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KS2 AMC (Art, Music, Computing) Curriculum Map

Subject	Computing	Music	Art and Design	Computing	Art and Design	Music
Topic	Computer Systems – Sharing Information	Music Fundamentals	Art Fundamentals	Computer Systems – Communication	Painting Skills	Structure
Key Content	Learners will develop their understanding of computer systems and how information is transferred between systems and devices. • Systems • Computer systems and Us • Transferring information • Working together	Learners will be introduced to the basics of Music through listening, composing and performing. • The elements of Music • Rhythm and body percussion • Soundscapes • Graphic scores • Traditional notation • Composing and Performing • Performing as an ensemble	Learners will be introduced to the fundamentals of art: • Colour theory • Line • Texture • Shape and Form • Value **Drawing** Zentangle patterns **Media** 3D sculpting, Zentangle printing **Knowledge** Analysing the work of great artists in history.	Learners will be focusing on the World Wide Web as a communication tool. They will investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.	Learners will draw upon their knowledge of colour theory to practice various painting techniques. **Drawing** Japanese cartoon characters **Painting** Using watercolour, acrylic and water based paint. **Media** Murakami Mural **Knowledge** Analysing the work of Impressionism and Pointillism artists.	Learners will be identifying different structures in Music. They will be developing their aural perception skills to identify binary, ternary and rondo form in Music.
Knowledge & Skills	**Knowledge** Identifying computer systems and how information is transferred and received between systems and devices. Understanding small and large scale systems. **Skills** Using a computer independently. Developing Microsoft office skills.	**Knowledge** Identifying and defining the eight elements of Music aurally Reading treble and bass clef notation Developing understanding of pitch notation. Adding dynamics, pitch and tempo changes to a graphic score. Identifying what body percussion is and how to	**Knowledge** Studying new artists Kadinsky, Matisse, William Morris, Edward Hopper. Gaining an understanding of complementary and contrasting colours. **Skills** Drawing Colour mixing skills Printmaking Creating 3D forms	**Knowledge** Discussing how search engines work (including how they select and rank results) Determining what influences searching and comparing different search engines. Identifying how search engines make money **Skills** Investigating different methods of communication, before focusing on internet-based communication.	**Knowledge** Studying new artists Murakami, Monet, Paul Signac and George Seurat Developing knowledge of different paints and painting materials. **Skills** Drawing and tracing Collaborative collage Colour mixing tints and shade	**Knowledge** Developing knowledge of structure in music, (Rondo, Binary and Ternary form) Describe musical features in your own work. **Skills** Playing a pentatonic scale on the keyboard. Aurally recognise binary, rondo and ternary form. Performing a structured song as a class.

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	Browsing the internet safely. Scanning and skimming for information. Sending information over the internet in different ways. Collaborative online project with other class members and develop their skills in working together online.	create different rhythms using our bodies. **<u>Skills</u>** Developing aural perception skills through listening tasks. Practising time keeping, rhythm and coordination. Playing a simple melody using treble clef notation. Performing from a graphic score. Adding dynamics, pitch and tempo changes to a graphic score. Evaluating and peer assessing others.	Sculpting	Evaluating which methods of internet communication to use for particular purposes. Using, navigating and browsing on the web. Analysing data entries and identifying.	Painting techniques and processes	
Assessment	Computing workbook Teacher observation and feedback Live marking Retrieval starters Fortnightly retrieval practice grids Termly summative assessment	Music workbook Video evidence of practical tasks. Live marking Retrieval starters Termly retrieval practice Termly performance assessment	Art portfolio Teacher observation and feedback Live Marking Peer/ self-assessment Retrieval starters Fortnightly Retrieval practice Termly summative assessment	Computing workbook Teacher observation and feedback Live marking Retrieval starters Fortnightly Retrieval practice Termly summative assessment	Art portfolio Teacher observation and feedback Live Marking Peer/ self-assessment Retrieval starters Fortnightly Retrieval practice Termly summative assessment	Music workbook Video evidence of practical tasks. Live marking Retrieval starters Termly retrieval practice Peer assessment Termly performance assessment
Literacy	Scanning and skimming, using computational language to describe systems and processes.	Identifying the Italian terms for changes in Dynamics and Tempo. (Spelling test on key terms for topic). Encouraging students to extend their sentences and vocabulary when analysing	Presenting information and justifying their design choices, using appropriate technical language. Extended writing for artist study/ analysis.	Searching for, interpreting and summarising information. Using computational language to describe communication processes.	Presenting information and justifying their design choices, using appropriate technical language. Extended writing for artist study/ analysis.	Encouraging students to extend their sentences and vocabulary when analysing Music. Spelling test on key terms for the topic.

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		Music.				
Cross curricular links	Maths (Interpreting data) English (Scanning and skimming) PSHE (Online safety, collaborative working and teamwork)	MFL (Italian terms for Music terms) English PSHE (Listening, working together and teamwork)	English History (Artist history and Art periods) Maths (Shape and measure, 3D nets) PSHE (Online safety, collaborative working and teamwork)	Maths (Interpreting data) English (Scanning and skimming) PSHE (Online safety, online footprint, being a responsible)	English History (Artist history and Art periods) Maths ICT (Artist research study)	English.

KS2 Art and Design Curriculum aims

1. **Drawing** - Pupils should be able to draw complex forms using 2D and 3D shapes to help them. They should have a grasp of basic one-point perspective and learnt how to model forms using shading, light and tone. They should have drawn using a range of mark making techniques in a range of media, making their own choices and decisions when drawing. There should be an awareness of different styles of drawing for different purposes and reasons.
2. **Painting** – Pupils should paint with greater confidence and control, understanding how to mix and blend primary & secondary colours, create tone and textures and apply paint sensitively for purpose. They understand how to use and apply the formal elements when painting.
3. **Media** – Pupils should have designed and made art for different purposes. They should have explored craft techniques and developed their skill in cutting, joining and forming when working in a range of craft materials. They will have developed their printing ability by printing geometric patterns, made 3D sculptures, and created digital art using photography and editing apps.
4. **Ideas** – Pupils will be familiar with using a sketchbook to record thoughts, ideas, feelings, research, investigations and explorations in media. They will be more confident at taking risks, working independently and mistake making. They will have worked from their imagination, from observation and used art to express their thoughts and feelings.
5. **Knowledge** – Pupils will have studied significant art in some depth and be aware of a basic chronological development of art over time. They will know the content, process, form, mood technique of deconstructing art. They will be aware of the different purposes of art in society and as a creative occupation.
6. **Evaluation** – Pupils will be sensitive to the inner difficulty of the creative process and be able to use discussion and feedback to build confidence in themselves and others.

KS2 Music Curriculum aims

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KS2 AMC (Art, Music, Computing) Curriculum Map

1. Pupils should be taught to sing and play musically with increasing confidence and control.
2. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
3. Pupils should be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
4. Pupils should improvise and compose music for a range of purposes using the inter-related dimensions of music
5. Pupils should listen with attention to detail and recall sounds with increasing aural memory.
6. Pupils should use and understand staff and other musical notations
7. Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
8. Pupils should develop an understanding of the history of music.

KS2 Computing curriculum aims

1. Pupils should design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2. Pupils should use sequence, selection, and repetition in programs; work with variables and various forms of input and output
3. Pupils should use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
4. understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
5. Pupils should use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
6. Pupils should select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
7. Pupils should use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact