



Summer Term Year 2 Music and Art		Topic: Collaboration and Community		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
National Curriculum Objectives (KS1):						
<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 						
Enquiry Question: What is the connection between art and music? How can we use one to inspire the other?						
Previous Learning:						
Reception:						
<ul style="list-style-type: none"> Introduced the idea that art can bring people together, and that we can create our own contribution to a larger project. Introduced idea that we can move between disciplines: drawing, painting, making. 						
Future Learning (KS2):						
<ul style="list-style-type: none"> Continue to provide opportunities where pupils work collaboratively to make artwork, or work on their own piece inspired by a sense of community. Continue to develop skills which enable pupils to feel comfortable with moving between disciplines and artforms. Continue to develop mark making, imagination, intention and making skills. 						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Drawing	How can I be inspired by rhythm and sound?	To understand how artists might respond visually to rhythm and music, and to create a drawing informed by slow rhythm.	Pupils will create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. Pupils will be introduced to	I have seen how some artists are inspired by other artforms such as music. I can share my response to their work and listen to others.	Music, Rhythm, Gesture, Mark Making, Listen, Respond	That some artists sometimes use sounds to inspire their work. That artists sometimes work in

			<p>Wassily Kandinsky to become familiar with the idea that artists are often inspired by other art forms. Pupils will have time to respond to the work of Kandinsky by filling a couple of sketchbook pages with visual notes. They will demonstrate that they are developing the skills to process chunks of information visually and verbally.</p>	<p>I can listen to sounds and use them to inform observational drawings.</p>		<p>partnership with musicians.</p> <p>That we can use both aural and visual senses to make art.</p>
<p>Lesson 2: Sketchbook work</p>	<p>How can I use music as a stimulus to develop my mark making?</p>	<p>To use music as a stimulus to develop my mark making.</p>	<p>Pupils will demonstrate that they can listen to sounds and use mark making skills to make marks in response in 3 different exercises. They will discover that abstract mark making can capture the spirit of a piece of music. Pupils will bring what they have learnt about rhythm and mark making into observational drawing. Pupils will become familiar with another artist who responds visually to sounds using their whole body to make marks. Pupils will share their thoughts in a class discussion.</p>	<p>I can listen to sounds and use them to inform observational drawings.</p> <p>I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing.</p> <p>I have seen how some artists are inspired by other artforms such as music. I can share my response to their work and listen to others.</p>	<p>Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed,</p>	<p>That we can draw from our imagination, using lots of different abstract marks to express our feelings, whether they are quiet and focussed or loud and expressive.</p>

Lesson 3: Sketchbook work	How can I be inspired by orchestras and instruments?	To create drawings in my sketchbook of orchestras and instruments.	Pupils will visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. They will use line and careful looking in their sketchbooks to describe shapes and they will use different materials such as pastel crayons and pens. Sketchbooks will be full of different elements from the video. If there is time, children will be introduced to 'projection mapping'. They will share their thoughts and opinions in class conversation. Pupils will engage in an interactive activity to 'paint music' on the whiteboard.	I can use my sketchbook to help me look at orchestras and musical instruments carefully. I have explored line, shape and colour.	Line, Shape, Colour, Form, Texture, Balance,	
Lesson 4 & 5: Inventing	How can I invent my own instrument?	To use my imagination to invent a new musical instrument.	Pupils will use their imaginations to invent their own musical instruments. Pupils will draw and paint / make using recycled materials in their exploration. (Delete as appropriate)	I can use my imagination and work in a larger scale to make drawings of imaginative instruments / I can use my hands to invent musical instruments made from construction materials.	Scale, Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct, Fasten,	That we can be inventive and make large drawings of invented instruments / objects in 3d which make sounds, and which we want to interact with as humans.

			<p>Option 1: Pupils will develop their understanding and knowledge of subject matter through slow, careful observation and their hand-eye coordination by making 'backwards forwards drawings'. They will bring together musical beats and mythical beasts to complete a large-scale drawing of a musical instrument. Pupils will use a variety of materials in their exploration. They will respond to music with narratives and then will create self-portraits of themselves playing an instrument to form a noisy orchestra.</p> <p>Option 2: Pupils will explore manipulating and attaching recycled materials and explore sound making. Pupils will not only explore the process of making but all how to produce</p>			
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			different sounds and rhythms with their invented musical instruments. Pupils will demonstrate their decision-making skills by considering materials, form, design, and colour. Pupils will use sketchbooks to record their discoveries.			
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Lesson 6: Reflect, share, and discuss	How can I reflect on my work?	To display the work made through the half term and reflect on the outcomes.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work and talk about my response to their work.	Present, Share, Reflect, Discuss, Respond, Listen, Feedback,	That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.
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Learning Outside of the Classroom?

- Opportunity to visit performances by local musicians and make artwork in response.

Cross Curricular Opportunity:

- **Geography:** Adapt the music you listen and draw to, according to geographical region or continent to help develop sense of place.
- **Science:** The 5 senses, the human body, materials.
- **Music:** Rhymes and chants, musical instruments, combining sounds.
- **PSHE:** Explore the music made from instruments from other countries, Collaboration, Peer Discussion.

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.

