music</p> <p>I can identify how many layers there are in a piece of music</p>	<p>In this lesson, the pupils will be listening and appraising the piece of music ‘Rain Sound’, focusing particularly on texture (the different layers) and structure (organisation of the piece).</p> <p>Play the audio of the ‘Rain Sound’ video (DON’T show the video at this stage!). Ask the pupils to say what they thought they could hear and which particular parts made them think that. What is texture? What is structure? How many layers of different sounds are there?</p> <p>Now play the music with the video clip and show how the music was made with clapping and clicking.</p> <p>Explain to the children this sort of music is created using ‘body percussion’ and as the weeks go on they will be using body percussion to create their own rainforest inspired pieces of music.</p> <p>Look at the structure of the music with the children by defining each section with an action. Look at how the structure builds up and the shape of the structure.</p> <p>Focus on the different layers of the music i.e. the texture – how many different parts are playing at once.</p>	<p>Children to discuss and to describe to a partner how the music built up and what happened within it.</p> <p>Children will join with the actions and movements.</p> <p>Ask the children to indicate with their fingers how many layers there are in each section.</p>

<p><u>Music Lesson 2 – Body percussion sequence</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Success criteria I can describe a piece of music, referring to:</p> <ul style="list-style-type: none"> - tempo (speed) - dynamics (volume) - texture (different layers) - structure (organisation of the piece) <p>I can use body percussion to perform a boom clap click sequence and play in time with my partner</p>	<p>Watch 'Clapping Music for 5 Performers' from the beginning until 1:43. Ask the children for their opinions. Discuss the terms tempo, dynamics, texture and structure.</p> <p>Give movements to different words i.e. Boom snap clap (adding in later baboom and stamp). Through 'listen and respond' get the children to perform simple sequences as a class with the teacher's direction.</p>	<p>Children to discuss, in partners, what they liked and what they didn't like about the music. Recap previous learning of musical terms.</p> <p>In pairs practise the sequences presented by the teacher.</p>
<p><u>Music lesson 3 – Trashin the camp</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Success criteria I can describe a piece of music, referring to:</p> <ul style="list-style-type: none"> - tempo (speed) - dynamics (volume) - texture (different layers) - structure (organisation of the piece) 	<p>Play 'Trashin the camp - Tarzan' video. Discuss creating music and rhythm from everyday objects, and building up a piece of music by adding different rhythms.</p> <p>Explain to chn that they are going to create a piece of music inspired by this.</p> <p>Show chn the following videos, allowing them to take notes in jotters of ideas they would like to magpie:</p> <ul style="list-style-type: none"> - 'Phil Collins [featuring N Sync] – Trashin the Camp' – discuss layering of voices... not all singing the same thing - 'Trashin the Camp by Catawba Madrigals' - 'Fayette Middle World Percussion Ensemble – Trashin the Camp' - 'Trashin the Camp (Percussion Ensemble)' <p>When have watched these videos, discuss ideas the chn could use. Sing the melody until chn know it.</p>	<p>Discuss the different elements of a piece of music – tempo, dynamics, texture, structure.</p> <p>Note down ways that they have created layers in a piece of music.</p>

North Rigton CE Primary School

<p><u>Music Lesson 4 – Forest floor and understorey</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Success criteria I know that there are four layers of the rainforest</p>	<p>Watch the 'Rainforest: Amazing facts, sights and sounds video' at 03:11.</p> <p>Set up a jigsaw activity – divide the class into four groups and write each of the four layers of the rainforest on separate pieces of paper and place each one on a different table. Start one group off at each table and give them one to two minutes to write down what they can remember about that layer. Then rotate each group to a new table until every group has added to all pieces of paper. Discuss the sounds and rhythms that might link to different layers of the rainforest.</p>	<p>Children to listen and then write down all the characteristics of each layer of the rainforest.</p>
<p><u>Music Lesson 5 – Canopy and Emergent layers</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations <p>Success criteria I know that a 'repeated melody' or a 'loop' is something which keeps repeating</p>	<p>Using the 'Royalty Free Melody Loops Samples Sounds' website to teacher the children about melodies that loop.</p> <p>This lesson will focus on the upper two layers of the rainforest and the children will be playing simple melodies to represent these layers.</p> <p>Recap the animals found within the canopy layer of the rainforest. The first task will be for the children to create their own melody (tune) to portray the canopy layer of the rainforest. Play the 'Waterfall and Jungle Sounds' clip and ask the pupils what sort of melodies could be made to show the canopy layer. Provide them with Melody starters if they need support.</p> <p>Next discuss how the emergent layer of the rainforest is different from the canopy and how would this affect the melody. It is much higher up so you would expect the music to be higher in pitch and perhaps have a quicker tempo.</p>	<p>In their small groups, the children use two tuned percussion instruments to create short repeating melody for the canopy layer.</p> <p>Once completed, each pair will play theirs to the other pair within their group. Groups then need to decide which of the two melodies they like the best and is most appropriate for the canopy layer. They need to record their chosen melody (using just note names is fine).</p> <p>In the same way then create a different melody for the emergent layer.</p> <p>Then play the two melodies at the same time and record for next session.</p>

<p><u>Music Lesson 6 – Rainforest composition</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations <p>Success criteria I can discuss the texture and structure of a piece of music.</p>	<p>Play the start of the CUPS!! clip (without the video showing!). Pause after 0:30 and ask the pupils what instruments they can hear. Reveal the video and continue to play the clip so they can see how body percussion has been used.</p> <p>Ask pupils how texture has been used within the piece – when we are talking about texture we are referring to the number of different layers within the piece. In this piece there are moments when there are five different things happening at once and other times when there is only one line of music.</p>	<p>Discuss the texture and structure of the piece of music.</p>
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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	
	What are the adults doing? variation of learning strengthening connections exploring misconceptions hypothesising setting challenges	What are the children doing? independent learning grappling experimentation problem solving application making links between learning supported reasoning
APPRECIATION OF NATURE THROUGH ART		
<u>How do Artists show an appreciation of Nature through their artwork?</u> Evaluate work of others and identify areas for development	Encourage the children to discuss their preferences and make sure they understand that it is ok to have their own opinion.	Choose one piece of artwork that they like and write about what they like and dislike about it, how it makes them feel and words they would use to describe it. Children to explain their views about the artwork that they like to another child that dislikes it.
<u>How do Artists use artistic techniques to create these pieces of Artwork? Observational Drawings</u> <ul style="list-style-type: none"> Explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print Design and create images and artefacts, expressing ideas for clearly defined purposes SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas Evaluate their own work and that of others and identify areas for development 	Tell the children that today they are going to create their own botanical illustrations. What can you do to make your artwork as accurate as possible? Explain that they need to remember 'CAP': Constant observation, Attention to detail, and Patience. Use the slide to go through these in more detail. Which do you think will be the most challenging for you?	Link to their Science lesson and make a botanical diary of different types of flowers in the school grounds. Label accurately with the correct names of a flower. Explain which they think is more accurate; a botanical illustration or a photograph?

<p>I can use my observational skills to draw accurate observational drawings of flowers</p> <p>(Link to Science Lesson on parts of a plant – including parts of a flower)</p>		
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u></p> <p><u>Tints, Shades and Tones of a colour – Georgia O’Keeffe</u></p> <ul style="list-style-type: none"> • Explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print • Design and create images and artefacts, expressing ideas for clearly defined purposes • PAINTING Colour mix using primary and secondary colours to create all of the colours, tints and shades they need • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas • Annotate their creative process • Evaluate their own work and that of others and identify areas for development <p>I can create tints, shades and tones of colours to produce a painting I the style of Georgia O’Keeffe.</p>	<p>Remind them of the language to use – tints, shades and tones. Remind the children of how to create these.</p>	<p>Paint the other half of the flower, by using their tones, tints and shades.</p> <p>Make a whole class/ group either enlarged flower (in the style of Georgia O’Keeffe) using the large flower and leaf templates or their own cut out shapes. Use their knowledge of tints, shades and tones to paint them. Reassemble them as a group to create a final painting.</p>
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u></p> <p><u>Creating secondary and tertiary colours, tones, tints and shades – Georges Seurat</u></p> <ul style="list-style-type: none"> • Explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print • Design and create images and artefacts, expressing ideas for clearly defined purposes • PAINTING Colour mix using primary and secondary colours to create all of the colours, tints and shades they need • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas • Annotate their creative process • Evaluate their own work and that of others and identify areas for development <p>I can create a piece of Pointillism using colour and shading to create particular effects in the same style of Georges Seurat.</p>	<p>Advise and support as they create their own pieces of artwork.</p> <p>Ask questions about why they have chosen to use the technique or create an effect in a certain way.</p>	<p>Using this knowledge and techniques, create a flower painting using the Pointillism technique.</p>

<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Creating depth</u></p> <ul style="list-style-type: none"> • Explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print • Design and create images and artefacts, expressing ideas for clearly defined purposes • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas • Annotate their creative process • Evaluate their own work and that of others and identify areas for development <p>I can create depth in a piece of artwork</p>	<p>Advice and support as they create their own piece of artwork. Remind them of top tips for creating depth. Discuss with the children how they have created depth in their art work.</p>	<p>Children use the Creating Depth Help Sheet to complete Challenge 3: paint a forest which has layers, with at least two trees on each layer. Children can also refer to the How to Draw a Tree Help Sheet if needed.</p>
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Creating tones, tints and shades; and depth – Henri Rousseau</u></p> <ul style="list-style-type: none"> • Explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print • Design and create images and artefacts, expressing ideas for clearly defined purposes • PAINTING Colour mix using primary and secondary colours to create all of the colours, tints and shades they need • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas • Annotate their creative process • Evaluate their own work and that of others and identify areas for development <p>I can create different tints, shades and tones and depth in a piece of artwork in the same style of Henri Rousseau.</p>	<p>When discussing the paintings, link back to previous learning about tints, tones and shades and depth.</p> <p>Discuss the techniques they have used to create their jungle scene.</p>	<p>Use this knowledge and skills to create their own painting of a jungle scene in the same style of Henri Rousseau. Choose a back wash and then use painting to build up the layers with lighter and then darker colours.</p>
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Hapa-Zone – India Flint</u></p> <ul style="list-style-type: none"> • Explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print • Design and create images and artefacts, expressing ideas for clearly defined purposes • Work with printing, textiles, 3-D and collage to develop and create models and images 	<p>Ensure that the children are working safely throughout.</p> <p>Discuss the technique they have used and the effect it has created.</p>	<p>Use this knowledge and skills to create their own Hapa-Zone design. Use pattern and over lapping to create a desired effect.</p>

<ul style="list-style-type: none"> • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas • Annotate their creative process • Evaluate their own work and that of others and identify areas for development <p>I can arrange patterns using different leaves and petals. I can create different effects by choosing tools carefully.</p>		
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Clay sculptures</u></p> <ul style="list-style-type: none"> • Explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print • Design and create images and artefacts, expressing ideas for clearly defined purposes • Work with printing, textiles, 3-D and collage to develop and create models and images • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas • Annotate their creative process • Evaluate their own work and that of others and identify areas for development • <p>I can use tools to create a flower sculpture using clay.</p>	<p>Tell the children that they are going to use some of these techniques to sculpt a flower bowl from clay. Use the following slides to show step-by-step instructions on how to do this.</p>	<p>Use their knowledges and skills learnt to make a flower bowl and then flourish with their own model flower.</p>
<p><u>How do Artists use artistic techniques to create these pieces of Artwork?</u> <u>Understand abstract art through Photography</u></p> <ul style="list-style-type: none"> • Explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print • Design and create images and artefacts, expressing ideas for clearly defined purposes • SKETCH BOOK, Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas • Annotate their creative process • Evaluate their own work and that of others and identify areas for development <p>I can create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps</p> <p>I can take photographs with care and choice</p>	<p>Ask pupils to work in pairs or small groups to select a natural object to photograph (could focus on leaves and flowers).</p> <p>First, ask them to decide whether the objects stands out better on a white or black paper background or on plain fabric, getting them to consider contrasting shades and imagining what this would look like in black and white. Then ask them to position it how they want and look through the camera or tablet LCD screen to consider the angles that could be used for the photograph, as well as how different light sources in the room can affect the photograph. When everything is set up, ask pupils to take six close up photographs. If they are using digital cameras, remind them to use the macro setting and explain that depressing the shutter halfway</p>	<p>Choose a flower or leaf as their subject for their photograph. Ask the children to discuss with each other about the tones in their photograph and the angle at which they might take it. Take size different close up photographs of their object. Upload to a computer and edit.</p>

<p>I can make decisions about cropping, editing and presentation of photographic images</p>	<p>down will focus the lens so they should do this just before taking their photo.</p> <p>If they are using cameras, transfer the images to a desktop or laptop. If they're working with tablets, open the photo editing app. Get them to experiment with editing the image then ask them to follow these steps to create an image in the style of Edward Weston:</p> <ul style="list-style-type: none"> - Desaturate the image. - Crop any unnecessary background. - Use slider controls to change the range of grey tones in the image (not using filters). 	
<p>Opportunity to work with a local Artist – Anita Bowerman - TBC</p>		
<p>APPRECIATION OF NATURE THROUGH SOUND and MUSIC</p>		
<p><u>Science 1 – Vibrations</u></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p><i>LOE – Pattern Seeking</i></p> <p>Year 3 I can begin to use my results when I talk about what happened.</p> <p>Year 4 I use my results to draw simple conclusions and I make predictions for new values.</p>	<p>Set up a round robin of activities to explore how sound is made through vibrations.</p>	<p>Take part in the round robin activities and write in their own words how the sound is made.</p>
<p><u>Science 2 – Travelling through different materials</u></p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p><i>LOE - carrying out comparative and fair tests</i></p> <p>Year 3 – I can begin to set up a simple practical enquiry and I am beginning to understand how to make a test fair. With help, I make suggestions about what observations and measurements to make and what equipment I need. I am beginning to make systematic and careful observations. I gather data and using a pre-prepared table to record data.</p>	<p>Hypothesis – Sound can travel through all materials</p> <p>Discuss how we could test whether sound can travel through different mediums. Set up a class experiment using an alarm clock and a sound probe to measure the decibels. Discuss how we will keep it a fair test.</p>	<p>Carry out the investigation as a class. Record the results in a table and write a conclusion for what they found out.</p> <p>Draw a diagram to show how we hear the sound in another classroom.</p>

<p>Year 4</p> <p>I can set up simple practical enquiries, comparative or fair tests.</p> <p>I decide what observations and measurements to make and what equipment to use.</p> <p>I make systematic and careful observations and take accurate measurements using standard units.</p> <p>I gather, record and classify data in a variety of ways to help me answer my questions.</p> <p>I record my findings using simple scientific language, tables, drawings and labelled diagrams.</p>		
<p style="text-align: center;"><u>Science 3 – Loudness of Sound</u></p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p><i>LOE - Pattern Seeking</i></p> <p>Year 3</p> <p>I gather data and using a pre-prepared table to record data.</p> <p>I can begin to use my results when I talk about what happened.</p> <p>Year 4</p> <p>I gather, record and classify data in a variety of ways to help me answer my questions.</p> <p>I record my findings using simple scientific language, tables, drawings and labelled diagrams.</p> <p>I use my results to draw simple conclusions and I make predictions for new values.</p>	<p>Use a data logger with sound sensor to measure the volume of sounds when a string instrument is plucked harder or softer or a ruler twanged with different strengths</p> <p>On the playground, pupils to walk away from a sound being played at constant volume and pitch (use a buzzer in a simple circuit or a loudly ticking clock). As they get further away, what do they notice? What influence can: wind, other sounds, age of pupil, a hearing condition etc have?</p>	<p>Take part in guided whole class investigation into the volume of sound and distance from sound source.</p> <p>Write down their own conclusions for what they found out from the investigations.</p>
<p style="text-align: center;"><u>Science 4 – Pitch of Sound</u></p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p><i>LOE – Pattern Seeking</i></p> <p>Year 3</p> <p>I can begin to use my results when I talk about what happened.</p>	<p>Investigate a round robin of tuned instruments and home made tuned instruments to investigate the pitch of sound. Record and make statements about the pitch :</p> <ul style="list-style-type: none"> - Make a milk bottle xylophone. How does the amount of water affect the pitch of the sound. - Paper straw oboe - How does the length of the straw affect the sound (pitch)? 	<p>Take part in round robin to investigate pitch of sound.</p> <p>Write down their own conclusions for what they found out from the investigations.</p>

North Rigton CE Primary School

<p>Year 4</p> <p>I use my results to draw simple conclusions and I make predictions for new values.</p>	<p>- Investigate different sizes or different thicknesses of elastic bands and how the pitch changes when stretched and twanged.</p>	
<p>Throughout their music lessons they will develop the skills involved with listening, performing, composing and appraising –</p> <ul style="list-style-type: none"> Listen carefully, recognise and use repeated patterns and increase aural memory PERFORM with control and awareness of audience and what others are playing or singing. Improve awareness of pitch, rhythm, harmony and tempo COMPOSE and perform simple melodies and accompaniments recognising different musical elements and how they can be used together to compose music. Begin to use standard notation APPRAISE, begin to use musical vocabulary to describe pieces of music and the effect it has. Talk about likes and dislikes. 		
<p><u>Music – Lesson 1 – Rain</u></p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Success criteria: I can use body percussion to copy and perform a sequence in time.</p>	<p>Instruct the children to recreate they own performance of what they have just seen.</p>	<p>In groups of four, ask pupils to use their bodies to have a go at recreating what they have seen and heard.</p>
<p><u>Music Lesson 2 – Body percussion sequence</u></p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Success criteria I can create one line of my own sequence using a 'stamp' I can record my rhythm using symbols or words</p>	<p>Give children the challenge of creating their own sequence to perform. Encourage them to keep in time with each other. Give support to how to record it.</p>	<p>Work in small groups to come up with their own sequence to perform to the class. Pupils need to record (write down) their rhythms and perform to the class. The recording of the rhythm can take any form they like; symbols or words.</p>
<p><u>Music lesson 3 – Trashin the camp</u></p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Success criteria</p>	<p>Model a structure they could use and how they could build up the layers to the music</p>	<p>The children will add their own instruments (untuned) to the song to create layering.</p>

<p>I can use body percussion and untuned instruments to create layering in a piece of music</p>		
<p><u>Music Lesson 4 – Forest floor and understorey</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Success criteria I can use body percussion to make two different rhythms to represent the 'forest floor' and 'understorey' layers of the rainforest Both rhythms consist of three or four sounds made by using my body I consider the movement of the animals that live in each layer when making my rhythms In my group we can consider the overall structure and texture of the rhythms when they are put together I can record my rhythm using symbols or words</p>	<p>Direct the children to compose music for each separate layer of the rainforest. They will start with two of the layers in this lesson, creating body percussion rhythms to represent these layers. This will include the Forest Floor (slow, low simple rhythms) and Understorey (quiet and quick). Share different rhythm structures to help children form their own rhythmic pattern. Contrast their two rhythms.</p>	<p>In their groups, two children could play the forest floor rhythm and two others could be playing the understorey rhythm over the top, at the same time.</p> <p>Pupils record (write down) their rhythms and perform to the class. Ask pupils to listen to each other's rhythms and offer peer feedback, specifically what went well and how they could make it even better.</p>
<p><u>Music Lesson 5 – Canopy and emergent layers</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations <p>Success criteria I can make two simple melodies to represent the 'canopy' and 'emergent' layers of the rainforest I can work with a partner and use tuned percussion instruments to create a short melody line I consider the movement of the different animals within the layers of the Rainforest and how this affects the pitch and tempo of my melodies In our groups we can decide which melodies are most appropriate for each layer and record them</p>	<p>Recap the animals found within the canopy layer of the rainforest. The first task will be for the children to create their own melody (tune) to portray the canopy layer of the rainforest. Play the 'Waterfall and Jungle Sounds' clip and ask the pupils what sort of melodies could be made to show the canopy layer. Provide them with Melody starters if they need support.</p> <p>Next discuss how the emergent layer of the rainforest is different from the canopy and how would this affect the melody. It is much higher up so you would expect the music to be higher in pitch and perhaps have a quicker tempo.</p>	<p>In their small groups, the children use two tuned percussion instruments to create short repeating melody for the canopy layer.</p> <p>Once completed, each pair will play theirs to the other pair within their group. Groups then need to decide which of the two melodies they like the best and is most appropriate for the canopy layer. They need to record their chosen melody (using just note names is fine).</p> <p>In the same way then create a different melody for the emergent layer.</p> <p>Then play the two melodies at the same time and record for next session.</p>

<p>Music Lesson 6 – Rainforest composition</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations <p>Success criteria</p> <p>I can work as part of a group to build the structure of our rainforest inspired composition by considering:</p> <ul style="list-style-type: none"> - the best way to start and end - tempo (speed) - dynamics (volume) - texture (different layers) - structure (organisation of the piece) <p>I can play in time with my group I can play my part of the composition accurately I can offer suggestions for improvements considering rhythm and melody</p>	<p>Move within the groups giving constructive criticism on their composition</p>	<p>Children will be put together the four sections which they have composed over the last couple of lessons. They will be building their structure by combining the rhythms and melodies and improving their work as they do this, by:</p> <ul style="list-style-type: none"> - playing more in time with each other - paying attention to dynamics (louds and quiet) - thinking about the speed - thinking about and changing how the layers build up. <p>Give the groups five minutes to remind themselves of the four sections they have created in the last two lessons:</p> <ul style="list-style-type: none"> - Two body percussion sections – representing the forest floor and the understory. - Two melody lines – one for the canopy and one for the emergent layer. <p>Once they have refreshed their memories, explain that the focus of today is to compose a finished piece using the rainforest layers as inspiration. The children need to record the dynamics and tempo of their piece of music.</p>
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FLOURISHING

<p>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.</p>		
Teaching for Learning Objectives	Activities to Support Teaching for Learning	
	What are the adults doing? affirmation challenge active listening observing checking understanding	What are the children doing? formative mistakes justifying reasoning demonstrating choosing and explaining reviewing and reflecting
Flourishing in Science – used as an assessment of the knowledge and being able to draw conclusion	Set up an investigation using pin strummers – hair pins attached to different materials. Ask the children to decide what investigation they could devise using this equipment. If necessary give them a prompt.	Within this they can demonstrate that they can devise their own experiment linked to sound, carry it out, record their findings and recall what they have learnt about Sound.
Flourishing in Art – within the lessons of: <ul style="list-style-type: none"> How do Artists show an appreciation of Nature through their artwork? How do Artists use artistic techniques to create these pieces of Artwork? E.g. Tints, shades and tones; Creating depth, Pontillism, Hapa-Zome printing; Clay Sculptures and Photography (relating this to flowers). 	Facilitate this through questioning and providing opportunities to flourish within each lesson.	<p>Within each technique, there is a task to allow the children to blossom with their skills. However, within this, children will also have the opportunity to flourish with these particular techniques , adapting and changing their technique as they go and being able to explain how their art work is in response to their feelings and emotions about nature.</p> <p>They will showcase all their artwork in the class exhibit but choose one piece of artwork to adapt and improve upon to create a final piece. They will explain how this is linked to the provocation and their own thoughts about nature.</p>
Flourishing in Music – within the lessons of: <ul style="list-style-type: none"> How do Musicians show an appreciation of Nature through their musical compositions? What techniques do Musicians use to create these musical compositions i.e. Use of Body Percussion, untuned and tuned instruments and developing the use of structure, tempo, dynamics and texture (relating this to Rainforests). 	Facilitate this through questioning and providing opportunities to flourish within each lesson.	Through lessons 4 to 6, the children will have an opportunity to blossom with their musical skills. However, they will also have the opportunity to flourish with these skills to create their own unique piece of music to reflect the rainforest. They will adapt and change their work to improve their performance. They will create this music to accompany and highlight their learning in other areas e.g. composing a piece of music to accompany an art exhibition. They will be able to explain why they have

North Rigton CE Primary School

		chosen different structures, dynamics, tempo, melodies, and instruments to reflect the mood of the rainforest.
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We are Artists

Class: Years 3 and 4

Teacher: Miss Ellis

2023 Summer term

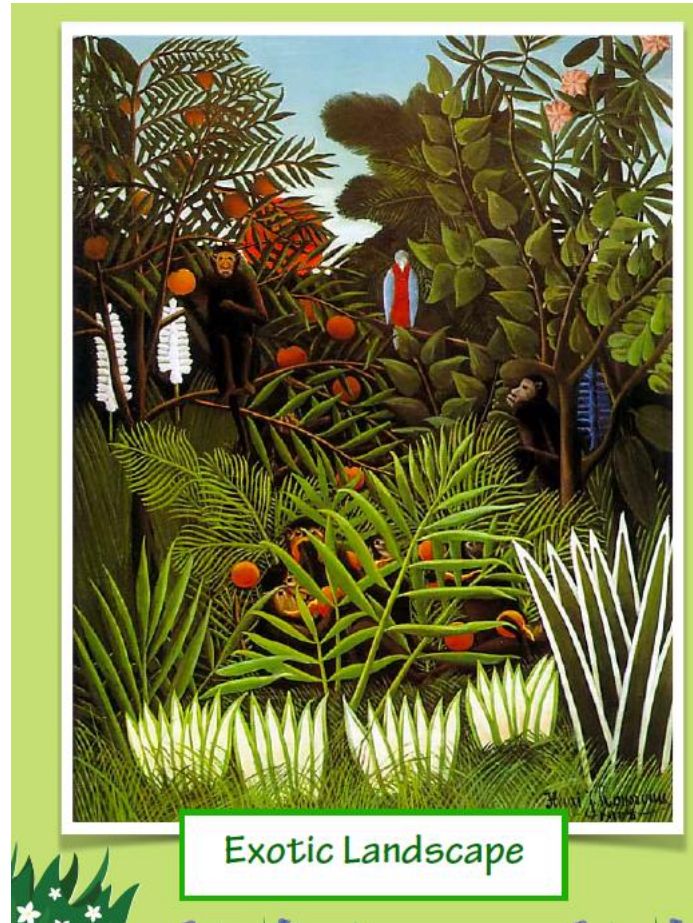
FINAL FLOURISH

(Enabling children to reflect on and celebrate their learning, whilst connecting their knowledge over space and time)

This will be in the form of an 'Outdoor Art Exhibition'. As well as showcasing the different techniques they have used to express the beauty of nature (through both their own art work being displayed and their own recorded music playing in the background), the children will have an opportunity to talk to visitors about their art and how they have shown the beauty of nature/God's Artwork through their own work.

Areas could be set up where the children interactively teach their parents about some of the artists and the techniques they have learnt.

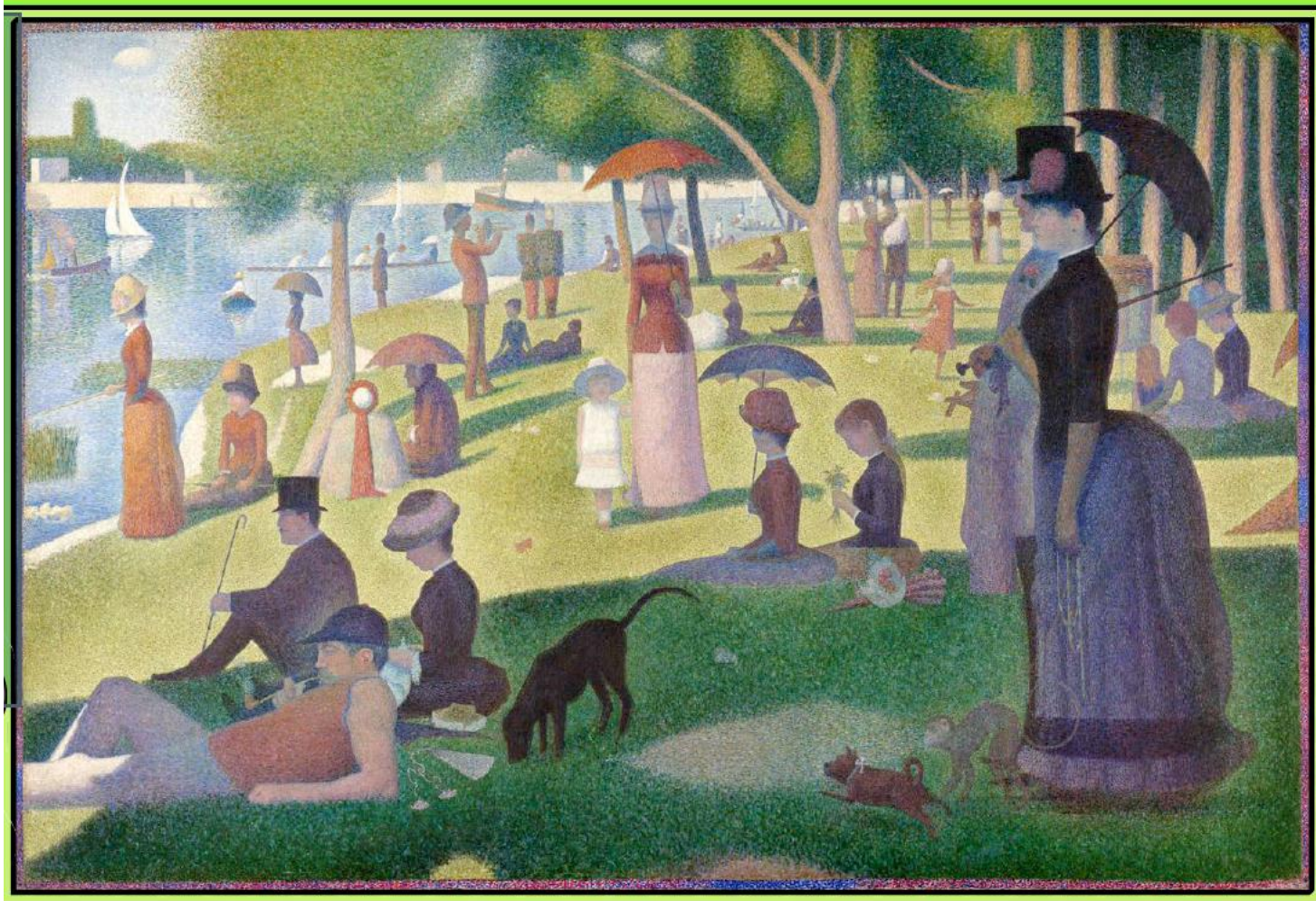
Five Fantastic Facts



1. Henri Rousseau (1844 – 1910) French Painter Post-Impressionist



2. Georgia O'Keeffe (1887 – 1986) American Painter American Modernist



A Sunday on the Grande Jatte

3. Georges Seurat (1859 - 1891) French Painter – Pointillism – Neo-Impressionist



Windfall Paper

4. India Flint (1958 – present day) Australian Eco Printer



Cabbage leaves

5. Edward Weston (1886 – 1958) American Photographer