|  |  |
| --- | --- |
| **The Arts** | What is the power of art? |
| 1. What is Henri Matisse most famous for? 2. How did Matisse create his work? 3. What was Matisse’s artistic inspiration? 4. What materials could you use to enhance your ideas? 5. How do you combine visual and physical qualities in sculpture? 6. How could you use print to create a range of art? 7. How could you create original pieces that show a range of influences and styles? 8. How could you draw upon ideas and influences from Matisse to develop a personal style of painting? 9. How could you edit your art with digital media? 10. How would you describe and perform a piece of music and use this to compose and transcribe your own? | |

Related Milestones:

Art M3:

To develop ideas • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. SCULPTURE- TECHNIQUES • Show life-like qualities and reallife proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire ormoulds) to provide stability and form.

To develop ideas • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. PRINT- TECHNIQUES • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

To develop ideas • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN) • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

PAINTING- TECHNIQUES • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.

To develop ideas • Comment on artworks with a fluent grasp of visual language. DIGITAL MEDIA - TECHNIQUES • Enhance digital media by editing (including sound, video, animation, still images and installations).

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).