

Year 5 ART Topic 6: Project Birmingham (2 Weeks)

Assessment Questions

Talk me through your design process – what did you need to consider?
 How have you represented citizenship through your design?
 Explain to me your colour/design choices

Forgiveness

| KNOW | DO | UNDERSTAND |
|--|--|---|
| <p>Know about the design process – considering shape, layout, representation, structure.</p> <p>Key vocabulary: Design Shape Layout Representation Structure</p> | <p>Children use what they have learnt about citizenship, their role in society, democracy, and British Values to design their own Coat of Arms; a visual representation of themselves as a British citizen.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, - evaluate and analyse creative works using the language of design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques | <p>This unit allows children to understand their local heritage: how and why Birmingham has developed, and is the way it is now. Children learn about citizenship, their role in society, democracy, and British Values.</p> <p>Children will develop a set of design skills not previously covered in year groups.</p> |

Year 5 MUSIC Topic 6: Project Birmingham

| KNOW | DO | UNDERSTAND |
|---|---|---|
| <p>I know that:</p> <ul style="list-style-type: none"> There are different genres of music, some of which belong to a particular period in history e.g. Britpop. These genres can influence artists and are always evolving e.g. soul Music of a genre will often have key elements e.g. the rhythmic pattern in reggae, the guitar in rock. <p>Vocabulary: Genres e.g. soul, rock, choral, garage etc</p> | <p><u>Cross curricular links:</u> Music to come out of Birmingham – look at some of Birmingham’s talent. Place on a timeline and talk about different genres. Here are some suggestions which could be used. This is not an exhaustive list, but it covers a range!</p> <p>Laura Mvula – studied at Swanshurst school, is now an R&B/ soul singer and songwriter. Laura Mvula Green Garden</p> <p>UB40 – group from all different backgrounds, played their first gig in the Hare and hounds in Kings Heath, reggae/pop group UB40 Kingston town</p> <p>Ocean Colour Scene – released their first album and named it Moseley shoals, Indiepop/ Britpop Ocean Colour Scene The Riverboat song</p> <p>Black Sabbath – heavy metal/ rock band formed in the ‘70s Black Sabbath Paranoid</p> <p>The Streets – garage/ rap band formed in 2001. The Streets Dry your eyes (made it to number 1),</p> <p>John Joubert – born in South Africa but lived in Moseley for 50 years, classical composer of mostly choral pieces O lorde, the maker of al thing</p> <p>Ruby Turner – R&B, pop, soul singer born in Jamaica but grew up in Handsworth. Got a number 1 hit in 1990 in the US with this song Ruby Turner It's gonna be alright</p> | <p><i>As outlined in topic 1, the children have been exposed to a range of music genres and artists. They now have an opportunity to look at the musical talent which has come from their local area, which has gained worldwide success.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers |