

## St Paul's C of E Primary School

### Are The Arts What Make Us Human?

This unit of work will focus on the skills and experiences of performers based upon teaching and learning of key Historical concepts, an understanding of live theatre and science understanding of light and sound. Additionally, pupils will undertake a History week, an immersive week based on one period in History.



## Science Curriculum Pathway (Sound)

	Phase 1	Phase 2	Phase 3
	<b>Through working scientifically, pupils will be encouraged to:</b>		
<b>Materials (Physics) – <u>SOUND</u></b>	<p><b><u>SOUND</u></b></p> <p><b>ELG: Listen attentively and respond to what they hear with relevant questions and actions</b></p> <p>Pupils observe and name a variety of sounds, noticing that we hear with our ears. Continue to explore body parts and senses.</p> <p>Using simple visual demonstrations, begin to understand that sound is vibration. Investigate loud and soft sounds, ask questions – why is does it make a loud/soft noise?</p> <p>Note the texture/structure of the materials that are used to make them. Begin to predict whether something will make a loud or soft noise.</p> <p>Explore a range of sounds and how they are made e.g. environmental - birds/animals, wind, striking/banging/stroking, vocal. Begin to predict and ask questions about different noises in their environment.</p> <p>Further develop listening skills, understanding that it is easy to hear sound from a single output (one voice) than from multiple outputs (whole class talking at the same time)</p>	<p><b>Identify how sounds are made, associating some of them with something vibrating (Yr4)</b>  <b>Recognise that vibrations from sounds travel through a medium to the ear (Yr4)</b>  <b>Recognise that sounds get fainter as the distance from the sound source increases. (Yr4)</b></p> <p>Discuss why human ears are positioned to allow us to hear sounds from different angles.</p> <p>Use a range of visual investigations (eg. rice on drum) as to explore the concept that sound is a vibration.</p> <p>Pupils learn that sound is made by vibration of particles in a material. These vibrations travel into our ears and are taken as messages to our brain.</p>	<p>Study the anatomy of the human ear. What allows us to hear?            Investigate a number of different animals (predators and prey) and discuss why they might have evolved to have that shaped ear.</p> <p>Pupils learn that sound is made by the vibration of particles in a material (solid, liquid or gas) and is heard because tiny bones in our ears move with the vibration of sound. Our brains translate these vibrations into the sounds we understand. Sound cannot travel in a vacuum as there are no particles to vibrate.</p> <p>Ask questions about other animals' sense of hearing and how this may be better than a humans e.g. predator hearing over long distance (evolution over time enables animals to have a keener sense of sound).</p>

Understand that some people have a sensitivity to noise and that this may cause stress/anxiety. Some may require audio sensory input. Explore what can be done to help this.

To understand that sounds can be low or high (pitch), quiet & loud (volume). To recognise sounds according to pitch and volume. **Link to Music curriculum pathway 2.**

Use prior knowledge to predict what will happen to a sound as the sound source moves away. Relate this to their own environment – cars, sirens, animal and crowd noises. Investigate and measure the distance at which sounds become too faint to hear.

Understand what does it mean to be deaf?

**Find patterns between the pitch of a sound and features of the object that produced it (Yr4)**

**Find patterns between the volume of a sound and the strength of the vibrations that produced it (Yr4)**

Pupils investigate how the volume and pitch of a sound depend on how strong the vibrations are, what the source of the sound is made from and how far away it is.

To use knowledge of the auditory system to explore why hearing deteriorates with age/disability. Can people with hearing disabilities appreciate sound/music? *Link to vibration*. How do hearing aids work?

To use vocals, untuned and tuned instruments to investigate the relationship between sound (pitch and volume) and its source.

**Continuous Provision**  
*How? What? Why? Table*

Sound bingo (to develop sound recognition), table top instruments, talking tins, objects that make sounds

**Continuous Provision.**  
*How? What? Why? Table*

Opportunities to make instruments e.g. bands and boxes,

**Continuous Provision**  
*How? What? Why? Table*

Ongoing opportunities to engage with music and sound e.g. peripatetic, music technology

**KS3:** Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition. Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and absorption of sound. Sound needs a medium to travel, the speed of sound in air, in water, in solids. Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal. Auditory range of humans and animals. Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound. Waves transferring information for conversion to electrical signals by microphone.

## Science Curriculum Pathway (Light)

### Phase 1

### Phase 2

### Phase 3

Through working scientifically, pupils will be encouraged to:

#### **LIGHT**

To explore and understand that there is light and dark e.g. through dark dens, areas of darkness – tents/tunnels/slide etc

To know that the Sun is a natural source of light. They will understand that it is light during the day and dark at night. *Pupils learn that they should never look directly at the sun and learn about different ways of protecting their eyes (sunglasses, hats)*

To know and explore that light can be generated from a variety of sources ( including sun, light bulb, candle, lamps, fire).

To explore the concept of reflection through mirror work and see that their own image is being "bounced back"

To explore shadows through the use of shadow puppetry.

**To understand that dark is the absence of light**

**Notice that light is reflected from surfaces**

Pupils learn that light reflected from the surface of objects enters the eyes which sense the light.

To know that some materials are transparent and some are opaque. Transparent materials let light through and opaque materials block out the light.

**Recognise that light appears to travel in straight lines (because when there is no light, it is dark!)**

**Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.**

**Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.**

**Recognise that shadows are formed when the light from a light source is blocked by an opaque object.**

Use shadow puppetry to **find patterns in the way that the size of shadows changes.**

Pupils investigate how shadows are formed and how they change depending on the position of the light source relative to the blocking object.

**Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes**

Highly reflective surfaces are easier to see in low light.

To compare/contrast the travel of light and sound. Which is faster?

To begin to explore a range of phenomena including rainbows, colours on soap bubbles, coloured filters etc.

**Continuous Provision**

*How? What? Why? Table*

Exploration of light sources, shadow puppets, sensory tent and room,

**Continuous Provision.**

*How? What? Why? Table*

Exploration of light sources, shadow puppets, sensory tent and room,  
Mirror games to explore how light behaves,  
measuring shadows

**Continuous Provision**

*How? What? Why? Table*

Exploration of light sources, shadow puppets, sensory tent and room,  
Mirror games to explore how light behaves,  
measuring shadows  
Using light filters to create shadow shapes, making periscopes, objects looking bent in water, you tube modelling videos.

<b>Vocabulary</b>		
<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>
<p><b><u>Light (Physics)</u></b> explore, question(v), test, predict, measure, compare, pattern, group, sort, name, describe, record, information, discover.</p> <p>eye, seeing, sight, blind, light, dark, night, day, sun, surface, shadow, mirror, reflection, sunlight, dangerous, natural, see-through, not see-through, light bulb, torch, candle, fire, lamp.</p>	<p><b><u>Light (Physics)</u></b> as for Phase 1 plus: observation, source, equipment, apparatus, accurate, fair, value, gather, data, classify, present(v), identify, conclude, conclusion.</p> <p>reflective, non-reflective, light, light source, dark, absence of light, transparent, translucent, opaque, absorb, shiny, matt, object, light source, perspective.</p>	<p><b><u>Light (Physics)</u></b> as for Phase 1&amp;2 plus: evidence, enquiry, precision/precise, adjust, repeat, sample, variable, sample, criteria, relationship, annotate, evaluate.</p> <p>straight lines, light rays, scattering, wavelength, periscope, refraction, prism.</p>

<b>Vocabulary</b>		
<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>
<p><b><u>Sound (Physics)</u></b> explore, question(v), test, predict, measure, compare, pattern, group, sort, name, describe, record, information, discover.</p> <p>ears, hear, listen, sound, loud, soft, silent, quiet, noisy, high, low, object, material, wood, plastic, glass, metal, rock, brick, paper, fabric, card/cardboard, rubber, hard, soft, volume, faint.</p>	<p><b><u>Sound (Physics)</u></b> as for Phase 1 plus: observation, source, equipment, apparatus, accurate, fair, value, gather, data, present(v), classify, identify, conclude, conclusion.</p> <p>skull, sound, source, vibrate, vibration, travel, pitch (high, low), insulation, particles.</p>	<p><b><u>Sound (Physics)</u></b> as for Phase 1&amp;2 plus: evidence, enquiry, precision/precise, adjust, repeat, sample, variable, sample, criteria, relationship, annotate, evaluate.</p> <p>predator, prey, solid, liquid, gas, vary, characteristics, suited, adapted, environment, inherited, evolve, vacuum, ear canal, ear drum, oscilles, pinna, ear lobe , cochlea, wavelength.</p>

## History Curriculum Pathway

Phase 1	Phase 2	Phase 3
<b>Through exploration and application of the essential concepts, pupils will:</b>		
<p>Be able to identify objects as old and new.</p> <p>Understand the concepts of past and present.</p> <p>Use a basic structure of a timeline to indicate the passing of time and simple events that have occurred before/after they were born: Then, Now and Next.</p> <p>Identify the differences between past and present forms of entertainment in the context of children's toys.</p> <p>Give basic explanations about how toys from the past have developed over time e.g. (wooden trains – electric trains, no technology etc).</p>	<p>Develop a basic understanding of chronology in relation to BC and AD.</p> <p>Use and/or develop a timeline to identify points in time, dating from Early Civilisations (earliest BC) through to the Birth of Jesus Christ and up to the present day.</p> <p>Begin to place periods in History in chronological order upon a timeline.</p> <p>Know about the life of William Shakespeare and understand how he contributed towards Literature and the Arts. Use CQ History Companion resources as a guide for exploration, including:</p> <ul style="list-style-type: none"> <li>- <i>Who was William Shakespeare?</i></li> <li>- <i>Where did he live?</i></li> <li>- <i>How long ago did he live?</i></li> <li>- <i>What did he do and why was it important?</i></li> </ul> <p>Identify Shakesperean time in History a chronological event and compare with learning of other significant individuals/periods e.g. Harriet Tubman and Civil Rights Movement.</p> <p>Understand some of the pastimes that were popular in Shakepearean times. Compare and contrast these to pastimes nowadays.</p> <p>Know that Shakespeare built the Globe theatre and learn what it was like.</p> <p>Compare the experience of people at the Globe theatre and the experience of theatre nowadays.</p> <p>To know about the burning down and building up of The Globe.</p>	<p>Study the development of the arts from Ancient Civilisations and throughout British History (Use CQ Learning Without Lessons as a basis for chronological teaching).</p> <p>Through the study of art, the children will understand how people at various points in History, see themselves and the World and how they want to portray this to others.</p> <p>Understand how civilisation has evolved over centuries and develop their knowledge of cultures.</p> <p>Understand the importance of arts in society.</p> <p>Explore the development of music and dance throughout History by studying the types of musical instruments at various historical points.</p>

	<b>Suggested Visits</b>	<b>Suggested Visits</b>	<b>Suggested Visits</b>
	<p>Gloucester Museum</p>	<p>RSC Stratford Upon Avon The Globe Theatre</p>	
	<p><b>Continuous Provision</b> <i>How? What? Why? Table</i> Picture match – past or present?</p>	<p><b>Continuous Provision.</b> <i>How? What? Why? Table</i> Chronology games – Asmodee, Placing the Past, History Top Trumps Timelines Brain Challenge – British History</p>	<p><b>Continuous Provision</b> <i>How? What? Why? Table</i> Chronology games – Asmodee, Placing the Past, History Top Trumps Timelines Brain Challenge – British History</p>



## Music Curriculum Pathway (Sing and Play Music)

	Phase 1	Phase 2	Phase 3
	<b>Through exploration and application of the essential concepts, pupils will:</b>		
<b>Pathway 2: Sing and Play Music</b>	<p>Sing in unison and have fun with a range of songs, rhymes and chants using their voice to speak, sing and chant.</p> <p>Sing chants, nursery rhymes and call and respond songs from memory and with good pitch.</p> <p>Join in sections of a longer song eg the chorus.</p> <p>Keep up with the beat when singing with others following the melody.</p> <p>Begin to increase and decrease tempo with their singing following a leader and keeping in time.</p> <p>Copy some call and response work: repeating a given short rhythmic pattern on un-tuned percussion or by clapping hands/stamping feet.</p> <p>Conduct a group or class using hands and feet with basic actions.</p> <p>Accompany a song using tuned (C) and un-tuned percussion.</p>	<p>Sing a widening range of songs in unison and ensemble contexts introducing 2-part rounds that can be held correctly.</p> <p>Sing expressively with clear diction and increasing control over vocal pitch.</p> <p>Sing to communicate the meaning of the words eg joyful, sad.</p> <p>Keep up with the beat when singing with others following the melody, ensuring that beat is maintained and not sped up</p> <p>Demonstrate dynamics (loud/quiet) and tempo (fast/slow) when singing by responding to the leader's directions and visual symbols.</p> <p>Combine sounds to create longer repeatable patterns for others to copy.</p> <p>Conduct a group or class in 2 or 3 time with a steady beat demonstrating awareness of changes in dynamics.</p> <p>Accompany song using tuned or un-tuned instruments keeping in time with the music.</p>	<p>Sing in harmony and in up to 4 part rounds.</p> <p>Sing a broad range of songs from memory or notation in solo or ensemble with parts. These should be sung and performed with increasing accuracy, rhythm, expression, pitch and fluency.</p> <p>Conduct a singing group, maintaining rhythm and musicality.</p> <p>Sing syncopated melodic patterns expressively and with attention to dynamics and articulation.</p> <p>Conduct a group or class in 2,3, or 4 time taking account of and demonstrating dynamics, and tempo changes.</p> <p>Accompany song using a greater range of notes by ear and by reading formal music scores.</p>

Play a tuned instrument in time and by ear as part of a performance using C, D, E.

Improvise a melodic phrase by combining sounds or sequences of sounds using body, equipment or percussion instruments.

Play a tuned instrumental part by ear or from notation using C,D, E , F, G, A,

Play instruments with increasing accuracy for a given pitch, tempo and duration.

Begin to Improvise a simple piece within a major scale CDE. CDEGA, CDEFG using tuned or un-tuned instruments over a groove or drone.

Play instruments with fluency, control and expression in groups or individually using F,G,A,B,C,D, & E.

Increase fluency and accuracy when reading music notation with different time signatures.

Improvise over a groove, responding to the beat and creating a satisfying melodic piece with varied dynamics in it. Use FGACD,GABCD, GABflat,CD

# Art Curriculum Pathway

	Phase 1	Phase 2	Phase 3
	<b>Through exploration and application of the essential concepts, pupils will:</b>		
<b>Explore: Learn new skills, techniques and language</b> <b>Create: artwork, ideas and experiment</b>	<p>To use a range of materials creatively to make a given product e.g. a castle for Cinderella, chairs for the three bears.</p> <p>To use drawing, painting and sculpture to develop and share their ideas and experiences.</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• <b>Begin to show accuracy and care when drawing</b></li> <li>• Draw different lines - sizes and thickness.</li> <li>• Colour (own work) neatly.</li> <li>• Add dots and lines to show pattern and texture.</li> <li>• Use different coloured pencils to add tone.</li> </ul> <p>Painting.</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours – red and yellow to make orange.</li> <li>• Add white and black to change the tone</li> <li>• Create colour wheels.</li> </ul>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Use different graphite pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain their ideas.</li> <li>• Sketch lightly (no rubbers).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to add texture.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Use brush techniques to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour for washes then add detail.</li> <li>• Create mood with colour.</li> </ul>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interest,</li> <li>• Use a choice of techniques to show movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting.</li> <li>• Create a colour palette based on our environment.</li> <li>• Use different paints to create interesting art work.</li> <li>• Combine colours, tones and tints add mood of a piece.</li> <li>• Use brush techniques and paints to create texture.</li> <li>• Develop their own style of art work based ideas from other artists.</li> </ul>

### Sculpture

- Use different shapes which may include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use rolling, cutting, moulding and carving.

To develop a wide range of art and design techniques in using colour, pattern, shape, and space,

### Sculpture

- Create and combine shapes to produce a recognisable model (e.g. nets or solid materials).
- Use texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.
- Add interesting detail.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

### Sculpture

- Show life-like qualities, proportions or, if abstract, interpretations.
- Use tools to carve and add shapes, texture and pattern.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.