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| **The Arts** | How does Banksy speak to us? |
| 1. **What is Banksy most famous for and what do you think inspires Banksy?** 2. **How does Banksy create his work?** 3. **What is your favourite Banksy and how does it inspire you?** 4. **How could you draw upon ideas and influences from Banksy to develop a personal style of painting?** 5. H**ow would you describe and perform a piece of music and use this to compose and transcribe your own?** | |

Related milestones:

Art M2:

To develop ideas • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. SCULPTURE- TECHNIQUES • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.

To develop ideas • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. PRINT- TECHNIQUES • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.

To develop ideas • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN) • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.

PAINTING- TECHNIQUES • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.

To develop ideas • Comment on artworks using visual language. DIGITAL MEDIA - TECHNIQUES • Create images, video and sound recordings and explain why they were created.

Music M2:

To describe music • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.

To compose music • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.

To transcribe • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE To transcribe • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

To perform • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.