|  |  |
| --- | --- |
| **Music and Textiles** | What did children play with in the 1890s? |
| 1. How could you join materials together?
2. How could you use plaiting, weaving and printing to create patterns on materials?
3. How could you shape materials using templates?
4. How could you make your art ideas better?
5. How could you make your model move?
6. How could you describe music, using the vocabulary: beat, pitch, timbre and dynamics?
7. How could you make up your own piece of music, using: long and short, high and low, quiet and loud sounds?
8. How could you sequence sounds to create an effect?
9. What symbols could you use to write your piece of music down?
10. How could you use your written music to help you play?

Related imageImage result for victorian toys |

Related Milestones:

Art M1:

To develop ideas • Explore different methods and materials as ideas develop

TEXTILES- TECHNIQUES • Use plaiting. • Use dip dye techniques. • Use weaving to create a pattern. • Join materials using glue and/or a stitch.

Music M1:

To perform • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.

To describe music • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

To compose music • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.

To transcribe • Use symbols to represent a composition and use them to help with a performance.

DT M1:

Textiles • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).