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| **Collage and Tapestry** | Why were the 1970s such a rebellious decade? |
| 1. What could you use to create different textures, patterns and shapes with materials? 2. What do you need to do in order to sew something well? 3. What could you use to decorate textiles? 4. How could you use the vocabulary: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones and cyclic patterns, to describe different music? 5. How could you create a song with verses and a chorus? 6. How do music and lyrics have an effect on the listener? 7. What do a crotchet, minim and semibreve indicate? 8. What is the purpose of treble and bass clefs; sharp and flat symbols? 9. What different skills do you need to perform a solo compared with a group performance? 10. What different skills do you need to sing, or play an instrument well? | |

Related Milestones:

Art M3:

To develop ideas • Comment on artworks with a fluent grasp of visual language.

TEXTILES- TECHNIQUES • Show precision in techniques. (Of Milestone 1: • Use plaiting. • Use dip dye techniques. • Use weaving to create a pattern. • Join materials using glue and/or a stitch. And 2: • Colour fabric. • Quilt, pad and gather fabric. • Shape and stitch materials. • Use basic cross stitch and back stitch. • Create weavings.) • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.

Music M3:

To describe music • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

To compose music • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.

To transcribe • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.

To perform • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).

DT M3:

Textiles • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).