



ByME

Arts & Crafts Projects 1

Blue pack

SYLLABUS

Area: Arts & Crafts (English)

Stage: Primary Education

Year 1

Shapes at School

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Name different types of lines (straight, curved, wavy, zigzag). Communicate feelings evoked by an artwork. Talk about their and classmates' artwork.

Competence in mathematics, science and technology (MST): Learn to draw different lines, making shapes with them. Learn about geometric shapes.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Find and use information on the artist Juan Romero. Use a website to identify shapes in the world (*Shape hunt*). Learn to use a computer to create digital images.

Competence in social awareness and citizenship (SOC): Learn and practise rules and norms for classroom behaviour. Value the importance of being part of a social group such as the school or class. Learn about and respect different elements and spaces at school: locations, objects, materials, etc. Understand that taking care of public spaces such as parks and gardens is a shared responsibility. Practise collaborative skills in group activities, taking on responsibility and acting cooperatively.

Competence in artistic and cultural awareness (CUL): Understand and use lines as an artistic element. Use different artistic techniques such as colour, lines and shapes, etc. to make a collage. Make a paper sculpture of a children's playground. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and personal reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Create a collage of the school. Make a paper sculpture. Show initiative in producing colours and making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify and name different types of lines. Draw a variety of lines and geometric shapes. Identify lines and shapes in the Juan Romero's <i>Dawn</i> .	Presents and identifies different types of lines (straight, curved, wavy, zigzag).	LIN, MST, AUT
	Learns that lines form geometric shapes. Understands and distinguishes between a line and a shape. Learns that lines are one of the elements of art.	LIN, MST, AUT
Express an opinion on an artwork.	Observes and identifies different types of lines in the work by Juan Romero (<i>Dawn</i>).	LIN, CUL, LTL, AUT
	Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.	LIN, MAT, CUL, LTL, AUT
	Studies the artworks that make up our cultural heritage; reflects on and expresses an opinion about them.	LIN, CUL, SOC, LTL, AUT
Recognise geometric shapes. Use lines and shapes to make artistic creations.	Recognises geometric shapes (circle, rectangle, square, triangle) and uses them in a creative way.	LIN, MST, CUL, LTL, AUT
	Draws school materials using lines and shapes.	LIN, MST, CUL, LTL, AUT
Recognise and use different lines and shapes and the appropriate materials to make a collage.	Makes a collage on a school theme, using lines and geometric shapes.	LIN, MST, CUL, LTL, AUT
Be able to make a paper sculpture. Use paper and colour creatively and independently by applying artistic knowledge.	Folds, bends and twists pieces of paper to make a paper sculpture of a children's playground.	LIN, CUL, LTL, AUT
	Develops artistic autonomy and creativity.	LIN, MST, CUL, LTL, AUT
	Lays the foundations for understanding the creative process.	LIN, MST, CUL, LTL, AUT



Show respect for taking care of public spaces.	Understands that taking care of public spaces such as parks and gardens is a shared responsibility.	LIN, MST, SOC, LTL
Reproduce lines and shapes using technology appropriately.	Creates shapes and lines on a computer. Develops basic computer competences and practises arts and crafts skills online.	LIN, MST, CD, LTL, AUT
Practise and express the content learnt in the project, demonstrating comprehension. Express an opinion and evaluate their artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, LTL, AUT

CONCEPTS	PROCEDURES	ATTITUDES
Lines and shapes in art and at school.	Observe and identify lines and shapes in art and in a real environment such as the school. Trace and draw a variety of lines and geometric shapes.	Interest in understanding the differences between lines and shapes, observing the surrounding world and everyday objects.
Study and analysis of an original artwork (<i>Dawn</i> by Juan Romero) and its use of shapes. Online information search on the reference work.	Study and analyse an artwork. Identify and differentiate between lines and shapes. Use technology to support learning.	Curiosity and interest in artistic work. Receptive and positive attitude towards art and expressing emotions and feelings. Motivation and reflection on the use of new technologies.
Geometric shapes: circle, rectangle, square, triangle.	Draw lines and geometric shapes in an activity, integrating these concepts and the vocabulary for arts and crafts materials and buildings. Draw school materials using lines and shapes.	Interest and initiative in carrying out an activity to integrate the knowledge: lines and shapes. Enjoyment of making drawings in a free and creative way.
Collage of the school.	Colour a template with different coloured lines and shapes. Cut out and glue shapes in a free and creative way. Make and describe a collage of the school.	Motivation and interest in free and creative self-expression in making a collage, creating an awareness of this form of artistic expression.
Composition: use of lines and shapes, space, colour and different materials to create a paper sculpture of a children's playground.	Fold, bend and twist strips of paper. Cut small geometric shapes out of card or sheets of coloured paper. Glue lines and shapes to create a paper sculpture of a children's playground. Work with materials to discover their expressive	Interest in expressing creativity through colour and shapes. Use the elements and possibilities of artistic languages spontaneously, giving free rein to the imagination. Explore and use a range of materials and tools (paper, paint, watercolours) to discover their properties and possibilities for use in self-expression, communication and leisure.



	qualities.	
Digital images: create simple drawings and images using a computer.	<p>Create shapes using a computer.</p> <p>Draw straight lines.</p> <p>Move the shapes and lines.</p> <p>Rotate the shapes.</p> <p>Draw curved and wavy lines.</p> <p>Print the drawings.</p> <p>Colour the drawings made on the computer.</p>	Interest in using information technology appropriately to practise arts and craft skills online.
Artistic autonomy and creativity (end-of-project task).	<p>Create a paper sculpture, integrating everything learnt in the project.</p> <p>Associate lines and geometric shapes with their proper definition.</p> <p>Express an opinion and evaluate their artwork and that of others (<i>Talk about art</i>).</p>	<p>Express oneself and communicate, using the codes and basic forms of the artistic language learnt, as well as specific techniques.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p> <p>Value the importance of group work.</p>

LINGUISTIC CONTENT

Language focus

Lines: curved, straight, wavy, zigzag.

Shapes: circle, rectangle, square, triangle.

Colours: blue, green, orange, purple, red, yellow.

School materials: coloured pencils, crayons, glue stick, paint, paintbrush, pencil, rubber, scissors.

Art actions: cut, colour, draw, glue, paint.

Key structures

I can see a (circle). It's (yellow).

I can (draw) with a (pencil).

I have a (pencil) and (scissors).

My playground has a (red circle).

VALUES

Appreciate the artwork and our cultural heritage; show an interest in studying and responding to the art.

Learn to work with materials to discover their expressive qualities.

Value and respect the rules of listening necessary for communication.

Learn skills and abilities to tackle and solve problems efficiently.

Make an effort to present activities well and to use materials and school spaces carefully.

METHODOLOGY

In this project, pupils will learn about lines and shapes by studying and analysing an original work of art. Pupils will investigate and locate lines and geometric shapes in their surrounding environment, especially at school and among their possessions, in order to integrate their knowledge. Encourage pupils to create lines and shapes with their own hands in order to produce a paper sculpture. This will enable them to see themselves as the agents of their own education. Pupils will also work independently to fold, bend and twist paper strips, stimulating their creativity and fine motor skills. This will teach pupils to have confidence in their own artistic works, enjoy making them and appreciate how they contribute to their enjoyment and wellbeing.

Pupils will also learn communication and social skills by interacting with a classmate.

The final task for each project will encourage pupils to select and use materials and methods in their artistic creations, as well as to plan the processes involved – preparation, doing the work and presenting the final result.

GROUP WORK

Encourage pupils to talk about their arts and crafts creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Enable pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product.

CROSS-CURRICULAR ITEMS

Mathematics: lines and geometric shapes.

Social Science: learn and practise rules and norms for classroom behaviour. Value the importance of being part of a social group such as the school or class. Learn about and respect different elements and spaces at school: locations, objects, materials, etc.

Technology: use information technology appropriately to practise arts and craft skills online.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Name the colours in the painting *Dawn* by Seville artist Juan Romero.

**Observe and identify the objects which can be seen in the painting for the project.

***Give an opinion and express feelings about the painting, stating the reasons for these responses.

****Express an opinion about the possibility of living in a town like the one shown in the reference painting, giving reasons for these responses.

Fast finishers

Make a drawing with four lines and practise cutting skills and using scissors properly.

Draw their school using lines, shapes and colours.

Draw a self-portrait, cutting it out and gluing it to the paper sculpture made previously.

Language reinforcement

Invite pupils to point out lines and geometric shapes in real contexts.

Make comparisons between the buildings and elements represented in the Juan Romero painting and the pupils' own environment.

Use structures such as 'What line can you see?' and 'What shapes can you see?' to contextualise the language learnt.

Name school materials.

Perform a role play to familiarise pupils with polite ways to ask for materials: 'Can I borrow a ... , please?'

Introduce vocabulary associated with children's playgrounds: *climbing frame, sand pit, slide, swings*, etc.

Dots Everywhere

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe the features that make up the foreground, middle ground and background of a landscape. Name natural elements. Communicate feelings evoked by an artwork. Talk about their and classmates' artwork. Use the syntactic structures *There is/There are*.

Competence in mathematics, science and technology (MST): Learn the concepts of background, middle ground and foreground in order to create depth and space. Learn about natural elements and the landscape and where water is found on Earth. Reflect on the environment and its care.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Find and use information on pointillism in art and some of the people who practised it (*Art: Pointillism landscapes*). Use the material presented on a website to produce a landscape (*Draw landscapes*).

Competence in social awareness and citizenship (SOC): Practise collaborative skills in group activities, taking on responsibility and acting cooperatively. Reflect on the importance of taking care of the environment.

Competence in artistic and cultural awareness (CUL): Learn how artists create the illusion of space in their works. Become familiar with a number of artistic techniques such as the use of colour, of dots (pointillism), space and depth, etc. Draw landscapes. Make a picture by applying dots of colour. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and personal reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Show initiative and creativity in making artistic creations: complete a landscape by creating depth, make a paper collage, paint a landscape with dots, practise drawing natural elements. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Understand the concepts of background, middle ground and foreground. Identify depth and space in an artwork. Analyse, describe and identify depth (background, middle ground, foreground) in the landscape created by Henri-Edmond Cross (<i>Sailing Boats at the Seaside</i>). Express an opinion on an artwork.	Presents and identifies arts and crafts elements (background, middle ground, foreground) to explore and express space.	LIN, MST
	Understands how space and depth are created in art.	LIN, MST, CUL, AUT
	Identifies and describes a landscape.	LIN, MST, CUL, AUT
	Observes and identifies different planes in the Henri-Edmond Cross painting <i>Sailing Boats at the Seaside</i> .	LIN, MST, CUL, AUT, LTL
	Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.	LIN, MST, CUL, LTL, AUT
	Studies the artworks that make up our cultural heritage; reflects on and expresses an opinion about them.	LIN, CUL, SOC, LTL, AUT
Create depth in a landscape using dots and lines, showing background, middle ground and foreground.	Learns about the technical and expressive possibilities of pointillism (very closely spaced dots and lines) combined with colour to create shapes and space (depth).	LIN, MST, CUL, LTL, AUT
Describe a landscape.	Uses the technique of pointillism; describes the characteristics that create depth in a landscape.	LIN, CUL, LTL, AUT
Draw a landscape integrating the concepts and artistic techniques learnt.	Draws natural elements in a landscape.	LIN, MST, CUL, LTL, AUT
	Learns geographic concepts (hill, mountain, river, lake) and natural elements.	LIN, MST, LTL
Be able to make a paper collage representing a	Learns about space and depth.	LIN, MST, CUL, LTL

landscape. Use different planes, colours and dots to create depth creatively and independently by applying artistic knowledge.	Creates a collage: a paper landscape using depth (foreground, middle ground, background), colour and pointillism.	LIN, MST, CUL, LTL, AUT
	Learns geographical concepts (beach, sea, cliff, river, lake), natural elements and human elements. Develops artistic autonomy and creativity. Lays the foundations for understanding the creative process.	LIN, MST, CUL, LTL, AUT
Create a landscape using dots of colour. Use space appropriately to represent different planes of depth.	Draws a landscape and decorates it with coloured dots (pointillism), inspired by the landscape by Henri-Edmond Cross.	LIN, MST, CUL, LTL, AUT
	Represents depth using a foreground, middle ground and background.	LIN, MST, CUL, LTL, AUT
Show respect for and commitment to taking care of the environment.	Reflects on taking care of the environment, encouraging personal responsibility.	LIN, MST, SCS
Recognise and differentiate between different types of lines and copy them. Differentiate between open and closed lines.	Learns that there are open and closed lines.	LIN, MST, LTL
	Creates a composition using different types of lines.	LIN, MST, CUL, LTL, AUT
Practise and express the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, LTL, AUT

CONCEPTS	PROCEDURES	ATTITUDES
<p>Space in art: foreground, middle ground, background. Landscapes.</p>	<p>Understand the illusion of depth and space in art through explanations and viewing examples. Identify what a landscape is in art and describe what it shows.</p>	<p>Interest in understanding the concept of depth and space in art.</p>
<p>Study and analysis of an original artwork (<i>Sailing Boats at the Seaside</i> by Henri-Edmond Cross) and analysis of the use of space. Online information search on the reference work.</p>	<p>Study and analysis of an artwork. Identify and differentiate between background, middle ground and foreground. Describe a landscape. Use technology to support learning.</p>	<p>Curiosity and interest in artistic work. Effective participation in analysis of an artwork. Receptive and positive attitude towards art and expressing emotions and feelings. Motivation and reflection on the use of new technologies.</p>
<p>The dot as an element used to create shapes.</p>	<p>Understand and recognise the technique of pointillism: juxtaposing coloured dots and lines to create the illusion of space and brightness. Complete a landscape using dots, lines and appropriate colours to create the illusion of depth. Draw landscapes showing natural elements. Revise geographic concepts.</p>	<p>Interest in identifying and creating different levels of depth in an artwork. Enjoyment of painting. Development of expression and creativity.</p>
<p>Collage. A landscape made out of pieces of paper (foreground, middle ground, background).</p>	<p>Cut out different shapes of paper to represent natural elements for a landscape. Glue on the background, middle ground and foreground.</p>	<p>Interest in making arts and crafts creations using different artistic techniques and materials. Develop fine motor skills by drawing dots and lines. Respect for the artistic creations of classmates, developing</p>

	<p>Add dots and lines to create an aesthetically appealing optical effect of depth.</p> <p>Articulate, describe and compare their and classmates' collages.</p>	<p>listening and sharing skills.</p>
<p>Composition: use of space (foreground, middle ground and background), and applying coloured dots to create a collage of a landscape.</p>	<p>Draw a landscape of an inland area or coastal area.</p> <p>Add natural and human elements.</p> <p>Apply coloured dots (using cotton buds) to represent depth.</p>	<p>Interest in expressing creativity through colour.</p> <p>Attention to how space is depicted.</p> <p>Use the elements and possibilities of artistic languages spontaneously, giving free rein to the imagination.</p> <p>Exploration and use of a range of materials and tools (paper, paint, watercolours, cotton buds) to discover their properties and possibilities for use in self-expression, communication and leisure.</p>
<p>Types of lines: open and closed.</p>	<p>Listen to and understand a text on different types of lines: closed and open.</p> <p>Observe, identify and draw open lines in a drawing.</p> <p>Observe, identify and colour in closed lines in a drawing.</p>	<p>Interest in recognising and using different types of lines in artistic productions.</p>
<p>Artistic autonomy and creativity (end-of-project task).</p>	<p>Look at images of different landscape features.</p> <p>Read and complete sentences indicating the natural element represented in each image.</p> <p>Express an opinion and evaluate their artwork and that of others (<i>Talk about art</i>).</p>	<p>Express oneself and communicate, using the codes and basic forms of the artistic language learnt, as well as specific techniques.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p> <p>Value the importance of group work.</p>

LINGUISTIC CONTENT

Language focus

Landscape, dots.

Front, middle, back.

Beach, hills, lake, mountain, river, sea.

Key structures

I can see (green, blue and red) dots in the (sea).

There is a (river) at the (front).

There are (mountains) at the (back).

VALUES

Appreciate the artwork and our cultural heritage; show an interest in studying and responding to the art.

Show curiosity and interest in learning how to create depth in a drawing and how to use dots and lines as an artistic technique to build skills.

Value and respect the rules of listening necessary for communication.

Make an effort to present activities well and to use materials and school spaces carefully.

METHODOLOGY

In this project, pupils will learn about space by studying and analysing an original work of art. The pupils will investigate the idea and the illusion of depth in art, using background, middle ground, foreground and different artistic techniques such as the use of dots and lines and colour (pointillism). Show pupils different famous works of impressionist art for their enjoyment and to integrate what they have learnt in the project. Pupils will work independently to make a collage, draw a landscape and apply dots, stimulating their creativity and fine motor skills. This will teach pupils to have confidence in their own artistic works, enjoy making them and appreciate how they contribute to their enjoyment and wellbeing. Have pupils reflect on environmental problems and the need to take care of and respect the environment. Encourage them to develop a positive attitude towards the environment and to think of ways to protect it. The final task for each project will encourage pupils to select and use materials and methods in their artistic creations, as well as to plan the processes involved – preparation, doing the work and presenting the final result.

GROUP WORK

Encourage pupils to talk about their arts and crafts creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Enable pupils to

learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product.

CROSS-CURRICULAR ITEMS

Mathematics: space and depth.

Natural Science: landscapes and natural elements.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Answer questions about the dots and colour in the foreground, middle ground and background in the reference artwork for the project.

**Express emotions evoked by the painting by Henri-Edmond Cross.

***Express preferences regarding the beach or mountains.

****Express an opinion about the work presented in the project: *Sailing Boats at the Seaside* by Henri-Edmond Cross.

Fast finishers

Add natural features and man-made features to the landscapes on page 5.

Add more natural and man-made features to the *Discover* lesson collage.

Draw a portrait on a sheet of A5 paper and decorate it with coloured dots.

Language reinforcement

Practise prepositions: *at, in, next to, on*, etc.

Create original sentences to describe the reference artwork for the project, using the structure *There is/There are*.

Participate in a game to practise and contextualise the language: *Is it at the back? Is it in the middle? Is it blue and green?* etc.

Name and describe natural elements and determine if they are in the foreground, middle ground or background.

Revise the concepts of lines and shapes (geometric and organic).

Sunny Colours

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Name warm and cool colours. Communicate feelings evoked by an artwork. Talk about their and classmates' artwork.

Competence in mathematics, science and technology (MST): Learn the basic projects of measurement of time: second, minute, hour, day, week and year; as well as morning, afternoon and evening. Learn about the seasons of the year and natural elements.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Find and use information on the artist Antoni Gaudí. Use the material presented on a website to produce a creative piece of work (*Colours in seasons*).

Competence in social awareness and citizenship (SOC): Practise collaborative skills in group activities, taking on responsibility and acting cooperatively.

Competence in artistic and cultural awareness (CUL): Learn about classifying colours as warm or cool and how they can convey sensations and emotions. Become familiar with a number of artistic techniques such as the use of colour, patterns and shapes, etc. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work. Learn to use different materials creatively to express experiences and ideas and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and personal reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Show initiative and creativity in making artistic creations: make a tree representing the seasons with pieces of coloured paper. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify and name warm and cool colours.	Recognises, differentiates between and names cool (green, blue, purple) and warm (orange, red, yellow) colours.	LIN, CUL, LTL
Understand the use of colour in art. Observe and identify warm and cool colours in a mosaic.	Learns how the division of the colours into warm and cool is based on feeling and human experience and is subjective, and can express emotions and states of mind in art.	LIN, CUL, LTL
Use warm and cool colours to show the qualities of day and night.	Learns what a mosaic is and identifies warm and cool colours in it.	LIN, CUL, LTL, AUT
Analyse the colours in a mosaic by Antoni Gaudí (<i>Mosaic Sun</i>), as well as the representation of day and night and the seasons of the year.	Observes and identifies warm and cool colours in an artwork, as well as the quality of time (day and night) and the seasons in a mosaic by Antoni Gaudí (<i>Mosaic Sun</i>).	LIN, MST, CUL, LST, AUT
Express an opinion on an artwork.	Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity. Studies artworks that form part of our cultural heritage; reflects on them and expresses an opinion about them.	LIN, MAT, CUL, LTL, AUT LIN, CUL, SOC, LTL, AUT
Distinguish between variations of brightness in colours, associating them with their corresponding tones. Use warm and cool colours and their corresponding tones.	Recognises different tones and identifies variations of brightness in them. Colours a mosaic representing day (sun) and night (moon) with appropriate warm and cool colours and their corresponding tones.	LIN, MST, CUL, LTL, AUT LIN, MST, CUL, AUT
Distinguish between different colours and tones to represent the seasons.	Uses warm and cool colours to differentiate between the seasons of the year in art.	LIN, MST, CUL, AUT

Be able to make an artwork with small pieces of paper.	Uses colours and other artistic materials, such as paper, appropriately to represent the seasons of the year.	
Being able to make a collage using warm and cool colours creatively and independently by applying artistic knowledge.	Learns about warm and cool colours and the effects of light.	LIN, MST, CUL, LTL
	Creates a collage, using warm and cool colours in a personal way.	LIN, MST, CUL, LTL, AUT
	Develops artistic autonomy and creativity.	LIN, LTL, AUT
	Lays the foundations for understanding the creative process.	LIN, MST, CUL, LTL, AUT
Analyse and continue a series of symmetrical patterns.	Identifies and continues symmetrical patterns in a modular series.	LIN, MST, CUL, LTL, AUT
Practise and express the content learnt in the project, demonstrating comprehension. Express an opinion and evaluate their artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, LTL, AUT

CONCEPTS	PROCEDURES	ATTITUDES
<p>Warm and cool colours in art.</p>	<p>Understand the difference between warm and cool colours and how the artist uses them to create emotions. Read a text and identify warm and cool colours in an artwork.</p>	<p>Interest in and attention to classifying warm and cool colours and how they can be used to express emotions and sensations.</p>
<p>Study and analysis of an original artwork (<i>Mosaic Sun</i> by Antoni Gaudí) and the representation of colour. Find information on the reference work and the work of Antoni Gaudí online.</p>	<p>Study and analysis of an artwork. Identify and differentiate between warm and cool colours in a mosaic. Describe a mosaic. Use technology to support learning.</p>	<p>Curiosity and interest in artistic work. Effective participation in analysis of an artwork. Receptive and positive attitude towards art and expressing emotions and feelings. Motivation and reflection on the use of new technologies.</p>
<p>Warm and cool colours. Identification of colour: brightness and tonality.</p>	<p>Oral communication to understand and recognise how brightness works when creating tones of colours and how to mix colours to produce different tones. Colour a sun and moon using warm and cool colours, respectively, to practise the concepts learnt. Colour a landscape in cool tones.</p>	<p>Interest in learning to mix colours to produce different tones.</p>
<p>Colour and the seasons of the year.</p>	<p>Observe and identify symbols and elements which represent the seasons of the year. Colour symbols using the right colour and tone to represent the seasons of the year. Cut out and glue small pieces of paper in</p>	<p>Interest in recognising the colours and tones which are associated with the different seasons of the year in art. Appreciate the natural environment as a source of artistic inspiration.</p>

	appropriate colours to complete the tree with the four seasons.	
Composition: use of colour and different materials to create a collage.	<p>Cut out small pieces of paper in different geometric shapes and classify them into warm and cool colours.</p> <p>Glue the pieces of paper onto a plastic plate with the warm colours in the centre and cool ones around the edge.</p> <p>Display the works in the classroom windows so the light shines through them.</p> <p>Work with materials to discover their expressive qualities.</p>	<p>Interest in expressing creativity through colour.</p> <p>Respect fellow classmates' ideas, experiences and feelings.</p> <p>Use the elements and possibilities of artistic languages spontaneously, giving free rein to the imagination.</p> <p>Explore and use a range of materials and tools (paper, paint, watercolours) to discover their properties and possibilities for use in self-expression, communication and leisure.</p>
Regularity and symmetry.	<p>Study and analyse patterns in a series which are repeated symmetrically, creating a modular composition.</p> <p>Follow the sequence of a symmetrical pattern using coloured squares to create a modular composition.</p>	<p>Make close and careful observations to obtain the necessary information to continue a symmetrical sequence.</p>
Artistic autonomy and creativity (end-of-project task).	<p>Create a collage, using warm and cool colours in a personal way, integrating everything learnt in the project.</p> <p>Express an opinion and evaluate their artwork and that of others (<i>Talk about art</i>).</p>	<p>Express oneself and communicate, using the codes and basic forms of the artistic language learnt, as well as specific techniques.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p> <p>Value the importance of group work.</p>

LINGUISTIC CONTENT

Language focus

Mosaic.

Warm colours: orange, red, yellow.

Cool colours: blue, green, purple.

Sun/moon, day/night.

Seasons: autumn, spring, summer, winter.

Key structures

Orange is a warm colour.

I can see (warm) colours in the (Sun).

I prefer (summer).

I like playing with my friends.

VALUES

Appreciate the artwork and our cultural heritage; show an interest in studying and responding to the art.

Show curiosity and interest in making a collage using warm and cool colours.

Show interest in the creative process.

Appreciate the natural environment as a source of artistic inspiration.

Value and respect the rules of listening necessary for communication.

Make an effort to present activities well and to use materials and school spaces carefully.

METHODOLOGY

In this project, pupils will learn to recognise and differentiate between warm and cool colours and how these colours are used in art to express emotions and sensations. Encourage pupils to express their feelings through artworks and to integrate what has been learnt in a direct and individual manner. Use natural elements such as the Sun and Moon or the seasons of the year to incorporate time into this project and explain how to use colour and its tones, intensities and brightness. Have pupils go outside or into their surrounding environment to observe and practise these visual elements.

Pupils will work independently to create a tree representing the seasons of the year with pieces of coloured paper, stimulating their creativity and fine motor skills. This will teach pupils to have confidence in their own artistic works, enjoy making them and appreciate how they contribute to their enjoyment and wellbeing.

The final task for each project will encourage pupils to select and use materials and methods in their artistic creations, as well as to plan the processes involved – preparation, doing the work and presenting the final result.

GROUP WORK

Encourage pupils to talk about their arts and crafts creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Enable pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product.

CROSS-CURRICULAR ITEMS

Mathematics: time and its measurement (seconds, minutes, hours, days, weeks, months, years). Parts of the day (morning, afternoon, evening).

Natural Science: nature. The seasons.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Identify whether the colours of the Sun are warm or cool.

**Express emotions in relation to sunny days.

***Express a preference regarding sunny or rainy days.

****Express an opinion about *Mosaic Sun* by Antoni Gaudí.

Fast finishers

Draw and colour warm-coloured objects and cool-coloured objects on a piece of A5 paper.

Write their birth month in large letters and draw images or symbols to represent that part of the year or season, using warm or cool colours appropriately.

Make a mosaic of the Moon and the stars.

Language reinforcement

Revise the vocabulary (warm and cool colours), contextualising what has been learnt in an outdoor activity.

Practise the vocabulary related to the different seasons of the year.

Write the months of the year.

Describe the sequence of symmetrical and geometric patterns created in an activity.



ByME

Arts & Crafts Projects 2

Blue pack

SYLLABUS

Area: Arts & Crafts (English)

Stage: Primary Education

Year 2

Starry Patterns

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Name lines and shapes. Describe an artwork. Talk about their own and their classmates' artwork.

Competence in mathematics, science and technology (MST): Geometric shapes. Sequences. Classification of triangles (isosceles, equilateral and scalene). Learn about the Solar System and its planets.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Find and use information on the traditional patchwork technique for making quilts. Use internet resources to practise content from the project (*Textile Art*) (*Textile Patterns*). Research information about the Solar System online.

Competence in social awareness and citizenship (SOC): Practise collaborative skills in pair and group activities; take on responsibility and cooperate.

Competence in artistic and cultural awareness (CUL): Learn about designs and patterns, using shapes, colours and sequences in both. Understand and critically evaluate different forms of cultural and artistic expression and genres. Learn about textile art and its forms. Learn about quilts and the patchwork technique for making designs out of fabric. Learn how to make a template and about the stencil technique.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Create designs using geometric shapes and colours. Create a template to make a stencil. Create a star using wool and different decorative materials. Show initiative in making artistic creations in general. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify and complete basic designs with lines, shapes and colours.	Recognises that artists use fabrics, patterns and designs for artistic expression. These designs consist of various lines, shapes and colours that are repeated in a sequence.	LIN, MST, CUL, LTL, AUT
Recognise the structure of a patchwork quilt.	Identifies what a quilt is and recognises its different components.	LIN, CUL, SOC, LTL
Express an opinion about an artwork.	Observes and identifies designs and patterns in the reference artwork: <i>Quilted Coverlet</i> . Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity. Studies artworks that form part of our cultural heritage; reflects on them and expresses an opinion about them.	LIN, MST, CUL, SOC, LTL, AUT
Create a design or pattern using geometric shapes and colours in sequences.	Identifies that a design or pattern can be a sequence of geometric shapes and colours.	LIN, MST, CUL, LTL, AUT
Complete a circular design.	Creates an artistic design using geometric shapes and colours.	LIN, MST, CUL, LTL, AUT
Create a star design based on a circular template.	Learns the stencil technique. Practises creating a paper template to make a personal, creative design with which to practise the stencil technique.	LIN, MST, CUL, LTL, AUT
Make a star using lollipop sticks, wool and decorative materials.	Uses different materials to make a star.	LIN, MST, CUL, LTL, AUT
Apply artistic knowledge and express creativity.	Learns about textile art and its creative potential. Develops artistic autonomy and creativity.	LIN, CUL, SOC, LTL, AUT LIN, CUL, LTL, AUT
Draw triangle compositions using templates.	Identifies and classifies triangles based on their sides: isosceles (two	LIN, MST, CUL, LTL, AUT



	equal sides), equilateral (three equal sides) and scalene (three different sides). Applies geometry to artistic creations.	
Practise and communicate the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their own artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, SOC, LTL, AUT

CONTENTS	PROCEDURES	ATTITUDES
Star-shaped designs and the Solar System.	Recognise and identify different shapes, lines and colours in a star design. Describe an artwork.	Interest in learning different creative designs.
Study and analysis of the reference artwork <i>Quilted Coverlet</i>) from the American school.	Read a short text about artistic creation of designs and patterns for fabrics. Trace over the lines and shapes presented; colour a colour sequence. Study a patchwork quilt; identify the colours and shapes it contains.	Receptive and positive attitude towards genres of art, their creativity and their expressivity. Active participation in the observation and analysis of artworks. Interest in learning about traditional patchwork techniques in quilt making.
Shapes and designs.	Study and complete colour sequences in a design that contains geometric shapes. Create a new design using sequences that contain different shapes, lines and colours. Complete a circular design using different shapes and colours. Tape the template to a sheet of paper and make a stencil with the design created. Decorate the sky.	Interest in making creative designs while also enjoying and learning about maths.
Stencil templates.	Make a paper template to practise stencilling. Cut out a circle and fold it three times. Cut out the bottom. Cut out shapes on both sides. Open the template and tape it to page. Colour over the stencil template to create the design.	Interest in learning to make a template; learning about stencilling; taking great care when carrying it out.



	<p>Remove the template to reveal the design created.</p> <p>Tape the template to a sheet of paper and colour over it. Decorate the sky.</p>	
<p>Composition: make a star out of different materials.</p>	<p>Make a star inspired by textile artists.</p> <p>Glue two sticks in the shape of an 'X'.</p> <p>Glue another stick in the centre of the 'X'.</p> <p>Wrap wool around the middle, where the sticks join. Wrap the wool around each stick one by one, going all the way around the star.</p> <p>Continue wrapping the sticks in wool until they are completely covered.</p> <p>Create different patterns using shapes and colours.</p> <p>Decorate the resulting star with beads and decorative materials.</p>	<p>Interest in applying the artistic techniques and processes seen in the project in a creative and individual way.</p> <p>Use possible artistic language spontaneously, giving free rein to the imagination.</p>
<p>Geometry in art.</p>	<p>Study a set of triangles and read about their qualities: equilateral, isosceles and scalene.</p> <p>Measure the sides of a set of triangles with a ruler to see their differences.</p> <p>Make triangle templates to practise stencilling; use different shapes and colours to create a mixture of stars.</p>	<p>Develop rational organisation and strategies for abstraction in order to complete the drawings.</p> <p>Identify the relationship between mathematics and art.</p>
<p>Revise the content in the project.</p>	<p>Read questions about the Solar System and work out the correct answers.</p>	<p>Apply and contextualise the knowledge learnt.</p>
<p>Talk about art</p>	<p>Describe the star created in the final project:</p>	<p>Perseverance, focus and discipline when working independently;</p>

LINGUISTIC CONTENT

Language focus

Textile, fabric.

Pattern, repeat.

Lines: curved, straight, wavy, zigzag.

Shapes: circle, rectangle, rhombus, square, star, triangle.

Colours: blue, green, orange, purple, red, yellow.

Key structures

There are (zigzag lines) and (triangles) in the pattern.

My star is (blue, orange and yellow).

The pattern is made of (blue circles and yellow stars).

VALUES

Show curiosity and interest in using lines and shapes to create designs and patterns.

Take an interest in and value all forms of artistic expression and genres; not assigning more value to a painting than a picture or design made using fabric.

Develop the capacity to be expressive and imaginative.

Make an effort to present activities well; use materials and school spaces carefully.

METHODOLOGY

In this project, pupils will learn how to use lines, shapes and colours to make designs. They use an original artwork as a model, in this case a patchwork quilt made from pieces of fabric in different shapes and patterns. Pupils will explore creating their own shape and colour sequences, expressing themselves freely and imaginatively. Their imagination and creativity will be stimulated, and they will enjoy drawing while at the same time incorporating mathematical and spatial knowledge with geometry. Have them look around them and locate shapes and designs in their clothing, decorations and in nature.

Pupils will learn to make a creative template out of paper or card. This template is then placed on another sheet of paper and coloured over, so that the colour is limited by the template. There are different ways to apply the colour: using a stencil brush (that applies very little paint), foam roller or aerosol to create fine and delicate designs.

Pupils will work independently to make a star inspired by textile artists. Show them photos of textile pieces so that they can appreciate and grasp the possibilities of other artistic genres. Allow them to develop their intuitive and expressive capabilities using as many materials as they can. This activity also supports the development of their fine motor skills, helping them increase their precision and coordination. This will teach pupils to have confidence in their own artistic works, enjoy making them and appreciate how they contribute to their enjoyment and wellbeing.

The *Geometry in art* lesson will enable pupils to learn to develop their own knowledge through interaction and completing activities that require development of certain mathematical and geometrical knowledge, as well as the use of strategies to integrate and internalise this knowledge through artistic expression.

The final project for the project will encourage pupils to select materials and methods to use in their artistic creations, as well as to plan the processes involved – the preparation, work and presentation of the final result.

GROUP WORK

Encourage pupils to talk about their arts and crafts' creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to use new technologies when collaborating on research activities. Allow pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product.

CROSS-CURRICULAR ITEMS

Mathematics: geometric shapes; sequences; classification of triangles (isosceles, equilateral and scalene).

Natural Science: the Solar System.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Observe and locate coloured geometric shapes around the star in the reference artwork (*Quilted Coverlet*).

**Name the warm and cool colours in the pattern.

***Indicate the brightest colour on the quilt.

****Look at their bed cover at home to see if it contains designs or geometric patterns; describe it.

Fast finishers

Draw a square on a piece of A5 paper and create a design for a quilt using different colours and geometric shapes.

Use the star stencil template they made to create different coloured designs, or switch templates with classmates to make new designs.

Draw and colour various designs in pairs, using different shapes and colours.

Language reinforcement

Write sentences describing designs and patterns: *There are... The pattern is made of...* etc.

Name and write the planets in the Solar System they know.

Write and represent colours and geometric shapes.

Colourful Landscapes

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe an artwork: identify the background and foreground. Talk about warm and cool colours, and the feelings they evoke. Describe the weather conditions at the time or in a landscape. Talk about their own and their classmates' artwork.

Competence in mathematics, science and technology (MST): Learn about nature and different weather conditions / phenomena. Reflect on water consumption, and taking care of our natural resources and the environment.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use internet resources to practise content from the project (*Rain showers*) and research the artist Lisa Graa Jensen.

Competence in social awareness and citizenship (SOC): Practise collaborative skills in pair and group activities; take on responsibility and cooperate. Reflect on responsible natural resource consumption and taking care of the environment.

Competence in artistic and cultural awareness (CUL): Learn about landscapes in art. Learn about the use of colour and organisation of space to create landscapes. Learn about the use of colour to show weather. Understand the relationship between colour and feelings in art. Learn how to create a comic strip and where they can be found. Understand and critically evaluate different forms of cultural and artistic expression, begin to learn about artists and their work, such as Lisa Graa Jensen.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Draw landscapes that contain different planes. Show weather / weather conditions in a landscape. Create a landscape using torn pieces of paper. Show initiative in using the artistic techniques learnt and expressing creativity. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Identify objects and their position in space, as well as the colours in a landscape.</p> <p>Practise organising space in a composition to create the illusion of depth.</p> <p>Create a landscape using warm and cool colours.</p> <p>Express an opinion about an artwork.</p>	<p>Identifies landscape as a pictorial genre that depicts natural scenes.</p> <p>Knows about how to create landscapes through using colour and organising space.</p> <p>Recognises that the background of a landscape is located at the top of a flat or two-dimensional composition, and that the foreground is at the bottom.</p> <p>Uses warm and cool colours in a composition.</p> <p>Observes and identifies colours and space in <i>Snowy Peace</i> by Lisa Graa Jensen.</p> <p>Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.</p> <p>Studies artworks that form part of our cultural heritage and reflects on them.</p>	<p>LIN, CUL, LTL, AUT</p> <p>LIN, MST, CUL, SOC, LTL, AUT</p>
<p>Draw and colour a landscape that shows summer weather conditions or good weather; use warm colours.</p> <p>Know how to use light and dark colours to make clouds.</p>	<p>Differentiates landscapes with different planes with winter (cool) colours from ones with summer (warm). Planes: background, middle ground and foreground.</p> <p>Uses colour; understands the difference between light and dark colours.</p>	<p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, CUL, LTL, AUT</p>
<p>Use warm and cool colours to depict the weather.</p>	<p>Depicts weather conditions using warm and cool colours.</p> <p>Shows depth in a composition.</p> <p>Differentiates large and small elements in a composition.</p>	<p>LIN, MST, CUL, LTL, AUT</p>

<p>Make a landscape as seen through a window, representing depth and weather conditions; use the appropriate colours to do so. Identify and use different sizes and formats: large, small, horizontal and vertical.</p>	<p>Uses both horizontal and vertical formats.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Make a landscape using pieces of torn paper inspired by the work of Lisa Graa Jensen.</p>	<p>Organises the space in a torn-paper composition. Develops artistic autonomy and creativity.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Recognise a comic strip and know how comic strips are made. Create a comic strip with several drawings in sequence, based on a story told by the teacher.</p>	<p>Understands how a sequence of images or illustrations makes a comic strip. Thinks about water consumption, and taking care of our natural resources and the environment.</p>	<p>LIN, CUL, LTL, AUT LIN, CUL, LTL, AUT</p>
<p>Practise and communicate the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their own artwork and that of others.</p>	<p>Contextualises what has been learnt in the project (<i>Talk about art</i>).</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p>

CONTENTS	PROCEDURES	ATTITUDES
Colour and space in landscapes.	Locate and identify colour and space in a landscape.	Interest in learning about landscapes as a pictorial subject.
Study and analysis of the reference artwork <i>Snowy Peace</i> by Lisa Graa Jensen.	Read a short text about space and the illusion of depth in a picture: foreground and background. Observe and locate different light and dark colours; reflect on their emotional impact. Describe and express an opinion about the artwork.	Receptive and positive attitude towards art, and expressing emotions and feelings. Active participation in the observation and analysis of artworks. Internalise the effect of colour on our mood; learn to get to know themselves better. Interest in expressing creativity through colour.
Warm and cool colours.	Study a winter landscape with cool tones (blues). Locate the background, middle ground and foreground, and the difference in colour between them. Draw and colour a landscape that contains a background, middle ground and foreground; represent warm weather conditions using warm colours. Draw clouds in a landscape using light and dark colours.	Value landscapes and nature as a source of artistic inspiration. Feel confident in externally expressing feelings and emotions through artistic creations.
Depict weather conditions.	Revise features of landscapes. Study examples of how to represent different weather conditions through colour: snow, rain and wind.	Interest in recognising the colours and tones that are associated with the different seasons of the year in art. Value the natural environment as a source of artistic inspiration.
Composition: use of space and colour to create a landscape using torn pieces of paper.	Make a landscape inspired by the artist Lisa Graa Jensen using bits of torn paper. - Tear strips of coloured card.	Interest in applying the artistic techniques and processes seen in the project in a creative and personal way.



	artwork and that of others.	expression. Receptive and positive attitude towards genres of art, their creativity and their expressivity. Value the importance of shared work and a participatory culture.
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LINGUISTIC CONTENT

Language focus

Landscape, illustration.

Space: background, bottom, foreground, middle, middle ground, top.

Colours: blue, green, orange, purple, red, yellow, cool / warm, dark / light.

Features: beach, forest, hill, lake, mountain, plain, plateau, river, valley.

Weather: foggy, rainy, snowy, stormy, sunny, windy.

Key structures

I can see (cool) colours in the (snow).

In the foreground, there's a (forest).

In the background, there are (hills).

It's (snowy).

VALUES

Appreciate the artwork and cultural heritage; show an interest in studying and responding to art.

Show curiosity and interest in learning techniques that make it possible to create space and depth; learn to work independently.

Recognise the feelings that colours can evoke; learn to observe themselves and discover their inner world.

Develop the capacity to be expressive and imaginative.

Learn to know and love nature; reflect on our behaviour and responsibility to care for and protect it.

METHODOLOGY

In this project, pupils will learn about how to use colour and planes to create landscapes with depth by studying and analysing an original artwork. Pupils will explore how to use colour, the meaning it conveys and how it is able to evoke feelings emotions and reactions in people. This will help the children to get better acquainted with themselves and their classmates. Make the most of any of the lessons in which weather features to talk about environmental matters, water consumption, etc. Arts and crafts are an excellent and creative way to deal with the problematic situations facing society in an educational setting.

Pupils will work independently to create their landscapes using torn pieces of paper. This will teach pupils to have confidence in their own artistic works, enjoy making them and appreciate how they contribute to their enjoyment and wellbeing. They will also learn to express all of their perceptions and feelings in relation to the different fields of knowledge.

The technology lesson will teach pupils resources they can use to create and tell their own stories through image sequences. In addition to using their imagination and creativity, pupils will practise reading comprehension and writing skills. They will enjoy doing this by interpreting images and information that appear in structured codes and are presented in different ways.

The final project for the project will encourage pupils to select materials and methods to use in their artistic creations, as well as to plan the processes involved – the preparation, work and presentation of the final result.

GROUP WORK

Encourage pupils to talk about their arts and crafts' creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to use new technologies when collaborating on research activities. Allow pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product.

CROSS-CURRICULAR ITEMS

Mathematics: geometric shapes.

Natural Science: climatology and weather phenomena; nature and natural elements.

Technology: how to create a comic strip.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Observe and describe all of the weather phenomena in *Snowy Peace* by Lisa Graa Jensen.

**Observe and describe the bottom part of the reference artwork.

***Observe and express the emotions evoked by the painting for the project.

****Observe and work out the techniques used by the artist to make the Moon very bright.

Fast finishers

Draw their favourite weather on a sheet of A5 paper.

Draw, cut out and glue an animal in a landscape.

Tear and glue natural (trees, flowers, etc.) and man-made (boat, bridge, etc.) elements to the landscape created using bits of card.

Language reinforcement

Name and write all the natural elements they know: *mountain, forest, lake, hill, river, valley, tree, tree branches, sea, land, air, water*, etc.

Name and write all the weather conditions and weather-related words.

Express emotions and describe the colours associated with them.

Symmetrical Streets

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Name different lines and shapes. Talk about shared spaces and public services for residents. Refer to location when describing a city. Describe an artwork. Talk about their own and their classmates' artwork.

Competence in mathematics, science and technology (MST): Learn about types of lines and geometric shapes. Learn what symmetry is. Learn about axial symmetry.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Find and use information on the artist Pablo Picasso and Abstract art. Use internet resources to practise content from the project (*Build a house*).

Competence in social awareness and citizenship (SOC): Learn about social organisations and what they do: citizens, neighbourhoods, communities, cities, services and public elements, etc. Practise collaborative skills in pair and group activities; take on responsibility and cooperate.

Competence in artistic and cultural awareness (CUL): Learn to use lines and geometric shapes in artistic creations. Learn to make symmetrical buildings and objects. Learn to use different pictorial techniques, such as colouring with crayons. Understand and critically evaluate different forms of cultural and artistic expression; begin to learn about artists and their work.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Draw symmetrical buildings and urban elements. Design a building for a neighbourhood using symmetry, lines, shapes and crayons. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Identify symmetrical forms in buildings and objects.</p> <p>Use lines and shapes to complete a symmetrical building or object.</p> <p>Express an opinion about an artwork.</p>	<p>Recognises that symmetrical images refer to equal forms that are at an equal distance on both sides of an axis. This refers to exact correspondence in size, form and position of the different parts.</p> <p>Observes and identifies lines and shapes in the reference artwork by Rafael Zabaleta (<i>Jardín de Quesada</i>).</p> <p>Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.</p> <p>Studies artworks that form part of our cultural heritage; reflects on them.</p>	<p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, SOC, CUL, LTL, AUT</p> <p>LIN, MST, CUL, SOC, LTL, AUT</p>
<p>Identify symmetry in a building.</p> <p>Recognise an urban landscape with natural and man-made elements.</p> <p>Differentiate an urban landscape from a rural landscape.</p>	<p>Differentiates between buildings and objects that are symmetrical and non-symmetrical.</p> <p>Recognises forms of social organisation and their function: citizens, neighbourhoods, communities, cities, services and public elements, etc.</p> <p>Understands the difference between an urban and a rural landscape.</p>	<p>LIN, CUL, LTL, AUT</p> <p>LIN, SOC, CUL, LTL, AUT</p> <p>LIN, SOC, CUL, LTL, AUT</p>
<p>Fold and cut paper to create buildings using axial symmetry.</p>	<p>Recognises axial symmetry (symmetry around an axis).</p> <p>Learns to create a building using axial symmetry.</p>	<p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, MST, CUL, LTL, AUT</p>
<p>Use crayons to make a building inspired by the artist Rafael Zabaleta.</p>	<p>Uses different techniques in the creative process, understanding all their creative possibilities: crayons.</p> <p>Creates a symmetrical building with a nocturnal appearance using</p>	<p>LIN, CUL, LTL, AUT</p> <p>LIN, MST, SOC, CUL, LTL, AUT</p>

	lines, shapes and crayons. Develops artistic autonomy and creativity.	
Watch a short animation short film and describe the plot. Draw a series of images to create a short animation.	Recognises animated film as a genre of film that is characterised by one or more animation techniques, not the use of real images. Knows the basic steps necessary to produce a short animation from a large number of successive illustrations shown in sequence. Describes the plot or story of an animated film.	LIN, DIG, CUL, SOC, LTL, AUT
Use creativity independently; apply artistic knowledge.	Develops artistic autonomy and creativity.	LIN, LTL, AUT
Practise and communicate the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their own artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, SOC, LTL, AUT

CONTENTS	PROCEDURES	ATTITUDES
Symmetry in art and our neighbourhood.	Locate and identify symmetry in buildings.	Interest in observing and describing symmetry in art, in our city and in objects.
Study and analysis of the reference artwork <i>Jardín de Quesada</i> by Rafael Zabaleta.	Revise lines and shapes. Study and describe an artwork. Read a short text about symmetry in art. Study several houses and identify symmetry or its absence in them. Study and describe an artwork. Identify and locate lines and shapes in the reference artwork.	Active participation in observation and analysis of artworks. Interest in learning about artists and pictorial styles. Curiosity about learning and internalising concepts such as neighbourhood, neighbours, locality, public services, etc.
Symmetry.	Observe unfinished buildings and complete them. Indicate whether or not they are symmetrical. Observe and complete unfinished elements in an urban landscape.	Reflect on and show interest in viewing and understanding the world with a conscious and critical eye.
Scissor symmetry (axial).	Fold a piece of paper in half. Cut out the desired shape of a building. Unfold the sheet and draw identical details on both sides of the fold. Glue all the buildings created on a piece of paper to create a neighbourhood.	Think about urban life and the rural areas. Develop concentration skills through drawing, cutting out and creating symmetry, as this requires focusing all five senses on the activity. Refine observation and visual analysis skills; apply this to learning and artistic work.
Composition: use of line, shape and colour (crayons) to create a symmetrical building.	Make a building inspired by the artist Rafael Zabaleta. Cover a sheet of paper in lots of different colours, leaving no white spaces. Cover the colours in black oil pastel. Use a punch or pencil to etch lines and shapes for	Interest in applying the artistic techniques and processes seen in the project in a creative and personal way. Use possible artistic language spontaneously, giving free rein to the imagination.

	<p>the desired building shape. Etch windows, doors and other details. Cut out the buildings and create a neighbourhood out of all of them.</p>	Care, tidiness and concentration when carrying out activities.
Technology in art: animated short.	<p>Read and understand a text about animated films and how to use a series of images to tell a story. Watch an animated film or short and describe the story depicted. Create a series of drawings or images to plan an animated short.</p>	<p>Interest in using information and communication technology for learning. Curiosity in learning how to make an animated short and how to produce a series of images.</p>
<p>Revise the content in the project.</p> <p>Talk about art (end-of-project task).</p> <p>Pair work.</p>	<p>Study the picture of a town or city with its most common locations and answer questions; choose between two options in order to practise concepts and language.</p> <p>Describe the neighbourhood or city created, including the buildings and their functions.</p> <p>Work in groups to make a neighbourhood that contains buildings and public places. Describe the composition: buildings, functions, forms, location, etc. Evaluate and give opinions about their own artwork and that of others.</p>	<p>Apply and contextualise the knowledge learnt. Perseverance, focus and discipline when working independently; enhance personal skills and self-awareness.</p> <p>Use codes and basic forms of the artistic language learnt, as well as the techniques and materials, to express themselves and communicate.</p> <p>Listen to and respect the opinions of others. Show respect and concern for different forms of artistic expression. Value the importance of shared work and a participatory culture.</p>

LINGUISTIC CONTENT

Language focus

Building, doors, town, street, windows.

Symmetry, same, sides.

Neighbourhood: bank, bus stop, fire station, hospital, library, main square, park, police station, post office, school, supermarket, town hall, etc.

Key structures

Is there a (town square)? Yes, there is. / No, there isn't.

Are there any (trees)? Yes, there are. / No, there aren't.

My building is a (school).

VALUES

Appreciate the artwork and cultural heritage; show an interest in studying and responding to art.

Interact with their natural, social and cultural environment as learning resources rich in stimuli.

Show curiosity and interest in observing and finding symmetry in art.

Learn to know, respect, get involved with and interact with their city and urban environment.

Develop the capacity to observe, describe, interpret and critique.

Try to present activities well and to use materials and school spaces carefully.

METHODOLOGY

By studying and analysing an original artwork, pupils will learn about symmetry in order to create buildings and cities in this project. Pupils will explore drawing lines and forms, using paper and scissors, and completing drawings to internalise how to make city and building compositions. It would be interesting to enable pupils to explore their own city to see what they are learning in person. School excursions are an important educational resource, a teaching activity and a means of training and socialising school children. Activities that take place outside the classroom put pupils in direct contact with reality in order to learn from it, so that they receive information in a way that is active, enjoyable, motivating, appealing and participatory for them.

Pupils will work independently to draw their buildings and cities, thus fostering observation, visual analysis of reality, reflection and their intuitive and expressive capabilities. They will learn about the use of different pictorial techniques, such as the use of crayons for colouring pictures and making many different creations. This will teach pupils to have confidence in their own artistic works, enjoy making them and appreciate how they contribute to their enjoyment and wellbeing.

The *Technology in art* lesson will enable pupils to learn by doing. They will learn about animated film by making their own animations. People learn primarily through experience and individual discovery. They then analyse what was learnt and build on their knowledge, allowing them to apply it in the future. Pupils will also engage with new information and communication technologies to watch animated shorts.

The final project for the project will encourage pupils to select materials and methods to use in their artistic creations, as well as to plan the processes involved – the preparation, work and presentation of the final result.

GROUP WORK

Encourage pupils to talk about their arts and crafts' creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to use new technologies when collaborating on research activities. Allow pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product.

CROSS-CURRICULAR ITEMS

Mathematics: symmetry; axial symmetry; lines and shapes.

Social Science: forms of social organisation and their functions: citizens, neighbourhoods, communities, cities, services and public elements, etc.

Technology in art: plan an animated film.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Say whether the building in *Jardín de Quesada* by Rafael Zabaleta is symmetrical.

**Describe details from the reference artwork.

***Study the picture and indicate what activity they like doing.

****Compare the square depicted in the picture with the square in the pupil's own town or city.

Fast finishers

Draw more objects and decorative elements in the park.

Decorate the neighbourhood created in the *Discover* lesson with more natural and man-made elements.

Draw a small map of the place they live.

Language reinforcement

Name and write all the public places and buildings they can think of; write what functions take places there.

Write down all the Spanish cities they can remember.

Describe their city or town using the structures: *There is... There isn't... There are... There aren't...* etc.



ByME

Arts & Crafts Projects 3

Blue pack

SYLLABUS

Area: Arts & Crafts (English)

Stage: Primary Education

Year Three

Near and Far

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe a landscape, identifying its contents based on planes of depth. Describe coastal and inland landscapes. Communicate feelings evoked by an artwork. Talk about their and classmates' artwork.

Competence in mathematics, science and technology (MST): Learn about landscapes in nature: geographical features and phenomena, volcanoes, coastal and inland landscapes. Recognise natural and artificial elements in nature. Learn about the visual process and our perception. Learn about straight lines: horizontal and vertical, parallel and perpendicular.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Find information on volcanoes. Find and use information on artists such as Ando Hiroshige, etc. Practise the project content online (*Thirty-Six Views of Mount Fuji, Digital landscape*).

Competence in social awareness and citizenship (SOC): Practise collaborative skills in group activities, taking on responsibility and acting cooperatively. Learn to value, care for and respect the landscape and the environment in general.

Competence in artistic and cultural awareness (CUL): Learn about space in art and how to create depth using planes (background, middle ground, foreground) and the techniques of relative size and overlap. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work, such as Ando Hiroshige. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences, reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Draw a landscape with geographical features using different techniques for creating depth. Make an engraving and use it to create a print of a landscape. Show initiative in producing colours and making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Understand how depth is created in a landscape.</p> <p>Use relative size and overlap to create depth and space.</p> <p>Understand and create depth in a landscape using a background, middle ground and foreground.</p> <p>Describe a landscape.</p> <p>Express an opinion on an artwork.</p>	Learns the concept of space as an artistic element.	LIN, CUL, AUT, LTL
	Learns that space can have two (height and width) or three (height, width and depth) dimensions.	LIN, CUL, AUT, LTL
	Studies and learns how to create the illusion of depth using a technique of visual perspective: background, middle ground and foreground.	LIN, CUL, AUT, LTL
	<p>Studies and learns about other techniques to create space: relative size and overlap.</p> <p>Observes and identifies space in the print by Ando Hiroshige (<i>Yûhigaoka at Meguro in Edo</i>).</p> <p>Differentiates between features in a landscape: natural and artificial.</p> <p>Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity. Studies artworks that form part of our cultural heritage; reflects on them and expresses an opinion about them.</p>	LIN, CUL, AUT, LTL
Create a landscape which depicts space and distance, near and far.	<p>Uses different materials and applies the concepts of space, depth and distance (near and far) learnt to create a landscape.</p> <p>Uses the techniques of relative size and overlap to create depth.</p>	LIN, MST, CUL, LTL, AUT
Make a vertically oriented landscape and describe it.	Studies, analyses and differentiates between the orientation of a landscape, horizontal or vertical, and the size of its elements, the subject.	LIN, CUL, LTL, AUT
	Creates landscapes using both orientations.	LIN, MST, CUL, LTL, AUT

<p>Make an engraving of a landscape and then create a print or image on a piece of paper. Use creativity independently, applying artistic knowledge.</p>	<p>Learns about the engraving process: incised or carved material which can be covered in ink, making it possible to transfer the image created onto paper a certain number of times by printing or stamping.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
	<p>Uses planes (background, middle ground, foreground) to create depth in a landscape.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
	<p>Chooses a vertical or horizontal orientation and makes an engraving of a landscape.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Create and decorate a landscape using parallel and perpendicular lines.</p>	<p>Identifies and recognises what parallel and perpendicular lines are.</p>	<p>LIN, MST, LTL, AUT</p>
	<p>Learns to use parallel and perpendicular lines to decorate a landscape.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Practise and express the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their artwork and that of others.</p>	<p>Contextualises what has been learnt in the project (<i>Talk about art</i>).</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p>

CONCEPTS	PROCEDURES	ATTITUDES
Space in art: depth.	Explore and examine space in art: plane and volume. Depth and planes (background, middle ground and foreground). Learn about techniques such as relative size and overlap to create space.	Interest in learning about space in art and how to create it.
Study and analysis of space in the artwork: <i>Yûhigaoka at Meguro in Edo</i> by Ando Hiroshige.	Read and understand a text to learn about how to create space and show depth in a painting. Study and analyse an artwork: <ul style="list-style-type: none"> - Identify and locate planes. - Identify size differences in the elements. - Identify overlapping elements. - Describe what can be seen on each plane. 	Curiosity and interest in artistic work. Notice the resources used by the artist to create space and provide inspiration for the work.
Size and overlap.	Create a landscape that shows space and distance. <ul style="list-style-type: none"> - Colour the natural elements. - Cut out and glue on the natural elements. - Use the techniques of relative size and overlap to create depth. Complete an illustration of a landscape by extending the lines that organise the space in the landscape and adding natural and man-made features.	Interest in making an artwork and using the techniques learnt.
Horizontal and vertical. Analysis of images.	Read a text on how to organise space in a landscape with a horizontal or vertical orientation. Study and interpret artworks with different orientations in order to compare and contrast them.	Interest in developing the ability to make effective, accurate observations in order to obtain clear and precise knowledge. Be creative in making compositions.

<p>Engraving of a landscape (printing).</p>	<p>Read and understand a text about the work of Hiroshige and how he made his prints. Make an engraving: - Plan and draw a landscape with a background, middle ground and foreground. - Etch (with a pencil) the landscape in polystyrene. - Cover the landscape with ink (two layers of paint). - Spray water on the landscape. - Print the landscape on a piece of paper.</p>	<p>Interest in learning about and appreciating the work of Hiroshige. Attention and concentration when making art. Determined attitude throughout the entire process of planning, organising and executing a project. Exploration and use of a range of materials and tools to discover their properties and possibilities for use in self-expression, communication and leisure.</p>
<p>Geometry in art: parallel, perpendicular and oblique lines.</p>	<p>Read a text about parallel and perpendicular straight lines. Use parallel and perpendicular lines to create and decorate a landscape.</p>	<p>Curiosity about and motivation to use parallel and perpendicular lines.</p>
<p>Artistic autonomy and creativity (end-of-project project).</p> <p>Talk about art.</p> <p>Group work.</p>	<p>Make an engraving and use it to make a print of a landscape.</p> <p>Look at pictures and complete the vocabulary words shown to practise the language learnt (<i>Picture dictionary</i>).</p> <p>Express an opinion and evaluate their artwork and that of others (<i>Talk about art</i>) based on a set of questions.</p> <p>Group work: an activity to interact with pupils' artwork and compare the engravings and prints that they have made. Display the works in class and enjoy them.</p>	<p>Perseverance, focus and discipline when working independently, enhancing personal skills and self-awareness. Express oneself and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials. Listen to and respect the opinions of others. Show respect and concern for different forms of artistic expression.</p> <p>Value the importance of group work and a participatory culture.</p>

LINGUISTIC CONTENT

Language focus

Landscape, print.

Distance, overlap, size.

Foreground, middle ground, background.

Horizontal, vertical.

Key structures

There is/There are and quantifiers: a, a few, some, many, aren't any.

Comparatives: bigger/smaller, nearer/further, lower/higher.

Superlatives: biggest/smallest, nearest/furthest, lowest/highest.

VALUES

Learn to cooperate and participate and to resolve any conflicts and new problems which arise in class.

Strengthen tolerance and respect for others and oneself.

Develop and get in touch with emotions and feelings through art.

Appreciate the artwork and our cultural heritage; show an interest in studying and responding to the art.

Value and respect the rules of listening necessary for communication.

Make an effort to present activities well and to use materials and school spaces carefully.

METHODOLOGY

In this project, pupils will learn about space, depth and the idea of visual perception of near and far through the creation of planes (background, middle ground, foreground), relative size and overlap. This learning process will start by studying and analysing an original artwork. The aim is to guide the learning process through experiences and activities which encourage investigation and hands-on use of elements to integrate what has been learnt. This will develop pupils' artistic sensibility and their individual assessment and observation skills. Pupils will then apply this individual research, along with the knowledge and skills acquired, in order to solve new problems when creating their own works. Support and encourage pupils in the creative process of creating landscapes and integrating everything they have learnt.

Pupils will investigate the engraving technique and will learn first-hand how to make a stamp or print of a landscape from the engraving, exploring a range of arts and crafts materials and tools to learn about their properties and possibilities for use in self-expression, communication and leisure. Create a positive environment in order to enable pupils to develop their talents and have the feeling of self-improvement and achievement.

The final project for each project will encourage pupils to plan the processes involved – preparation, doing the work and presenting the final result – boosting essential cognitive abilities such as conditional reasoning, mental organisation and creative thinking.

GROUP WORK

Encourage pupils to talk about their arts and crafts creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Enable pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives children numerous opportunities to interact, involving a combination of ongoing give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Natural Science: geographical features and phenomena. Coastal or inland landscapes.

Mathematics: straight, horizontal, vertical, parallel, perpendicular and oblique lines.

Technology in art.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Oral communication, asking and answering questions to identify details in the artwork in the project: *Yûhigaoka at Meguro in Edo* by Ando Hiroshige.

**Describe the landscape which can be seen in the reference work and identify differences and similarities with regard to the local landscape.

***Answer a question about space in the artwork.

****Reflect on and express opinions about the artwork in the project.

Fast finishers

Draw more natural elements and glue them to the landscape presented in the project.

On a piece of paper, draw a coastal landscape with the beach below, water in the centre and an island in the background.

Spray the engraving with two or three more layers of water to make it brighter. Use other colours to make a new engraving.

Language reinforcement

Write the names of natural and man-made features common in landscape paintings; classify these elements as landforms, bodies of water or man-made features.

Write a three-line haiku (traditional Japanese poem) about a landscape.

Describe a landscape using the language and concepts learnt in the project.

Futuristic Forms

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Identify buildings and places in the city. Identify cities in Spain and Europe. Make predictions. Describe and express an opinion about an artwork. Talk about their and classmates' artwork.

Competence in mathematics, science and technology (MST): Learn about and differentiate between two-dimensional shapes and three-dimensional forms or bodies. Both can be geometric or organic. Recognise different types of straight lines: parallel, perpendicular, oblique. Learn about angles (right, acute, obtuse). Utilise spatial thinking, geometric figures and geometric transformation.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Practise the project content online (*City Creator*).

Competence in social awareness and citizenship (SOC): Practise collaborative skills in group activities, taking on responsibility and acting cooperatively. Identify buildings and their function in the city. Recognise major cities in Spain and Europe. Reflect on the role of humans and human activity in the deterioration of the environment. The importance of recycling.

Competence in artistic and cultural awareness (CUL): Learn about architectural styles and the use of organic and geometric shapes in architecture. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work, such as the London Aquatics Centre building by architect Zaha Hadid. Learn how to create perspective in art, including the technique of one-point perspective with a single vanishing point. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences, reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Draw houses and buildings, creating volume, space and perspective. Create a futuristic city. Show initiative in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Understand the differences between shapes and bodies with volume. Identify lines, shapes and bodies in a building. Draw bodies using lines and shapes.	Recognises two-dimensional or flat shapes and three-dimensional (3D) forms or bodies: width, height and depth. Learns and recognises that both shapes and forms can be geometric or organic.	LIN, MST, CUL, AUT, LTL
Express an opinion on an artwork.	Observes and identifies colours and contrasts in the London Aquatics Centre building by architect Zaha Hadid.	LIN, MST, CUL, AUT, LTL
	Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.	LIN, CUL, AUT, LTL
	Studies the artworks that make up our cultural heritage; reflects on and expresses an opinion about them.	LIN, CUL, SOC, LTL, AUT
Complete a building using lines and shapes. Create the design for a building using geometric and organic shapes, straight lines, different angles and colour.	Identifies lines, shapes and bodies in a building.	LIN, MST, CUL, LTL, AUT
	Identifies and uses different types of angles – right, acute and obtuse – and contrasts them with wavy lines.	LIN, MST, CUL, LTL, AUT
	Recognises and uses parallel, perpendicular and oblique lines.	LIN, MST, CUL, LTL, AUT
	Learns about and uses colour, light and dark to create volume.	LIN, MST, CUL, LTL, AUT
Create volume and perspective in a house and a building using one-point linear perspective (a single vanishing point).	Learns how to show perspective in art and what one-point perspective is.	LIN, MST, CUL, LTL, AUT
Understand the technique of perspective.	Understands that perspective is the art of depicting objects by creating the illusion of a three-dimensional world on a two-dimensional surface.	LIN, MST, CUL, LTL, AUT
Make a futuristic city inspired by the work of	Learns about the work of Zaha Hadid.	LIN, CUL, LTL, AUT

Zaha Hadid. Use creativity independently, applying artistic knowledge.	Uses and shares recyclable materials to make a building and then a futuristic and creative city.	LIN, CUL, LTL, AUT
	Associates the design of a building with its function.	LIN, CUL, LTL, AUT
	Develops artistic autonomy and creativity. Lays the foundations for understanding the creative process.	LIN, CUL, LTL, AUT
	Reflects on the environment and the importance of recycling.	LIN, MST, SOC, CUL, LTL, AUT
Understand repetition. Repeat modular structures (series). Use translation and symmetry to create geometric designs.	Learns what geometrical transformations are and how they are done, creating new figures (equivalent to the original) from a given figure.	LIN, MST, LTL, AUT
	Understands repetition based on translation and symmetry in modular compositions.	LIN, MST, CUL, LTL, AUT
Practise and express the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, SOC, LTL, AUT

CONCEPTS	PROCEDURES	ATTITUDES
Forms in art and architecture (futuristic forms).	Read a text about architecture and architects.	Interest in discovering other forms of artistic expression such as architecture and design. Curiosity about what organic architecture is: an architectural philosophy that promotes harmony between buildings and the natural world.
Study and analysis of forms and style in an architectural work: the London Aquatics Centre building by architect Zaha Hadid.	Read and understand a text to learn about architecture and its use of futuristic forms. Study and analyse a building: - Identify geometric and organic shapes. - Describe the building based on an awareness of its function.	Curiosity and interest in artistic work. A conscious and critical view of the world.
Three-dimensional bodies. Classification of lines and angles.	Observe and study the lines and shapes of certain buildings: parallel, perpendicular and oblique lines; right, acute and obtuse angles. Complete buildings with the missing lines and angles. Colour the buildings. Follow instructions to create the design for a building: - Draw geometric and organic shapes. - Draw straight lines to create perspective. - Use light and dark colours to show volume.	Interest in learning about the relationship between art, mathematics and creativity.
Perspective in art: shapes, lines and vanishing point.	Read and understand a text to learn about the technique of one-point linear perspective and the vanishing point. - Draw the front of a house. - Draw lines that converge at a vanishing point. - Complete the house by adding elements.	Interest in studying and learning about perspective in art and enjoying creating spaces.

	<ul style="list-style-type: none"> - Complete the front of the house. <p>Draw a building for a city following the guidelines and instructions given.</p>	
Futuristic city inspired by the work of Zaha Hadid.	<p>Read and understand a text about Zaha Hadid and her creative buildings.</p> <p>Make a futuristic and creative urban building:</p> <ul style="list-style-type: none"> - Cut out and glue together recyclable materials. - Paint them or cover them with coloured card. - Add windows, doors and other details. - Put all the buildings together to make a futuristic city. <p>Work with materials to discover their expressive qualities.</p>	<p>Interest in learning about and appreciating the work of Zaha Hadid.</p> <p>Spontaneous use of the elements and possibilities of artistic languages, giving free rein to the imagination.</p> <p>Explore and use a range of materials and tools to discover their properties and possibilities for use in self-expression, communication and leisure.</p> <p>Reflect on the importance of recycling and supporting our planet and the environment.</p>
Geometry in art. Geometric transformations: translation, rotation and symmetry.	<p>Read and understand a text about translation and symmetry to create geometric designs.</p> <p>Use both techniques to colour in a grid.</p>	<p>Interest in learning how to do geometric transformation.</p> <p>Learn the importance of symmetry in architecture.</p>
Artistic autonomy and creativity (end-of-project project).	<p>Make a futuristic building using volume and different recyclable materials.</p>	<p>Perseverance, focus and discipline when working independently, enhancing personal skills and self-awareness.</p>
Talk about art.	<p>Look at pictures and write sentences using the vocabulary shown to practise the language learnt (<i>Picture dictionary</i>).</p> <p>Express an opinion and evaluate their artwork and that of others (<i>Talk about art</i>) based on a set of questions.</p>	<p>Express oneself and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p>
Group work.	<p>Group work: an activity to interact with pupils' artwork and create a city.</p>	<p>Value the importance of group work and a participatory culture.</p>

LINGUISTIC CONTENT

Language focus

Architect, building, design, skyline.

Form, line, one-point perspective, shape, vanishing point.

Geometric, organic.

Capital cities, city, neighbourhood, town, village.

Places in a city: art museum, bank, fire station, hospital, school, sports centre, etc.

Key structures

Future predictions using *will*.

Comparatives: smaller, bigger, more, fewer.

VALUES

Reflect on the importance of recycling and supporting our planet and the environment.

Appreciate the artwork and our cultural heritage; show an interest in studying and responding to the art.

Show curiosity and interest in learning about modern (futuristic) forms of artistic expression: new ways of speaking and doing through expressive and artistic work.

Learn to know, respect and get involved in our city and urban environment, and interact with them.

Become aware that teamwork encourages comparing ideas and resolving conflicts, learning to be more tolerant, socially conscious and respectful of others.

METHODOLOGY

In this project, pupils will learn about futuristic forms, lines, volume and perspective – which create the illusion of space and depth – by studying and analysing an original artwork. The aim is to guide the learning process through experiences and activities which encourage investigation and hands-on use of elements to integrate what has been learnt. This will develop pupils' artistic sensibility and their individual assessment and observation skills. Try to guide pupils so that they think about and discover for themselves how to create these spaces with volume by being active participants in their own learning process. Ask them to think about the ideal city and encourage them to adopt a critical approach to life.

Pupils will work independently to make a creative building and then an entire futuristic city using different recyclable materials. This ensures that pupils learn independently and globally by boosting their confidence in individual artistic creations, enjoyment of making them and appreciation of their contribution to pleasure and wellbeing. The classroom becomes a place for freedom of expression in response to the sensory stimuli in the work.

The final project for each project will encourage pupils to select and use materials and methods in their artistic creations, as well as to plan the processes involved – preparation, doing the work and presenting the final result.

GROUP WORK

Encourage pupils to talk about their arts and crafts creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Help pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives children numerous opportunities to interact, involving a combination of give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Mathematics: geometric shapes.

Social Science: important places and buildings in a city. Spanish and European cities.

Technology in art.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Study the reference building for the project, the London Aquatics Centre by architect Zaha Hadid, and notice how it is different from other more traditional buildings.

**Describe similarities or differences with reference to a local sports centre.

***Study and analyse the building and indicate what characteristics make it futuristic.

****Identify the natural elements used in the roof of the building by Zaha Hadid.

Fast finishers

Add new shapes and lines to the building created in the project.

Add more objects around the building created in the project.

On a sheet of A5 paper, plan the city streets, roundabouts, park areas, etc. for their city in the final step of this project.

Language reinforcement

Write and state the name of Spanish and European cities.

Write and show typical buildings in a city: *museum, restaurant, sports stadium, airport, hospital, bank, etc.*

Make predictions using *will*.

Describe a futuristic building.

Prehistoric People

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Express proportion in art. Use language associated with Prehistory. Talk about and compare life in prehistoric times with modern life. Use the past tense: *was/were*. Talk about their and classmates' artwork.

Competence in mathematics, science and technology (MST): Learn about measurements, sizes and proportion.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Find and use information on cave art. Practise the project content online (*Cave Art in Tirig*).

Competence in social awareness and citizenship (SOC): Learn about archaeology and Prehistory. Recognise periods of Prehistory (Neolithic). Show respect for cave art and our archaeological heritage, and an interest in preserving it, protecting it and handing it down to future generations. Practise collaborative skills in group activities, taking on responsibility and acting cooperatively.

Competence in artistic and cultural awareness (CUL): Learn about prehistoric forms of artistic expression: cave art and works such as *La cueva de los caballos de Valltorta*. Learn about proportion and aesthetic canons. Learn to make an animated short film. Use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences, reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Produce an artwork using silhouettes and outlines. Make a painting simulating and depicting modern life in a cave. Produce a storyboard for a short animated film. Show initiative in producing colours and making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Recognise prehistoric art. Draw human forms in proportion. Draw a human form showing movement.	Learns about prehistoric art and cave art (cave paintings).	LIN, SOC, CUL, AUT, LTL
	Understands that body proportions relate to establishing a proper relationship among all parts of the body and between each one of them and the whole (canon).	LIN, MST, CUL, AUT, LTL
Express an opinion on an artwork.	Observes and identifies animals and human forms in cave art (<i>La cueva de los caballos de Valltorta</i>).	LIN, MST, SOC, CUL, AUT, LTL
	Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.	LIN, CUL, AUT, LTL
	Studies the artworks that make up our cultural heritage; reflect on and expresses an opinion about them.	LIN, CUL, SOC, LTL, AUT
Draw a human form in proportion. Draw a human form in motion.	Studies the proportions and measurements of a human form.	LIN, MST, CUL, LTL, AUT
	Learns that the head is the reference measurement. The ideal human form is eight heads tall.	LIN, MST, CUL, LTL, AUT
	Learns to depict a human form in proportion. Learns to depict motion in a human form.	LIN, MST, CUL, LTL, AUT
Create a double silhouette showing a figure in motion.	Learns to differentiate between an outline and a silhouette.	LIN, CUL, LTL, AUT
	Creates an artwork with a silhouette and its outline.	LIN, CUL, LTL, AUT
Make a cave painting simulating activities from modern life.	Uses appropriate materials and techniques to make a cave painting simulating modern life.	LIN, CUL, LTL, AUT
Create a storyboard for an animated short film.	Develops basic computer competencies and practises arts and crafts skills online.	LIN, DIG, CUL, SOC, LTL, AUT

	Learns the basic steps required to produce an animated short film.	LIN, DIG, CUL, SOC, LTL, AUT
	Learns to make a storyboard: a set of illustrations arranged in sequence to follow a story.	LIN, DIG, CUL, SOC, LTL, AUT
Use creativity independently, applying artistic knowledge.	Develops artistic autonomy and creativity. Lays the foundations for understanding the creative process.	LIN, CUL, LTL, AUT LIN, CUL, LTL, AUT
Practise and express the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, SOC, LTL, AUT

CONCEPTS	PROCEDURES	ATTITUDES
Figures and proportions in cave art (Prehistory).	Explore and examine different silhouettes and figures in cave art.	Notice the symbolism and abstraction that characterise prehistoric art, which had ritual or mythical/religious purposes, unlike modern art, which focuses on aesthetics.
Study and analysis of figures and proportion in cave art from <i>La cueva de los caballos de Valltorta</i> .	Read and understand a text to learn about Prehistory, its people and their forms of artistic expression (cave art). Study and analyse an artwork: - Describe what the reference artwork shows and the way of life depicted. - Identify human and animal figures. - Identify and talk about the movement shown by the figures in the artwork.	Curiosity about learning how people lived in prehistoric times. Respect for cave and prehistoric art in general as part of our cultural heritage; interest in preserving them and handing them down to future generations.
Proportion, measurements and movement.	Study two human forms in proportion. Describe what they show. Measure the different parts of the body and use them as measurements to draw a sketch of another human form. Study and analyse human forms in motion. Complete drawings with lines representing bones, muscles and joints. Draw a human form in motion.	Interest in learning about how human beings are depicted in art and how this has evolved.
Silhouettes of human forms.	Read and understand a text to learn what a silhouette is. Create a double human silhouette showing movement: - Draw a body in motion on black card. - Cut out the outline of the figure. - Glue the silhouette on one half of a sheet of paper in another colour. - Glue what is left of the card after cutting out the figure on the other half of the sheet.	Interest in creating an animated silhouette and enjoying the creative process.
Cave painting simulating modern	Read and understand an explanatory text.	Spontaneous use of the elements and possibilities of artistic

<p>life.</p>	<ul style="list-style-type: none"> - Crumple up a sheet of paper and then carefully straighten it out. - Paint the paper using brown, red, orange and yellow colours to simulate a rocky texture. - Sprinkle salt on the damp paper and let it dry. - Paint figures in motion using black tempera. - Add details to the figures and activities depicted. - Tear the edges to create an aged effect. 	<p>languages, giving free rein to the imagination. Explore and use a range of materials and tools to discover their properties and possibilities for use in self-expression, communication and leisure.</p>
<p>Technology in art. Animated short film.</p>	<p>Read and understand a text about how to make an animated short.</p> <ul style="list-style-type: none"> - Think of an idea or plot. - Create the characters. - Write the script. - Make a storyboard. 	<p>Interest in using technology to produce artistic creations. Curiosity about learning how to make an animated short and storyboard.</p>
<p>Artistic autonomy and creativity (end-of-project project).</p> <p>Talk about art.</p> <p>Group work.</p>	<p>Make a painting simulating cave art.</p> <p>Look at pictures and match them with the correct vocabulary word to practise the language learnt (<i>Picture dictionary</i>).</p> <p>Express an opinion and evaluate their artwork and that of others (<i>Talk about art</i>) based on a set of questions.</p> <p>Group work: an activity to interact with pupils' artwork, creating a sequence and telling a story with the paintings made.</p>	<p>Perseverance, focus and discipline when working independently, enhancing personal skills and self-awareness. Express oneself and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials. Listen to and respect the opinions of others. Show respect and concern for different forms of artistic expression.</p> <p>Value the importance of group work and a participatory culture.</p>

LINGUISTIC CONTENT

Language focus

Cave art, Prehistoric people.

Figures, proportion.

Silhouette.

Key structures

Was, were.

Regular past tense verbs: cooked, hunted, lived, painted, etc.

Irregular past tense verbs: ran, told, went, etc.

VALUES

Appreciate the artwork and our cultural heritage; show an interest in studying and responding to the art.

Reflect on the importance of preserving and protecting our archaeological heritage and handing it down to future generations.

Show curiosity and interest in depicting the human form and learning about proportion and measurements.

Participate eagerly in classroom activities and learn by doing.

Be familiar with and use information and communication technology as a tool; utilise it properly.

METHODOLOGY

In this project, pupils will learn about the proportions of the human form by studying and analysing an original artwork. The aim is to guide the learning process through experiences and activities which encourage investigation and hands-on use of elements to integrate what has been learnt. Ask pupils to actively and thoroughly observe the human form before beginning to draw it. Observation and perception are the foundations of art. Use a wooden doll to help pupils analyse movement; ask pupils to hold positions in motion and observe one another.

Pupils will investigate to learn what a silhouette is and how to create one. They will work independently to create and simulate a cave painting with human forms in motion and activities from modern life, using and understanding the use of tempera paint and reproducing a rocky texture, enabling them to experiment with and discover a range of arts and crafts materials and tools. Allow pupils to be creative when making their storyboards; their ideas should be respected and valued. Have them work freely and independently in order to experiment, make mistakes and evolve.

The final project for each project will encourage pupils to select and use materials and methods in their artistic creations, as well as to plan the processes involved – preparation, doing the work and presenting the final result.

GROUP WORK

Encourage pupils to talk about their arts and crafts creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Help pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives children numerous opportunities to interact, involving a combination of give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Mathematics: proportion, measurements.

Social Science: Prehistoric art and animals. Archaeology.

Technology in art.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Identify the colour of the figures in the artwork in the project: *La cueva de los caballos de Valltorta*, Tirig.

**Reflect on and explain why cave paintings have survived for so long.

***Express an opinion on why people made cave paintings.

****Think about and state what can be deduced about prehistoric people from their forms of artistic expression.

Fast finishers

Draw and colour the area around the human forms made in the project, reviewing and representing planes: background, middle ground and foreground.

Draw human forms in motion on a sheet of A5 paper.

Make a short comic communicating a message on a sheet of A5 paper.

Language reinforcement

Describe a cave painting.

Describe a human form: *bones, joints, muscles*.

Write sentences using the past tense *was/were*.



ByME

Arts & Crafts Projects 4

Blue pack

SYLLABUS

Area: Arts & Crafts (English)

Stage: Primary Education

Year Four

Swirling Stars

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe a skyscape. Show movement. Talk about the past using the appropriate verb forms. Communicate the feelings evoked by an artwork. Talk about their own and their classmates' artwork.

Competence in mathematics, science and technology (MST): Learn about lines and shapes. Learn about astronomy, the Universe and the use of the Hubble Space Telescope. Learn about meteoroids, comets and meteors.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise vocabulary. Use the course's digital resources. Find and use information on the artist Vincent van Gogh and Post-Impressionism. Use internet resources to practise content from the project (*Van Gogh at night*) (*The Hubble Telescope*). Learn about using technology and different techniques to create and view animated films.

Competence in social awareness and citizenship (SOC): Practise collaborative skills in pair and group activities; take on responsibility and cooperate.

Competence in artistic and cultural awareness (CUL): Learn different ways to express movement in art using lines, colours and shapes. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work, such as *The Starry Night* by the Post-Impressionist painter Vincent van Gogh. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination, such as chalk pastels on a black background. Learn different techniques for using and blending colour, and creating the illusion of movement. Learn about different types of animated films.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and personal reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Create the illusion of movement with some stars. Create a sky artwork of the Universe using chalk pastels on a black background. Create a picture of the night sky inspired by the artist Vincent van Gogh. Show initiative in producing colours and making artistic creations in general. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Depict movement using lines, shapes and colours.	Creates movement in an artwork using lines, shapes and colours.	LIN, MST, CUL, AUT, LTL
Identify and classify different types of lines.	Knows about the Earth's revolution around the Sun; describe an elliptical orbit.	LIN, MST, AUT, LTL
Express an opinion about an artwork.	Identifies movement in the reference artwork: <i>The Starry Night</i> by Vincent van Gogh. Learns about Post-Impressionism and some of its artists and relevant artworks. Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity. Studies artworks that form part of our cultural heritage; reflects on them and expresses an opinion about them.	LIN, MST, CUL, SOC, AUT, LTL LIN, CUL, AUT, LTL LIN, CUL, LTL, AUT
Show the movement of a star using the template.	Recognises different ways of creating movement in art using lines, shapes and colours.	LIN, MST, CUL, LTL, AUT
Transform a drawing of a 2D star into a shooting star or star in motion.	Identifies a shooting star as a light phenomenon that occurs when a meteoroid (later a meteorite) enters our atmosphere.	LIN, MST, CUL, LTL, AUT
Use different colour techniques to create a landscape made up of different images of the Universe.	Distinguishes between different techniques used for blending colour and creating the illusion of movement, such as: small brushstrokes, and long brushstrokes, blending two or three colours.	LIN, CUL, LTL, AUT
Make a plasticine night skyscape inspired by the work of Van Gogh. Recognise Post-Impressionist and Impressionist	Represents movement and expresses emotion in a picture using lines, shapes and colours in an individual way.	LIN, MST, CUL, LTL, AUT



works and some of their artists, as well as their techniques.	Recognises artwork by Van Gogh.	LIN, CUL, LTL, AUT
Be creative and apply artistic knowledge in an independent way.	Develops artistic autonomy and creativity. Lays the foundations for understanding the creative process.	LIN, CUL, LTL, AUT LIN, CUL, LTL, AUT
Learn different animation techniques for making animated films. Make a short animated film.	Knows about animated cinema and different types of films: illustration animation, stop-motion animation and computer animation. Makes a short animated film.	LIN, DIG, CUL, SOC, LTL, AUT
Practise and communicate the content learnt in the project; demonstrate comprehension. Evaluate and give opinions about their artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, SOC, LTL, AUT

CONTENTS	PROCEDURES	ATTITUDES
Movement in art.	Study, identify and classify different types of lines in art that express movement.	Interest in learning about movement as a form of expression and emotion in art.
Study and analysis of colour and contrast in the reference artwork: <i>The Starry Night</i> by Vincent van Gogh.	Describe the reference artwork for the project. Learn and practise new vocabulary. Read and understand a text to learn about skylines in painting, and the use of line and colour to express movement in the reference artwork by Van Gogh: <i>The Starry Night</i> . Study and analyse an artwork: - Identify and locate different lines that express rapid swirling movement: swirls, spirals, curves, waves, etc. - Identify and recognise colour and light used for expressive purposes. - Identify and name all the celestial bodies visible in the artwork.	Curiosity and interest in art. Receptive and positive attitude towards art and expressing emotions and feelings. Interest in enjoying an artwork and seeing the magic and mystery it evokes.
Illusion of movement. Shooting stars.	Study and describe the movement of groups of stars. See how relative size and overlap are used to produce the illusion of movement. Cut out stars from the template and use several of them in a composition to create the illusion of movement. Learn techniques to create movement for stars (coloured lines, light and colour on each of these lines, etc). Contextualise the concepts learnt by making a	Interest in learning how movement is captured by receptors in the retina, which receive and transmit information to the brain.

	<p>picture of shooting stars or stars in motion.</p>	
<p>Techniques for blending colour.</p>	<p>Learn about the Universe by reading and understanding a text based on use of a telescope.</p> <p>Learn different techniques for using colour to create the illusion of movement: blending two or three colours; small brushstrokes; and long brushstrokes.</p> <p>Produce a picture of the Universe using the techniques learnt.</p> <p>Hold an exhibition of all the pictures.</p>	<p>Interest in observing the connection between colour and movement, and creating a skyscape made up of images of the Universe.</p>
<p>Night skyscape inspired by the work of Vincent van Gogh.</p>	<p>Express feelings through making a night skyscape inspired by the artist Vincent van Gogh:</p> <ul style="list-style-type: none"> - Spread a layer of blue plasticine on a paper plate to create the effect of the sky. - Add white plasticine lines to show movement. - Add more brightly coloured plasticine and blend them together. - Mix green, yellow, white and blue plasticine to add a small area of land at the bottom of the paper plate. - Use a toothpick to make lines in the plasticine, creating the effect of movement and simulating Van Gogh's brushstrokes. - Add a border around the edge of the plate. 	<p>Interest in learning about and appreciating the work of Van Gogh.</p> <p>Use possible artistic language and features spontaneously, giving free rein to the imagination.</p> <p>Explore and use a range of materials and tools; discover their properties and possibilities for use in self-expression and communication.</p>
<p>Technology in art: animated film.</p>	<p>Study, describe and identify different animated films.</p>	<p>Interest in using technology to produce artistic creations: computers, video cameras, etc.</p>



	<p>Read and understand a text about different types of animated films.</p> <p>Make an animated short using one of the animation techniques seen in the project.</p>	<p>Curiosity about researching animated film.</p>
<p>Talk about art. Integrate the content learnt, opinions and evaluations.</p>	<p>Identify and write the key vocabulary for the project: <i>skyscape, spirals, swirls, movement, bright, stars</i>.</p> <p>Talk about the artwork created in the project (night skyscape), based on a set of questions.</p> <p>Evaluate and give opinions about their own artwork and that of others.</p> <p>Reflect on the meaning and aims of an artwork.</p>	<p>Internalise and contextualise the language learnt in the project.</p> <p>Use codes and basic forms of the artistic language learnt, as well as the techniques and materials, to express themselves and communicate.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p> <p>Learn to integrate what has been learnt in Arts and Crafts class with previous knowledge; share information and ideas with classmates; learn to give an opinion and exercise personal judgement and discernment.</p>

LINGUISTIC CONTENT

Language focus

Blend, brushstrokes, curves, movement, skyscape, spirals, swirls, waves.
Celestial bodies, galaxies, Hubble Space Telescope, nebulae, planets,
shooting stars, stars.

Key structures

Make (me) feel (excited).
Looks like.
Past simple regular and irregular forms.

VALUES

Learn to express emotions by observing artwork using the senses.
Appreciate the artwork and cultural heritage; show an interest in studying
and responding to art.
Develop artistic sensibility.
Show an interest in the creative process.
Learn to use school materials and facilities responsibly and with care.

METHODOLOGY

In this project, pupils will learn about movement and, from studying and
analysing the reference artwork, how it can be expressed in art using
lines, colours and shapes. The aim is to guide the learning process through
personal experience and activities that encourage exploration and hands-
on use of elements to integrate what has been learnt. This will develop
pupils' artistic sensibility, as well as and their assessment and observation
skills. Encourage them to look at various Impressionist and Post-
Impressionist artworks and express their feelings.

They will also learn to take an interest in science and scientific methods,
asking scientific questions and answering them through observation and
experimentation. Show them a video or explain what a shooting star is
and how dust and ice enter our atmosphere. Curiosity and motivation are
key in piquing their interest and fomenting any subsequent learning.

Pupils can discover the Universe through images they find through
internet research or in reference books, as well as learning through an
active teaching methodology linked to discovery-based learning, in which
curious and motivated pupils explore knowledge while enjoying their
artistic creations and learning art techniques.

Pupils will work independently to create their night skyscape. This will
encourage them to have confidence in their own artistic works, enjoy
making them and appreciate how they contribute to their own personal
enjoyment and wellbeing. The classroom becomes a place for freedom of
expression in response to the sensory stimuli in the artwork.

The final project for each project will encourage pupils to select and use
materials and methods in their artistic creations, as well as to plan the
processes involved – preparation, doing the work and presenting the final
result.

Prepare all the materials and resources needed to create an animated
short. Advise and assist the pupils in the effective and efficient usage of
technological tools and computer devices. ICT helps pupils develop new
skills and be more creative.

GROUP WORK

Encourage pupils to talk about their arts and crafts' creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to use new technologies when collaborating on research activities. Allow pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives pupils multiple opportunities to interact with continuous give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Mathematics: lines and shapes.

Natural Science: astronomy - the study of celestial bodies in the Universe; Earth's orbit, rotation and their effects; the lunar phases and the Moon's orbit; what happens with 'shooting stars' (meteoroid, meteor, comet); the Universe and the Hubble Space Telescope; the Solar System.

Technology in art: animated film.

MIXED-ABILITY ACTIVITIES

Levelled questions:

*Talk about Van Gogh's inspiration for his artwork.

**Study the reference artwork for the project (*The Starry Night* by Vincent van Gogh) and indicate what colours the artist uses to show that the stars are shining.

***Express feelings evoked by the reference artwork.

****Reflect on and express opinions about the reference artwork; indicate whether it is a realistic or imaginary scene.

Fast finishers

Draw more shooting stars or stars in motion from the *Explore* lesson on a sheet of A5 paper.

Experiment with the materials from the *Discover* lesson on a sheet of A5 paper.

Create a day skyscape similar to the night skyscape in the *Create* lesson.

Language reinforcement

Write a short letter describing their favourite painting that shows a skyscape.

Choose a work by Vincent van Gogh and describe the feelings it evokes using the structure: *Makes (me) feel (...)*

Write and describe vocabulary on astronomy and the Universe: *celestial bodies, galaxies, nebulae, planets, shooting stars, stars, orbit, rotation, meteor, meteoroid, comets, Earth, satellites, Moon, etc.*

Sea Colours

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe a glass sculpture. Describe colours and how they are mixed to obtain other colours. Identify and describe colours and the result of mixing them. Talk about different bodies of water and their characteristics. Communicate the feelings evoked by an artwork. Talk about their own and their classmates' artwork.

Competence in mathematics, science and technology (MST): Learn about the sea and other bodies of water. Learn which seas and oceans surround the Iberian Peninsula. Learn about water, the water cycle and water as an element of life on Earth.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise vocabulary. Use the course's digital resources. Find and use information on artists such as Dale Chihuly. Use internet resources to practise content from the project (*Dale Chihuly*) (*Explore colours*). Learn to create compositions/documents with text and images using technology.

Competence in social awareness and citizenship (SOC): Practise collaborative skills in pair and group activities; take on responsibility and cooperate. Reflect on looking after seas and other bodies of water; recognise the importance of water for life on Earth.

Competence in artistic and cultural awareness (CUL): Learn about primary colours (cyan, magenta and yellow) and how they are mixed to produce secondary colours (red, green and violet-blue). Understand and critically evaluate different forms of cultural and artistic expression; begin to learn about artists and their work, such as Dale Chihuly and his glass sculptures *Bridge of Glass*. Learn to use different materials creatively to express ideas and experiences; develop the imagination, such as decoupage on glass to make artisanal crafts. Learn to use watercolours and combine colours.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and personal reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Produce an underwater scene using various techniques to mix and produce colours. Decorate glass using the decoupage technique. Show initiative in producing colours and making artistic creations in general. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Differentiate and name primary and secondary colours.</p> <p>Use different techniques to mix primary colours and produce secondary colours.</p> <p>Express an opinion about an artwork.</p>	<p>Understands concepts and ideas about colour in art: primary and secondary colours.</p> <p>Mixes primary colours to produce secondary colours.</p> <p>Knows the seas and oceans, and what colour they can be.</p> <p>Identifies colours and forms in a glass sculpture by Dale Chihuly (<i>Bridge of Glass</i>).</p> <p>Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.</p> <p>Studies artworks that form part of our cultural heritage; reflects on them and expresses an opinion about them.</p>	<p>LIN, CUL, AUT, LTL</p> <p>LIN, MST, CUL, AUT, LTL</p> <p>LIN, MST, CUL, AUT, LTL</p> <p>LIN, CUL, AUT, LTL</p> <p>LIN, CUL, SOC, LTL, AUT</p>
<p>Identify, name and write primary and secondary colours.</p> <p>Produce secondary colours from primary colours.</p> <p>Create a composition: a felt-tip underwater scene.</p>	<p>Recognises and uses primary colours.</p> <p>Mixes primary colours to produce secondary colours.</p> <p>Understands the concept of secondary colours and can identify them.</p> <p>Identifies different techniques for creating colours and effects, such as mixing felt tips with water to create an underwater scene.</p> <p>Identifies the characteristics of water and its importance for life on Earth.</p>	<p>LIN, CUL, LTL, AUT</p> <p>LIN, MST, SOC, LTL, AUT</p>
<p>Create an underwater composition using different watercolour techniques.</p> <p>Understand the water cycle and its importance.</p>	<p>Uses different techniques for painting with watercolours and mixing colours.</p> <p>Understands the importance of water and the water cycle; reflects on the importance of not wasting or polluting water.</p>	<p>LIN, CUL, LTL, AUT</p> <p>LIN, MST, SOC, LTL, AUT</p>
<p>Decorate a glass jar using the decoupage technique.</p>	<p>Understands the decoupage technique.</p>	<p>LIN, CUL, LTL, AUT</p>



<p>Use creativity independently; apply artistic knowledge.</p>	<p>Uses different materials, colours, lines and shapes to create a personalised artwork. Develops artistic autonomy and creativity. Lays the foundations for understanding the creative process.</p>	<p>LIN, CUL, LTL, AUT</p>
<p>Use technology appropriately. Create a composition/leaflet with text and images about publicising an exhibition.</p>	<p>Develops basic computer competencies and practises arts and crafts' skills online. Works with digital images; copies and pastes them to create a composition that expresses an idea.</p>	<p>LIN, DIG, CUL, LTL, AUT</p>
<p>Practise and communicate the content learnt in the project; demonstrate comprehension. Evaluate and give opinions about their artwork and that of others.</p>	<p>Contextualises what has been learnt in the project (<i>Talk about art</i>).</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p>

CONTENTS	PROCEDURES	ATTITUDES
Colours in art and the sea.	Recognise and mix primary colours to produce secondary colours. The sea as a source of inspiration for colour.	Interest in learning about colour and its artistic possibilities.
Study and analysis of colour in the reference artwork: the glass ceiling <i>Bridge of Glass</i> by Dale Chihuly	Describe the reference artwork for the project. Learn and practise new vocabulary. Read and understand a text to learn about colour in an artwork: a glass ceiling representing an underwater world filled with colour. Study and analyse an artwork: <ul style="list-style-type: none"> - Identify and describe colours. - Identify aquatic living things. 	Interest in art. Receptive and positive attitude towards art and expressing emotions and feelings.
Colours.	Complete activities to learn about colour and producing secondary colours from primary colours (cyan, magenta and yellow). <ul style="list-style-type: none"> - Identify primary colours on a colour wheel. - Identify primary and secondary colours on a colour wheel and produce more colours. Mix colours using felt tips and water to create an underwater scene: <ul style="list-style-type: none"> - Draw an underwater scene using one continuous black line. - Add small strokes of colour using various felt tips. - With a wet paintbrush, add water to the picture using a circular motion. - Add water to the different living things. 	Interest in learning to mix colours to produce new ones; being able to use colour in artistic creations. Interest in about learning about marine life.
Watercolours.	Read and understand a text to learn about	Interest in painting with watercolours and learning techniques to

	<p>watercolour techniques and how to mix colours:</p> <ul style="list-style-type: none"> - Draw organic shapes that simulate marine elements using coloured pencils or oil pastels. Add a variety of designs and patterns. - Use a paintbrush to add water to the shapes. - Add drops of watercolour to the shapes and watch what happens. - Sprinkle salt on the paintings and let it dry. - Remove any excess salt with a brush. - Cut out each of the shapes. - Glue all of the cut-out shapes on a sheet of paper simulating the sea. 	<p>produce different effects in artistic creations.</p>
<p>Sea creatures and elements.</p>	<p>Read and understand a text about how artists make artisanal crafts using coloured glass. Decorate a glass jar, inspired by the artist Dale Chihuly:</p> <ul style="list-style-type: none"> - Cut or tear strips of blue tissue paper. - Glue the paper to a glass jar. - Make marine creatures using different coloured tissue paper. - Glue them to the glass jar. - Add a thin layer of glue mixture all around their jar to add a finishing coat. 	<p>Use possible artistic language spontaneously, giving free rein to the imagination. Explore and use a range of materials and tools; discover their properties and possibilities for use in self-expression and communication.</p>
<p>Technology in art: organise an art show and create a leaflet to publicise it.</p>	<p>Read and understand a text about how artists put on exhibitions and use galleries and museums to present their works of art. Create a document, a sort of information leaflet to publicise a show or exhibition of student art:</p>	<p>Interest in using technology to produce artistic creations. Be aware of the importance of analysing and interpreting the information obtained, comparing and evaluating the content found in the media based on its validity and reliability.</p>

	<ul style="list-style-type: none"> - Use the internet to find images of art that communicate the idea of the exhibition. - Paste the images in a document and edit them. - Add digital photos. - Write a text including the information to be communicated; practise editing the text: size, font, colour, etc. - Print the leaflet and distribute it to family and friends. - Hold the art exhibition or show. 	
<p>Talk about art. Integrate the content learnt, opinions and evaluations.</p>	<p>Write full sentences using the key vocabulary from the project: <i>glass sculpture, watercolours, mix, primary, underwater, secondary</i>.</p> <p>Talk about the artwork created in the project (glass jar decorated using the decoupage technique), based on a set of questions.</p> <p>Evaluate and give opinions about their own artwork and that of others.</p> <p>Reflect on the meaning and aims of an artwork.</p>	<p>Internalise and contextualise the language learnt in the project.</p> <p>Use codes and basic forms of the artistic language learnt, as well as the techniques and materials, to express themselves and communicate.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p> <p>Learn to integrate what has been learnt in Arts and Crafts class with previous knowledge; share information and ideas with classmates; learn to give an opinion and exercise personal judgement and discernment.</p>

LINGUISTIC CONTENT

Language focus

Glass sculpture, ceiling, underwater.

Mix, primary colours, range, secondary colours.

Cyan, green, magenta, red, violet-blue, yellow.

Key structures

Be, feel, look like.

Past simple regular and irregular forms.

VALUES

Learn to express emotions by observing works of art using the senses.

Appreciate the artwork and cultural heritage; show an interest in studying and responding to art.

Show interest in using and mixing colours in creations.

Enjoy making connections between art and other curricular content.

Make an effort to present activities well and to use school materials and facilities with care.

Be aware of the risks associated with the use of technology and online resources, and how to avoid them. This involves identifying appropriate behaviour in digital environments to protect their own information and that of others, as well as knowing about the addictive aspects of technology.

METHODOLOGY

In this project, pupils will learn about colour and its creative possibilities in art by studying and analysing the reference artwork. The aim is to guide the learning process through personal experience and activities that encourage exploration and hands-on use of elements to integrate what has been learnt. This will develop pupils' artistic sensibility, as well as their assessment and observation skills.

They will also learn and think about other content from the curriculum, such as seas and oceans and other bodies of water (lakes, rivers, pond, waterfalls, etc.). If possible, take pupils to a natural location. Pupils will naturally develop observational, research, reflectional and analytical skills. Nature offers interesting spaces for cognitive and emotional development, as well as a significant amount of stimuli. Contact with nature allows pupils to find themselves in an open space, with the sensation of freedom, observing the processes that occur. This is crucial for the development of their motor skills, as well as stimulating their neurons, emotions and learning. It is an essential experience.

Pupils will investigate mixing primary colours to produce secondary colours through exploring a range of materials and techniques to learn about their properties and possibilities for use in self-expression and communication.

Pupils will explore using watercolours and trying out different techniques. Watercolours are a more complex to use, so instruct pupils to be careful because it is difficult to correct mistakes. The colours are very bright and

striking. They are very useful for depicting liquids and transparency. They offer a lot of brightness and are easy to mix.

Pupils will work independently to decorate a glass jar in different materials and colours using the decoupage technique. This ensures that pupils learn in an independent and all-encompassing way by boosting their confidence in their artistic creations and their enjoyment of making them, as well as appreciating their contribution their own personal wellbeing. The classroom becomes a place for freedom of expression in response to the sensory stimuli.

The final project for each project will encourage pupils to select and use materials and methods in their artistic creations, as well as to plan the processes involved – preparation, doing the work and presenting the final result.

GROUP WORK

Encourage pupils to talk about their arts and crafts' creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to use new technologies when collaborating on research activities. Allow pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives pupils multiple opportunities to interact with continuous give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Natural Science: the sea and other bodies of water.

Social Science: reflecting on being mindful of water usage and its importance for life; the water cycle.

Technology in art: compositions/leaflets that contain images and text.

MIXED-ABILITY ACTIVITIES

Levelled questions:

*Talk about the artist Dale Chihuly's inspiration for his glass sculptures.

**Study and say what types of forms the sculptures contain: geometric or organic.

***Express feelings evoked by the reference artwork for the project.

****Indicate whether they like swimming in the sea or not, giving reasons for the answers.

Fast finishers

Mix more colours on a piece of paper, as in the *Explore* lesson.

Practise and experiment with mixing colours using watercolours.

Finish decorating the glass jar used in the *Create* lesson with pieces of coloured paper on the rim.

Language reinforcement

Write sentences using homophones (words that sound the same in English, but that are written differently): *blew/blue, ate/eight, red/read, four/for, I/eye*, etc.

Produce a small leaflet describing the characteristics of a body of water of the pupil's choice: *stream, river, lake, ice cap, groundwater*, etc.

Revise colours: *cyan, magenta, yellow, orange, green, violet-blue, black, white*.

Ancient Patterns

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe patterns in a mosaic. Describe geometric shapes, lines and colours. Use the passive voice. Talk in the past tense. Talk about their own and their classmates' artwork.

Competence in mathematics, science and technology (MST): Learn about patterns and sequences in mathematics. Learn about the design of an arch. Learn about geometry: geometric shapes; measurement systems; copying, removing and adding segments.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise vocabulary. Use the course's digital resources. Find and use information about Roman culture, its influence, and cultural and artistic legacy in Spain, specifically in the Carmona town hall courtyard. Use internet resources to practise and expand on content from the project (*Roman mosaics in Spain*).

Competence in social awareness and citizenship (SOC): Learn about the history of Rome and Greece, the Romanisation of the Iberian Peninsula and its cultural legacy. Recognise Roman archaeological remains found in Spain. Practise collaborative skills in pair and group activities; take on responsibility and cooperate.

Competence in artistic and cultural awareness (CUL): Learn about the Romanisation of Hispania - the process through which Roman culture was established on the Iberian Peninsula, through settlements and colonies during the period of Roman control. Learn about Roman and Greek mythology. Learn about Roman mosaics and their repeated patterns and designs. Learn about the importance and use of arches and their repetition in Roman structures. Recognise important works from the period of the Romanisation of the Iberian Peninsula, and what these tell us about life and culture during this time. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and personal reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Make patterns using different lines, shapes and colours. Draw a Roman bridge with repeated arches. Show initiative in making artistic creations in general. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Identify geometric patterns in a Roman mosaic.</p> <p>Recognise a Roman mosaic.</p> <p>Identify archaeological remains or architectural ruins from the Iberian Peninsula.</p> <p>Express an opinion about an artwork.</p>	<p>Understands the concept of patterns in art as the repetition of an ornamental design containing either geometric or non-geometric shapes that are repeated periodically, creating rhythm and movement in a composition.</p> <p>Learns about Roman art, culture and mosaics.</p> <p>Reflects on the importance of archaeology and the study of architectural remains for learning about our past.</p> <p>Analyses patterns in a Roman mosaic from Carmona town hall courtyard in Spain.</p> <p>Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.</p> <p>Studies artworks that form part of our cultural heritage; reflects on them and expresses an opinion about them.</p>	<p>LIN, MST, CUL, AUT, LTL</p> <p>LIN, CUL, AUT, LTL</p> <p>LIN, CUL, AUT, LTL</p> <p>LIN, CUL, AUT, LTL</p> <p>LIN, CUL, AUT, LTL</p>
<p>Complete a pattern in a Roman design with lines, shapes and colours.</p> <p>Recognise pelta shapes.</p> <p>Draw the semi-circle part of a pelta inside a square using a compass.</p> <p>Recognise a Roman fret containing geometric designs.</p>	<p>Uses patterns make creative designs in a grid.</p> <p>Knows the meaning of the word <i>pelta</i> (ancient shield in the shape of a half-moon) and how these shapes were interconnected to create heart shapes.</p> <p>Uses a compass to make angles within a square.</p> <p>Recognises common geometric shapes used in Roman frets; uses a ruler.</p>	<p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, MST, LTL, AUT</p> <p>LIN, MST, CUL, SOC, LTL, AUT</p>

<p>Draw a bridge using repeated arches; contextualise what has been learnt about Roman arches.</p> <p>Be able to draw an arch with different radii using a compass.</p> <p>Identify Roman structures.</p>	<p>Understands the function of arches in Roman architecture and their repetition to distribute the weight of bridges and other structures.</p> <p>Identifies the arch as a building component with a curved or polygonal shape that spans an open space between two columns or walls, distributing all the weight to the supports by means of an outward force known as thrust.</p> <p>Recognises the parts in a picture of an arch: keystone, voussoirs, buttress, etc.</p> <p>Recognises Roman structures from the Iberian Peninsula.</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p> <p>LIN, MST, CUL, SOC, LTL, AUT</p> <p>LIN, CUL, SOC, LTL, AUT</p>
<p>Design geometric patterns for a mosaic frame using different materials.</p> <p>Use creativity independently; apply artistic knowledge.</p>	<p>Create designs using repeated geometric patterns, inspired by the designs on Roman structures.</p> <p>Develops artistic autonomy and creativity.</p> <p>Lays the foundations for understanding the creative process.</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p> <p>LIN, CUL, LTL, AUT</p> <p>LIN, CUL, LTL, AUT</p> <p>LIN, CUL, LTL, AUT</p>
<p>Measure, copy, add and subtract segments using a ruler and set squares.</p>	<p>Uses different tools for measuring segments: lines, geometric shapes and angles.</p> <p>Makes basic 2D geometric designs and carries out basic operations with segments.</p> <p>Uses a compass adequately; begins drawing parallel and perpendicular lines using set squares, and carries out basic operations with angles.</p> <p>Recognises what a ruler and set squares are and how to use them.</p>	<p>LIN, MST, LTL, AUT</p>
<p>Practise and communicate the content learnt in the project; demonstrate comprehension.</p> <p>Evaluate and give opinions about their artwork and that of others.</p>	<p>Contextualises what has been learnt in the project (<i>Talk about art</i>).</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p>

CONTENTS	PROCEDURES	ATTITUDES
Designs and patterns in Antiquity; Roman mosaics.	Explore and identify different patterns or elements which are periodically repeated in a predictable manner in an artistic design.	Interest in learning about Roman mosaics.
Study and analysis of patterns in the reference artwork: a Roman mosaic.	<p>Read and understand a text about the Greeks and Romans and their major cultural legacies on the Iberian Peninsula.</p> <p>Learn about Roman mosaics, how they are created from tesserae – small pieces of pottery, rocks or glass – and how they depict scenes from everyday life, mythology and history.</p> <p>Study and describe a Roman mosaic and identify different geometric patterns.</p> <p>Infer and explain aspects of Roman culture and life from studying a mosaic.</p>	<p>Curiosity and interest in art.</p> <p>Reflection on archaeological remains as things that allow us to understand and study the past.</p>
Patterns in mosaics.	<p>Study a Roman mosaic and how a pelta pattern is repeated.</p> <p>Complete the pattern in a grid using a compass; interconnect pelta shapes to create other shapes.</p> <p>Complete geometric patterns commonly found in Roman mosaics.</p>	Interest in studying and continuing the repetition of a pattern or design.
The arch as a building component.	<p>Read and understand a text to learn about the use and repetition of arches in Roman architecture.</p> <p>Study and analyse Roman bridges.</p> <p>Follow instructions for making a Roman arch:</p> <ul style="list-style-type: none"> - Draw a circle with a compass; draw vertical lines down both sides. 	<p>Interest in learning the importance of key architectural elements for the construction of major architectural works.</p> <p>Interest in learning about the history of Rome, the Romanisation of the Iberian Peninsula and its artistic legacy.</p>

	<ul style="list-style-type: none"> - Erase the bottom of the circle. - Draw a smaller arch inside the previous arch. - Draw the keystone. - Draw voussoirs on either side of the keystone. 	
Mosaic frame with a geometric pattern design.	<p>Read and understand a text about using geometric patterns in Roman fret designs and ornamentation.</p> <p>Follow instructions for making a frame:</p> <ul style="list-style-type: none"> - Cut a square cardboard base into the shape of a frame. - Draw geometric patterns on the frame. - Draw, colour and cut out small tesserae to make the mosaic. Glue them in the appropriate places. - Add small coloured beads, pulses, foam, etc. to decorate the frame. - Explore working with materials to discover their expressive qualities. 	<p>Interest in learning about and appreciating Roman decoration and designs.</p> <p>Use possible artistic language spontaneously, giving free rein to the imagination.</p> <p>Explore and use a range of materials and tools; discover their properties and possibilities for use in self-expression and communication.</p>
Geometry in art: measurement tools in mathematics.	<p>Read and understand a text about Greek and Roman measurement tools for drawing straight lines, angles and geometric shapes.</p> <p>Use measurement tools: geometry sets (set squares and centimetre ruler, compasses, protractor), etc.</p> <p>Draw a succession of 90°, 45°, 30°, 30°, 60° angles to create and complete drawings and geometric designs.</p>	<p>Interest in learning to use measuring tools to make geometric designs.</p>
Talk about art. Integrate the content learnt, opinions and	<p>Write full sentences using the key vocabulary for the project: <i>mosaic, tesserae, repetition, arch,</i></p>	<p>Internalise and contextualise the language learnt in the project.</p>



<p>evaluations.</p>	<p><i>aqueduct, bridge.</i></p> <p>Talk about the artwork created in the project (mosaic frame with geometric patterns and designs), based on a set of questions.</p> <p>Evaluate and give opinions about their own artwork and that of others.</p> <p>Reflect on the meaning and aims of an artwork.</p>	<p>Use codes and basic forms of the artistic language learnt, as well as the techniques and materials, to express themselves and communicate.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p> <p>Learn to integrate what has been learnt in Arts and Crafts class with previous knowledge; share information and ideas with classmates; learn to give an opinion and exercise personal judgement and discernment.</p>
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LINGUISTIC CONTENT

Language focus

Geometric patterns, mosaic, repetition, tesserae.

Daily life, Greeks, history, mythology, Romans, shield.

Key structures

Passive voice: They were used/built/made...

Past simple regular and irregular forms.

VALUES

Appreciate the artwork and cultural heritage; show an interest in studying and responding to art.

Show an interest in history; appreciate the world's different cultures and their contributions in order to help us gain an understanding of human evolution.

Reflect on the importance of preserving and protecting our archaeological and architectural heritage.

Value and respect the rules of listening needed for communication in group work.

Enjoy making connections between the arts and content in other areas, such as mathematics and its use in art and architecture.

Make an effort to present activities well and to use school materials and facilities with care.

METHODOLOGY

In this project, pupils will learn about Roman culture and art, its legacy and its cultural heritage through the reference artwork. The aim is to guide the learning process through personal experience and activities that encourage exploration and hands-on use of elements to integrate what has been learnt. This will develop pupils' artistic sensibility, as well as and their assessment and observation skills. Have the pupils learn key architectural concepts and look at as many Roman artworks as possible.

Pupils will explore geometric shapes in order to learn to create designs through repeating patterns, inspired by the decorations and motifs used by the Romans. They will also learn to use a compass to draw arches and learn how the Romans made their huge architectural structures.

Let the pupils see and use standard measurement tools – compasses, rulers, set squares – so they can get used to them. Pupils will work independently to create their designs using their artistic knowledge and measurement tools. Through their drawings they will learn basic mathematical and geometrical concepts – the branch of mathematics that studies the properties of geometric figures on a plane – by relating the number of practical applications for them in many different life disciplines.

GROUP WORK

Encourage pupils to talk about their arts and crafts' creations in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to use new technologies when

collaborating on research activities. Allow pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives pupils multiple opportunities to interact with continuous give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Mathematics: geometry: geometric shapes, systems of measurement, copying, removing and adding segments; sequences and repetition.
Social Science: Roman and Greek history, culture and their historical legacy; the Romanisation of the Iberian Peninsula; historical legacy.

MIXED-ABILITY ACTIVITIES

Levelled questions:

Observe and indicate the colour of the tesserae that make up the face of Medusa in the mosaic from the city of Carmona.

Observe and indicate the most common geometric shape in the reference mosaic for the project.

Work out and explain the function of mosaics in Roman decoration and why they were used.

Work out and explain the method used by the Romans to stick the tesserae to the mosaic.

Fast finishers

Draw geometric patterns using lines, shapes and colours on a piece of A5 paper.

Design a structure using arches and applying what has been learnt about this architectural element in the project.

Design patterns for a mosaic representing images from nature, a historical figure or an everyday activity.

Language reinforcement

Write and explain vocabulary related to Roman culture and all the Roman infrastructural elements found on the Iberian Peninsula: *aqueduct, amphitheatre, bridge, temple, roads, walls, villas, triumphal arches, baths*, etc.

Review and write vocabulary related to the geometric figures and mathematical concepts seen in the project: *geometry, angle, segments, circumference, radius, diameter*, etc.

Write sentences using the passive voice.



ByME

Arts & Crafts Projects 5

Blue pack

SYLLABUS

Area: Arts & Crafts (English)

Stage: Primary Education

Year Five

City Lines

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Talk about perspective and space. Describe a painting. Communicate advantages and disadvantages of urban and rural life. Name Spanish cities. Talk and give an opinion about their and classmates' artwork.

Competence in mathematics, science and technology (MST): Learn about straight lines: diagonal, vertical, horizontal and perpendicular. Learn geometry: hexahedrons (polyhedrons with six flat sides).

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Find and use information on the artist Antonio López and his work (*Madrid Seen from Torres Blancas, Madrid from Capitán Haya Street, etc.*). Use internet resources to practise content from the project (*Perspective lines*). Use ICT in the arts and crafts classroom to create or present artistic creations.

Competence in social awareness and citizenship (SOC): Practise collaborative skills in group activities, taking on responsibility and acting cooperatively. Learn about cities: demography and population (absolute population, population density, etc.), and their relationship to other concepts such as geography, society, economics and culture. Think about life in cities and rural life.

Competence in artistic and cultural awareness (CUL): Learn about space, volume and perspective (linear perspective and vanishing point, one-point perspective, bird's-eye view, etc.). Recognise and learn about the artist Antonio López and his work (*Gran Vía*) as well as other artists such as architect Santiago Calatrava, who designs famous urban buildings. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences, reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Make a drawing of a street with buildings using one-point linear perspective. Draw a cityscape with skyscrapers using one-point perspective and bird's-eye view. Draw a cityscape using one-point or central point linear perspective. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Observe and identify perspective in a painting of a cityscape.</p> <p>Draw diagonal, vertical and horizontal lines in a cityscape to create depth and volume.</p> <p>Add rhythm to a building. Recognise and describe an artwork.</p> <p>Express an opinion on an artwork.</p>	<p>Learns about space and volume in 2D artworks using the lineal perspective technique.</p> <p>Shows perspective in art and what one-point linear perspective is: lines that go from front to back and converge at a vanishing point, creating the illusion of depth.</p> <p>Identifies architectonic rhythm and how to achieve it by using repeated patterns of lines, forms and colours. Learns about the artist Antonio López and realist painting.</p> <p>Observes and identifies space, depth and volume in an original work of art by Antonio López (<i>Gran Vía</i>). Develops aesthetic sensitivity, creativity and the capacity to enjoy artworks and forms of artistic expression. Studies the artworks that make up our cultural heritage; reflects on and expresses an opinion about them.</p>	<p>LIN, MST, CUL, AUT, LTL</p> <p>LIN, CUL, AUT, LTL</p> <p>LIN, CUL, SOC, AUT, LTL</p> <p>LIN, CUL, SOC, LTL, AUT</p>
<p>Draw a street with depth and volume using one-point linear perspective and add buildings with doors and windows.</p>	<p>Draws a street with buildings using one-point linear perspective, utilising straight, diagonal, vertical, perpendicular and horizontal lines.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Draw a cityscape with skyscrapers using one-point perspective and bird's-eye view.</p>	<p>Recognises bird's-eye view perspective.</p>	<p>LIN, MST, CUL, LTL, AUT</p>

Make a cityscape using one-point linear perspective inspired by Antonio López.	Draws a cityscape using linear perspective and single-point perspective, where the level of the viewer's eyes is directly related to the horizon line of the image.	LIN, MST, CUL, LTL, AUT
Use technology appropriately.	Develops basic computer competencies and practises arts and crafts skills online.	LIN, DIG, LTL, AUT
Identify a hexahedron.	Becomes familiar with hexahedrons (polyhedrons with six flat sides): cubes, cuboids, pyramids, cones.	LIN, MST, LTL, AUT
Make a solid building in the form of a hexahedron.	Makes a 3D building using a shape net or geometric drawing sheet.	LIN, MST, CUL, LTL, AUT
Practise and express the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, SOC, LTL, AUT

CONCEPTS	PROCEDURES	ATTITUDES
Space and volume with linear perspective.	Explore space and perspective. Investigate and learn about architectonic rhythm: repeated lines, forms and colours that create a rhythmic and dynamic design.	Interest in discovering other forms of artistic expression such as architecture and design. Curiosity about learning about the buildings in their city.
Study and analysis of an original work of art: <i>Gran Vía</i> by Antonio López.	Read and understand a text to learn about Antonio López and his Realist paintings, and the use of one-point linear perspective and the vanishing point to create space, depth and volume. Study and analyse an artwork: <ul style="list-style-type: none"> - Describe the painting and locate the vanishing point and linear perspective. - Identify and locate rhythmic elements in the architectural construction. - Learn and practise vocabulary: demography, population, etc. - Give an opinion about an artwork and the absence of people in the painting. 	Curiosity and interest in artistic work. Interest in learning about our national architectural heritage and its buildings. Think about urban life and the rural environment.
Straight lines.	Use straight lines to design a street with urban buildings, following the steps indicated: <ul style="list-style-type: none"> - Draw vertical lines on one half of a sheet of paper and the same lines on the other half. - Draw a horizontal line and diagonal lines to create the sensation of depth and larger (closer) and smaller (further away) buildings. - Add windows and doors: first drawing diagonal lines from the vanishing point and then erasing 	Interest in learning to draw a street and buildings. Appreciation of the creative process: imagining, doing and most of all, enjoying.

	them.	
Bird's-eye view.	<p>Draw a cityscape with skyscrapers using one-point perspective and bird's-eye view.</p> <ul style="list-style-type: none"> - Draw geometric shapes around a central point. - Draw lines from the corners of the geometric shapes to the central point. - Draw parallel lines down the sides of the shapes. - Draw vertical and perpendicular lines to make windows. - Add some streets between the buildings. 	Curiosity about learning to recognise and use less conventional types of perspective to create drawings.
Linear and central or single-point perspective.	<p>Make a cityscape using one-point or central point linear perspective inspired by Antonio López.</p> <ul style="list-style-type: none"> - Divide the sheet in two using a horizontal line and a vanishing point. - Draw diagonal lines. - Separate the buildings with vertical lines, some higher and others lower. - Erase the horizontal and diagonal lines. - Trace over the outlines of the buildings. - Add more diagonal and vertical lines to make doors and windows. - Trace over the outlines of doors and windows. - Add some skyscrapers in the background. - Colour the cityscape. - Include elements that add rhythm to the buildings, using lines and colours to make designs. 	Enjoy creating cityscapes, learning to engage with individual creativity and spontaneity, and committing to the work.

<p>Technology in art. Geometry: hexahedrons.</p>	<p>Read and understand a text about geometry: hexahedrons.</p> <ul style="list-style-type: none"> - Draw a shape net to build a hexahedron, including tabs to glue it together. - Draw the windows and doors. - Decorate. - Cut it out and fold along the lines. Use the tabs to assemble the building. 	<p>Interest in using technology to produce artistic creations.</p> <p>Curiosity about making a 3D house; realise that it is based on mathematical knowledge.</p>
<p>Talk about art, integrating the content learnt, opinions and assessments.</p>	<p><i>Learn and share:</i> Read and respond to questions about the artist Antonio López and his work, as well as the historic group of Realist painters and sculptors that lived and worked in Madrid.</p> <p><i>Talk about your final artwork:</i> Talk about the work of art created in the project (a cityscape with one-point perspective) based on a set of questions.</p> <p><i>Discuss in a group:</i> Evaluate and give opinions about their artwork and that of others. Reflect on the meaning and aims of an artwork.</p>	<p>Express themselves and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials.</p> <p>Listen to and respect the opinions of others. Show respect and concern for different forms of artistic expression.</p> <p>Integrate what has been learnt in arts and crafts class with other knowledge in order to share information and ideas with classmates. Learn to give an opinion and exercise judgement.</p>

LINGUISTIC CONTENT

Language focus

Contemporary cityscape.

Architectonic rhythm.

One-point perspective: depth, distance, horizon line, vanishing point, volume.

Diagonal, horizontal, vertical lines.

Bird's-eye view.

Balcony, buildings, doors, pavement, road, signs, skyscrapers, windows.

Cube, cuboid, hexahedron.

Key structures

Present perfect to talk about past experiences.

VALUES

Show curiosity and interest in learning about different forms of artistic expression: new ways of speaking and doing through expressive and artistic work.

Learn to know, respect and get involved in their city and urban environment, and interact with them.

Become aware that teamwork encourages comparing ideas and resolving conflicts, learning to be more tolerant, socially conscious and respectful of others.

Learn to persevere in order to achieve goals and targets.

Make an effort to present activities well and to use materials and school spaces carefully.

METHODOLOGY

In this project, pupils will learn about space, depth and volume, and the artistic technique of linear perspective by studying and analysing an original work of art. The aim is to guide the learning process through experiences and activities which encourage investigation and hands-on use of elements to integrate what has been learnt. This will develop pupils' artistic sensibility and their individual assessment and observation skills. Pupils will investigate to discover the different types of perspective. To do this, they have to imagine themselves standing on the ground plane in a fixed position with the picture plane directly in front of them, like a large window.

Pupils will work independently to create cityscapes, using and practising the different perspectives. Stimulate pupils' creative skills and curiosity about learning. This ensures that pupils learn independently and in a broad-based way by boosting their confidence in individual artistic creations, enjoyment of making them and appreciation of their contribution to their enjoyment and wellbeing

Try drawing and assembling different shape nets using the geometric drawing sheet. This is a teaching tool which will allow you to develop different conceptual (mathematics learning) and procedural content. It also develops motor skills, primarily fine motor skills, as well as spatial perception, which is a key element of this project.

GROUP WORK

Encourage pupils to talk about arts and crafts in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Enable pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives children numerous opportunities to interact, involving a combination of give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Social Science: Learn about cities: demography and population (absolute population, population density, etc.), and their relationship to other concepts such as geography, society, economics and culture. Think about urban life and rural life.

Mathematics: Diagonal, vertical, horizontal lines. Geometry: hexahedrons.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Answer a question about the time it took to complete the reference work of art for the project: *Gran Vía* by Antonio López.

**Compare the reference work of art and a main street in the pupils' city or surrounding area.

***Infer the season of the year in which the work was painted.

****Give an opinion about an artwork and the city represented.

Fast finishers

Draw and colour details in the city streets created in the *Explore* lesson.

Draw their school from a bird's-eye view on a sheet of A5 paper.

Draw, cut out and glue elements to add cars, people, trees, etc. to the cityscape created in the *Create* lesson.

Language reinforcement

Ask and answer questions to talk about a city, using the present perfect.

State advantages and disadvantages of urban and rural life.

Revise the vocabulary for the project.

Name and write the name of Spanish cities.

Windows in Time

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe the decoration of a ceramic tile. Use past tenses to talk about art and cultures of the past. Communicate mathematical concepts. Talk and give an opinion about their and classmates' artwork.

Competence in mathematics, science and technology (MST): Geometry: Learn to create symmetry using rotation, translation and reflection. Angles and angle bisectors. Segments and perpendicular bisectors. Quadrilaterals: parallelograms, trapeziums and trapezoids.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Find and use information on La Alhambra and its decorative motifs (*Virtual tour of La Alhambra*). Use ICT in the arts and crafts classroom to create or present artistic creations.

Competence in social awareness and citizenship (SOC): Learn about the Middle Ages in Spain and the influence of the Islamic civilisation on the peninsula (Al-Andalus). Practise collaborative skills in group activities, taking on responsibility and acting cooperatively. Learn and think about taking care of and protecting the environment.

Competence in artistic and cultural awareness (CUL): Learn about rhythm and repetition in an artwork. Learn different types of symmetry. Recognise famous works of medieval art in Spain and the influence of the Islamic culture, for examples, the ceramic tiles from La Alhambra. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences, reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Create patterns with symmetrical motifs and figures. Make a rose window with circular patterns. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Identify rhythm in a composition. Recognise different types of symmetry.</p> <p>Create rhythm and different symmetrical patterns and motifs for a tile.</p> <p>Recognise some of the artworks of Al-Andalus and their rhythmic and symmetrical decoration. La Alhambra.</p> <p>Express an opinion on an artwork.</p>	<p>Understands what rhythm is and how to create it in an artistic composition: the regular succession of visual elements in the form of patterns: lines, shapes, colours, motifs, etc.</p> <p>Identifies how symmetry is created using rotation, translation and reflection.</p> <p>Recognises medieval art, Islamic culture and its influence on Spanish art. Al-Andalus: the name used by the Muslims to refer to the part of the Iberian Peninsula under their control.</p> <p>Learns about the ceramic tiles created in Muslim art and their symmetrical and highly rhythmic motifs.</p> <p>Observes and identifies symmetrical patterns, motifs and rhythm in an original work of art: <i>Ceramic tiles from La Alhambra</i>.</p> <p>Develops aesthetic sensitivity, creativity and the capacity to enjoy artworks and forms of artistic expression.</p> <p>Studies the artworks that make up our cultural heritage; reflects on and expresses an opinion about them.</p>	<p>LIN, MST, CUL, AUT, LTL</p> <p>LIN, MST, CUL, AUT, LTL</p> <p>LIN, CUL, AUT, LTL</p> <p>LIN, CUL, SOC, AUT, LTL</p> <p>LIN, CUL, LTL, AUT</p> <p>LIN, CUL, SOC, LTL, AUT</p>
<p>Use translation, rotation and reflection to complete symmetrical patterns on a ceramic tile and colour it.</p> <p>Use a compass to complete a pattern and colour it.</p>	<p>Creates symmetry using translation, rotation and reflection to complete symmetrical patterns on a ceramic tile.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Create and customise a rose window with patterns and designs in a circular shape.</p>	<p>Recognises that a rose window is a round openwork window with extremely colourful stained glass, whose decorative scheme is</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p>

<p>Divide an angle into two equal parts with its bisector, using a compass and a ruler.</p> <p>Divide a segment into two equal parts, locating its perpendicular bisector with a compass and a ruler.</p>	<p>generally arranged in a radial design (cyclic or rotational symmetry around a single axis).</p> <p>Learns the method for dividing a segment with its bisector.</p> <p>Learns that an angle bisector is a half-line that passes through the vertex of an angle, dividing it into two equidistant equal parts.</p> <p>Recognises that a perpendicular bisector is a straight line that bisects and is perpendicular to a straight segment (forming a 90-degree right angle).</p> <p>Draws circumferences using a known radius, repeating modular structures.</p> <p>Makes a rose window using a paper template, creating symmetrical motifs and patterns rotating around an axis.</p>	
<p>Create a composition: the print of a symmetrical design for a ceramic tile inspired by the tiles from La Alhambra.</p> <p>Use creativity independently, applying artistic knowledge.</p>	<p>Identifies, classifies and draws different types of quadrilaterals: parallelograms, trapeziums and trapezoids.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Use technology appropriately.</p> <p>Make an eight-point star.</p>	<p>Develops basic computer competencies and practises arts and crafts skills online.</p> <p>Draws an eight-point star (geometric motif found in Muslim art) using bisectors of segments and angles, with a compass and a ruler.</p> <p>Learns about the symbolism of a star.</p>	<p>LIN, DIG, LTL, AUT</p> <p>LIN, MST, CUL, LTL, AUT</p>



Practise and express the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, SOC, LTL, AUT
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CONCEPTS	PROCEDURES	ATTITUDES
Rhythm and symmetry in ornamental motifs in architecture.	Explore and examine how rhythm and repetition are created in artistic compositions.	Interest in learning to create rhythm in a composition.
Study and analysis of an artwork: <i>Ceramic tiles from La Alhambra.</i>	Read and understand a text to learn about medieval art in Spain and the influence of Muslim culture. Learn that designs in Muslim art were made up of repetition of geometric and floral motifs that created rhythm in the compositions. Learn different ways to create symmetry – rotation, translation and reflection – and identify it in tiles. Describe the motifs and patterns on ceramics. Learn about La Alhambra and Al-Andalus.	Interest in viewing and appreciating the work of an artist through knowledge of the work and the circumstances surrounding it. Respect for and acceptance of other cultures and their legacy.
Patterns and rhythm.	Use translation, rotation and reflection to complete symmetrical patterns on a ceramic tile. Use a compass to complete a symmetrical pattern. Colour it.	Interest in learning to create symmetry and learning mathematics.
Rose windows. Angle and angle bisector.	Read and understand a short text about rose windows and stained glass in gothic architecture. - Use a compass to measure the radius of a circumference. - On a piece of paper, draw a circle with the same radius as the one previously measured. - Cut out the circle and fold it in half two times. - Open the paper and fold it in half. Fold the two corners towards the centre.	Curiosity and interest about art and its different forms and types of expression. Integrate knowledge from different fields of study, such as art and mathematics, supporting one with the other.

	<ul style="list-style-type: none"> - Fold the two parts together to create a triangle. - Draw shapes along the edges and in the centre. Cut them out. - Open the circle and place it in the window provided in the lesson. - Colour in the circle to create symmetrical, rhythmic patterns. 	
<p>Quadrilaterals: parallelograms, trapeziums and trapezoids.</p>	<p>Design the pattern of a ceramic tile inspired by the tiles from La Alhambra, including different types of symmetry, and make a print.</p> <ul style="list-style-type: none"> - Fold a square sheet of paper in half and draw a design in pencil. - Open the paper and fold it the other way. Rub the design onto the blank section. - Put the paper on a piece of polystyrene and etch the symmetrical design into it. - Paint the engraved design with two or three different colours. - Make a print on a piece of paper. - Repeat the process three more times, placing the square in different positions to make a symmetrical composition using rotation. 	<p>Spontaneous use of the elements and possibilities of artistic languages, giving free rein to the imagination.</p> <p>Explore and use a range of materials and tools to discover their properties and possibilities for use in self-expression, communication and leisure.</p>
<p>Technology in art.</p> <p>Geometry in art: bisectors of segments and angles.</p>	<ul style="list-style-type: none"> - Draw an eight-point star using bisectors of segments and angles: - Draw a circle with a compass and draw its diameter. - Find the bisector of the diameter. - Find the bisector for each 90° angle. 	<p>Interest in using technology to produce artistic creations.</p> <p>Curiosity about learning how to draw an eight-point star correctly.</p>

	<ul style="list-style-type: none"> - Indicate the points where each bisector intersects with the circumference. - Connect four dots to draw a square. - Connect the other four dots to draw another square. - Erase the extra lines and colour the star. 	
<p>Talk about art, integrating the content learnt, opinions and assessments.</p>	<p><i>Learn and share:</i> Investigate medieval art and buildings in the surrounding area and answer the comprehension questions to contextualise and practise the content and language learnt in the project.</p> <p><i>Talk about your final artwork:</i> Talk about the work of art created in the project (symmetrical composition of ceramic tiles) based on a set of questions.</p> <p><i>Discuss in a group:</i> Evaluate and give opinions about their artwork and that of others. Reflect on the meaning and aims of an artwork.</p>	<p>Express themselves and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials.</p> <p>Respect for and acceptance of other cultures and their artistic legacy.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p> <p>Integrate what has been learnt in arts and crafts class with other knowledge in order to share information and ideas with classmates. Learn to give an opinion and exercise judgement.</p>

LINGUISTIC CONTENT

Language focus

Ceramic tile, rose window, stained glass.
Christian cathedral, Islamic.
Motif, pattern, rhythm.
Symmetry: reflection, rotation, translation.
Bisector of an angle / a segment.

Key structures

Past simple: regular and irregular verbs.

VALUES

Learn to discover, value and respect other cultures and other different ways of constructing reality.
Appreciate the work of art and our cultural heritage; show an interest in studying and responding to the art.
Make an effort to present activities well and to use materials and school spaces carefully.
Learn to harmonise different capabilities, balancing intelligence and feeling.

METHODOLOGY

In this project, pupils will learn about symmetry and rhythm by studying and analysing an original work of art. The aim is to guide the learning process through experiences and activities which encourage investigation and hands-on use of elements to integrate what has been learnt. This will develop pupils' artistic sensibility and their individual assessment and observation skills.

Pupils will investigate in a hands-on way, discovering the harmonious and regular organisation found in the creation of patterns of symmetry. They will understand that Islamic art is the expression of the belief in unity within diversity. These feelings are the inspiration for the artist.

Pupils will work independently to create their motifs using rhythm or repetition of elements, giving the image regularity and symmetry. Colour a mandala (concentric geometric shape organised on different visual levels). Each child should choose colours based on their mood, the brightness of the colour and the different materials to be coloured (watercolours, inks, felt tips, coloured pencils, etc.). This will allow pupils to discover their own creativity, as well as reassuring them and helping them gain self-confidence and self-assurance. This ensures that pupils learn independently and in a broad-based way by boosting their confidence in individual artistic creations, enjoyment of making them and appreciation of their contribution to their enjoyment and wellbeing. The classroom becomes a place for freedom of expression in response to the sensory stimuli in the work.

If possible, take pupils to visit a gothic church so that they can explore and enjoy the mathematical and artistic concepts they have learnt in situ, giving them first-hand knowledge of our national artistic heritage. Pupils will directly integrate everything learnt. The aesthetic experience will support their education as well-rounded individuals, and their enrichment.

GROUP WORK

Encourage pupils to talk about arts and crafts in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities

using new technologies. Enable pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives children numerous opportunities to interact, involving a combination of give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Social Science: The Middle Ages. Islam and its cultural legacy in Spain. Al-Andalus.

Mathematics: Geometry: symmetry using rotation, translation and reflection. Angles and angle bisectors. Segments and perpendicular bisectors. Quadrilaterals: parallelograms, trapeziums and trapezoids.

Technology in art.

MIXED-ABILITY ACTIVITIES

Levelled questions

- *Describe the patterns of colour on ceramic tiles.
- **Locate decorative patterns in the immediate environment.
- ***Compare design and colour patterns on ceramic tiles.
- ****Identify symmetry on the tiles.

Fast finishers

Use geometric shapes and create symmetrical patterns on a piece of A5 paper.

Draw bricks or stone around the rose window, then draw and colour the arch to produce the effect of a wall.

Clean off the materials used to make the print and use new colours to make a new print.

Language reinforcement

Write vocabulary related to Muslim art, La Alhambra and Al-Andalus: *ceramic tile, rose window, stained glass, etc.*

Explain the difference between types of symmetry: *rotation, translation, reflection.*

Write and explain different geometric figures and mathematical concepts seen in the project: *geometry, angle, segments, circumference, radius, diameter, bisector, etc.*

Canons in Art

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe a painting by Diego Velázquez (*Las meninas*). Communicate proportions and measurements. Talk about fashion during a certain time period. Use past tenses to talk about earlier art and cultures. Express an opinion about a film. Talk and give an opinion about their and classmates' artwork.

Competence in mathematics, science and technology (MST): Proportion and measurements. The invention of the zoetrope, a spinning cylinder.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Find and use information on Velázquez and his work (*Las meninas*). Use ICT in the arts and crafts classroom to create or present artistic creations.

Competence in social awareness and citizenship (SOC): Learn about the Spanish Golden Age and Baroque art. Learn about Felipe IV and the House of Habsburg, also known as the House of Austria. Learn the historical context of the Early Modern Age in Spain. Practise collaborative skills in group activities, taking on responsibility and acting cooperatively.

Competence in artistic and cultural awareness (CUL): Learn about the proportions of the human body in art and canons of beauty. Learn about different artistic periods and their most famous artists. Learn about animated cinema: origins (invention of the zoetrope) and development.

Competence in learning to learn (LTL): Use critical thinking to express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences, reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Make a collage representing the proportions of the human figure. Create a poster or trailer to advertise a film. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Identify the proportions in figures in a portrait. Draw figures of different sizes and proportions.</p> <p>Recognise artworks by Velázquez.</p> <p>Recognise the concepts Baroque, Golden Age and Early Modern Age.</p> <p>Express an opinion on an artwork.</p>	<p>Understands the term proportion with regard to figures: the size and shape of the parts of the body in relation to the whole body.</p> <p>Observes and identifies proportions in the figures in an original work of art: <i>Las meninas</i> by Diego Velázquez, which depicts the Spanish royal family of the House of Habsburg. Learns about the Spanish Golden Age.</p> <p>Develops aesthetic sensitivity, creativity and the capacity to enjoy artworks and forms of artistic expression. Studies the artworks that make up our cultural heritage; reflects on and expresses an opinion about them.</p>	<p>LIN, MST, CUL, AUT, LTL</p> <p>LIN, CUL, SOC, AUT, LTL</p> <p>LIN, CUL, SOC, AUT, LTL</p> <p>LIN, CUL, SOC, LTL, AUT</p>
<p>Complete the missing parts of human figures.</p> <p>Draw their body using the appropriate proportions.</p>	<p>Learns how the proportions of the human body in art change depending on the age of the person, and how this is expressed by counting a certain number of heads for each age.</p> <p>Learns the number of heads used to represent the human body at different stages of life, and that the human body changes throughout life.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Identify the evolution of canons for the human figure throughout the history of art.</p> <p>Represent a human figure in proportion based</p>	<p>Recognises the human figure as a subject in art throughout history, identifying the evolution and changes in the concept of canons and proportions.</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p>

on a certain canon.	Recognises some of the most influential canons of beauty throughout the history of art: Egyptians (18 squares), Classical period (7–8 heads) and Renaissance (8 heads).	
Use the collage technique to create a composition using different materials, colours and textures. Use creativity independently, applying artistic knowledge.	Creates a composition using the collage technique, contextualising what has been learnt about proportions and canons for the human figure, and expressing creativity and imagination. Learns about the historical context and fashions of Early Modern Age Spain.	LIN, CUL, LTL, AUT
Use technology appropriately. Understand the origins and history of animated cinema. Create a poster or trailer advertising a film.	Develops basic computer competencies and practises arts and crafts skills online. Learns about the invention of the zoetrope in the 19th century as the inspiration for the animated cinema of the 20th century. Learns about the origins and history of animated cinema around the world.	LIN, DIG, LTL, AUT LIN, CUL, SOC, LTL, AUT LIN, CUL, SOC, LTL, AUT
Practise and express the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their artwork and that of others.	Contextualises what has been learnt in the project (<i>Talk about art</i>).	LIN, MST, CUL, SOC, LTL, AUT

CONCEPTS	PROCEDURES	ATTITUDES
Canons of beauty and proportions of the human body in art.	Explore and examine human proportions and canons of beauty throughout the history of art.	Interest in learning about canons of beauty and proportions.
Study and analysis of an artwork: <i>Las meninas</i> by Diego Velázquez.	<p>Read and understand a text to learn about the Spanish Golden Age, the Baroque style and the work by Velázquez (<i>Las meninas</i>).</p> <p>Study the painting and answer a question about the information the painting gives us about the royal family and their relationship with the painter Velázquez.</p>	<p>Interest in viewing and appreciating the work of an artist through knowledge of the work and the circumstances surrounding it.</p> <p>Become aware of the historical information provided by artworks.</p>
People, age and proportions.	<p>Read a short text about the proportions of the human body based on age.</p> <p>Describe what can be seen in the illustration.</p> <p>Locate the joints in the drawings.</p> <p>Complete the missing parts of the two bodies represented.</p> <p>Use the same method to draw themselves using the appropriate proportions (number of heads).</p>	Interest in learning how to draw a human figure in proportion based on a sketch.
The human figure in art: real or ideal?	<p>Read and understand a short text about using mathematical concepts to create systems of proportion and represent the human body in a harmonious manner:</p> <p>Egyptian canon: one of the first to use rules to represent the human body.</p> <p>Classical period (Greece and Rome): proportions based on mathematical standards, gods and</p>	<p>Curiosity and interest about art and its different forms and types of expression.</p> <p>Interest in learning about the evolution and changes in the depiction of the human figure in art.</p>

	<p>goddesses, and mythical heroes. Renaissance/Vitruvian (Leonardo da Vinci, researcher and artist): based on classical proportions.</p> <p>Cut figures out of a template and glue them to the page.</p> <p>Draw the guidelines (heads) for each of the canons represented.</p> <p>(Canons) that were not always real.</p>	
<p>Collage.</p>	<p>Investigate fashion during the Spanish Golden Age and the period of Velázquez, and create a royal self-portrait inspired by the portraits of the royal family:</p> <ul style="list-style-type: none"> - Edit, print and cut out a photo of their head. - Sketch a body in proportion to the size of the head. Cut out the sketch and glue it to the page. - Design, measure and cut out different materials to make period clothing. - Put the head and the dressed body together. 	<p>Spontaneous use of the elements and possibilities of artistic languages, giving free rein to the imagination.</p> <p>Exploration and use of a range of materials and tools to discover their properties and possibilities for use in self-expression, communication and leisure.</p>
<p>Technology in art.</p> <p>The history of animated cinema.</p>	<ul style="list-style-type: none"> - Read a short text about the origins of animated cinema and the invention of the zoetrope. - Follow a timeline about the history and evolution of animated cinema: animated sequences, stop-motion animation, figures drawn by hand in chalk, silhouette animation, full-length film. 	<p>Interest in using technology to produce artistic creations.</p> <p>Curiosity about learning about the cinema.</p>

	<ul style="list-style-type: none"> - Read and respond to comprehension questions about the evolution of animated cinema. - Express an opinion about a favourite film. - Create a poster or trailer (presentation or video) to advertise a film. 	
<p>Talk about art, integrating the content learnt, opinions and assessments.</p>	<p><i>Learn and share:</i> Investigate Baroque art in Spain and Velázquez in particular, and answer the comprehension questions to contextualise and practise the content and language learnt in the project.</p> <p><i>Talk about your final artwork:</i> Talk about the work of art created in the project (collage with royal portraits dressed in period costume) based on a set of questions.</p> <p><i>Discuss in a group:</i> Evaluate and give opinions about their artwork and that of others. Reflect on the meaning and aims of an artwork.</p>	<p>Express themselves and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials.</p> <p>Curiosity about learning the history and culture of our country.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p> <p>Integrate what has been learnt in arts and crafts class with other knowledge in order to share information and ideas with classmates. Learn to give an opinion and exercise judgement.</p>

LINGUISTIC CONTENT

Language focus

Baroque portrait, Egyptian, Greek, Roman.

Canon, figure, ideal, proportion, real, size.

Fashion, clothing, collage.

Animated films, trailer.

Key structures

Adjectives to describe appearance.

Past simple: regular and irregular verbs.

VALUES

Respect differences, engaging with them based on the core belief that difference has positive intrinsic value and that the other always has something new and useful to teach us.

Learn to discover, value and respect other time periods and ways of life, reflecting on their contributions.

Appreciate the work of art and our cultural heritage; show an interest in studying and responding to the art.

Show interest and enthusiasm about learning new things related to art.

Make an effort to present activities well and to use materials and school spaces carefully.

METHODOLOGY

In this project, pupils will learn about proportions of the human body and canons of beauty by studying and analysing an original work of art. The aim is to guide the learning process through experiences and activities which encourage investigation and hands-on use of elements to integrate what has been learnt. This will develop pupils' artistic sensibility and their individual assessment and observation skills. Pupils will work in a hands-on way, measuring the length of their head in class and verifying how many heads or measurements make up their entire body. They can calculate the average proportions of the class. Take the opportunity to talk about differences between people, encouraging more respectful and more accepting attitudes towards difference.

Pupils will work independently to create a collage, first researching the royal fashions of the period (Early Modern Age). Bring in books with paintings from the period or search online. Learning to find information before working on a project is important. Pupils will learn to assess the information they need and what they need it for, thus beginning to select and discriminate. The information will help them with the subsequent creative process, teaching them to gain self-confidence and self-assurance.

This ensures that pupils learn independently and in a broad-based way by boosting their confidence in individual artistic creations, enjoyment of

making them and appreciation of their contribution to their enjoyment and wellbeing.

Ask them to reflect on art as a part of culture, but also as a reflection of economic and social aspects and the transmission of ideas and values, inherent in any human culture over space and time. Ask them to compare the fashions and clothing with those of today and analyse this idea.

If you have time, to help them understand the evolution of animated cinema, show a snippet of each of the types of film described in the lesson and ask pupils to classify them and explain what changes they see. Explain that cinema is culture, performance, art and a means of communication, as well as a good educational resource to teach values.

GROUP WORK

Encourage pupils to talk about arts and crafts in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Enable pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives children numerous opportunities to interact, involving a combination of give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Social Science: The Spanish Golden Age and Baroque art. Learn about Felipe IV and the House of Habsburg, also known as the House of Austria.

Mathematics: Proportion and measurements.

Technology: Creation of the zoetrope, the inspiration for modern film. Origins and evolution of animated cinema.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Locate the *meninas* in the reference work of art for the project and describe what they are doing.

**Observe and describe the emotions shown on the faces of the people in the painting.

***Infer information about the royal family depicted in the painting.

****Give an opinion and make deductions about the subject of the painting.

Fast finishers

Draw a quick sketch of a person from a photo or a member of their family.

Draw the remaining canon guidelines on the template.

Research and draw a royal background to add to the collage made in this project.

Language reinforcement

Communicate and write vocabulary related to the reference painting for the project (*Las meninas*) and its historical and cultural context (Spanish Golden Age, Baroque).

Research and write the names of the kings of the Habsburg dynasty, or House of Austria.

Revise parts of the body and joints: *neck, shoulders, elbow, wrists, hips, knees, ankles*, etc.



ByME

Arts & Crafts Projects 6

Blue pack

SYLLABUS

Area: Arts & Crafts (English)

Stage: Primary Education

Year Six

Faraway Landscapes

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe landscapes in an artwork. Express emotions and feelings through art. Describe colour: hue, brightness and saturation. Make comparisons using adjectives and adverbs. Talk and give an opinion about their own and classmates' artwork.

Competence in mathematics, science and technology (MST): Use a compass to measure and do geometric drawings. Divide a circumference into equal parts. Identify and draw parallel lines using set squares. Geometry: classify triangles based on their sides (equilateral, isosceles and scalene) and angles (right, acute and obtuse). Caring for the environment.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Find and use information on artists such as Chinese artist Liu Haisu. Use internet resources to practise content from the project (*Mount Huangshan, Colour variation*). Use ICT in the arts and crafts classroom to create or present artistic creations.

Competence in social awareness and citizenship (SOC): Learn about the geography of Europe and Asia: physical geography, landscapes. Geographical features and major landforms in the world: Caucasus Mountains, Caspian Sea, Ural River, Ural Mountains, Mount Huang, The Great European Plain, which extends across Northern Europe from the eastern United Kingdom to Russia. The countries this area includes are: France, Belgium, the Netherlands, Germany, Denmark, Poland, Estonia, Latvia, Lithuania and Belarus. The environment, actions to care for it. Practise collaborative skills in group activities, take on responsibility and cooperate.

Competence in artistic and cultural awareness (CUL): Learn about Chinese painting, its tradition and development, and the artist Liu Haisu. Learn about colour and its variations: hue, brightness and saturation. Learn about monochrome ranges and atmospheric perspective. Use geometry to make drawings. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to analyse and express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Use colour variations to make a landscape. Draw a landscape, creating the sensation of distance using atmospheric perspective. Create a monochrome landscape using the technique of atmospheric perspective. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify variations of colour modified by their saturation and brightness.	Recognises Chinese landscape art and its development from monochrome (single colour) paintings made with ink to more modern styles and techniques influenced by European trends such as brightness and intense colour.	LIN, CUL, SOC, AUT, LTL
Recognise and identify the concepts of hue/tone, brightness and saturation.	Distinguishes between concepts related to colour such as hue, saturation and brightness.	LIN, CUL, AUT, LTL
Use colour variations effectively.	Analyses the colour in a landscape by Chinese artist Liu Haisu (<i>Mount Huang Surrounded by Clouds</i>).	LIN, CUL, SOC, LTL, AUT
Identify some Chinese paintings and their artists. Analyse and express an opinion about an artwork.	Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity. Studies the artworks that make up our cultural heritage and reflects on them.	
Define the characteristics of colours. Make colour variations in terms of brightness and saturation.	Identifies the characteristics and variations of colour: hue, brightness, saturation. Draws landscapes with variations of colour and texture.	LIN, CUL, LTL, AUT
Make a composition using a wide range of colours and textures.	Recognises gradation of texture.	LIN, CUL, LTL, AUT
Make a landscape creating the sensation of distance using atmospheric perspective, or variations of colour in terms of brightness and saturation.	Identifies what atmospheric or aerial perspective is, and how it is used to show distance in a landscape.	LIN, CUL, SOC, LTL, AUT
Create a monochrome landscape using the technique of atmospheric perspective.	Recognises monochrome as one colour or different shades of one colour. Produces a monochrome landscape inspired by artist Liu Haisu and traditional Chinese landscapes.	LIN, CUL, SOC, LTL, AUT
Learn to classify triangles. Draw different triangles.	Identifies and classifies triangles (polygons with three sides and three vertices or angles) based on their sides (equilateral, isosceles,	LIN, MST, LTL, AUT



<p>Draw a mountain range using different types of triangles.</p>	<p>scalene) and angles (right, obtuse, acute).</p>	
<p>Draw parallel and perpendicular lines using set squares.</p>	<p>Draws parallel and perpendicular lines.</p>	
<p>Practise and express the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their artwork and that of others.</p>	<p>Contextualises what has been learnt in the project (<i>Talk about art</i>).</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p>

CONTENTS	PROCEDURES	ATTITUDES
Colour and its variations in art.	Study, recognise and describe variations of colour.	Interest in learning about Chinese painting, its development and its use of colour.
Study and analysis of colour in a reference artwork: <i>Mount Huang surrounded by clouds</i> by Chinese painter Liu Haisu.	<p>Oral communication, talking about travel and places. Locate places on a map. Describe the artwork. Learn and practise new vocabulary.</p> <p>Read a short text about traditional Chinese painting, its subsequent development and the taste for landscapes. Talk about and explain a set of concepts relating to variations of colour. Discuss the value of calligraphy and poetry in Chinese art. Study the painting and locate examples of variations of the colour red. Identify variations in colour or saturation between the background, middle ground and foreground in the artwork.</p>	<p>Curiosity and interest in the artistic work of Chinese painter Liu Haisu and the characteristics of Chinese painting.</p> <p>Receptive and positive attitude towards art and expressing emotions and feelings.</p>
Variations of colour.	<p>Study a chart of more or less saturated colours and fill in the missing boxes using coloured pencils. Read a short text and explain again the concept of saturation. Read and use the adjectives indicated (<i>intense, rich, dull, drab</i>) to describe the tones of more or less saturated colour created by the pupil. Use coloured pencils on a photo of a landscape without colour. Describe the colours created and used.</p>	<p>Interest and curiosity around learning to create colour variations by applying techniques learnt.</p> <p>Perseverance and effort in completing the tasks or activities assigned because they fulfil an appealing artistic and creative purpose.</p>

	<p>Read a short text providing instructions. Study a chart and see how the colours in each box become lighter when white is added and darker when black is added. Use oil pastels and mix them with the correct amount of white to complete the colour chart, exploring different tones. Study a landscape and colour it using oil pastels to add details and textures to the work. Use a toothpick to create different textures: more in the foreground and less in the background.</p>	
<p>Atmospheric perspective.</p>	<p>Read and understand a short text about atmospheric or aerial perspective: sensation of depth and distance in a landscape created to imitate the effect of space.</p> <p>Study a mountain landscape and describe it.</p> <p>Study the drawings of three landscapes and add more landforms in the background of each picture. Use atmospheric perspective by choosing lighter, less saturated colours to show distance. Add details and texture to the foreground of the illustrations.</p>	<p>Interest in learning different techniques to vary, alter or manipulate colour and achieve pictorial effects.</p> <p>Motivation to do activities for the simple pleasure of doing and enjoying them.</p> <p>Attention to the feelings evoked by an artwork.</p>
<p>Monochrome landscapes.</p>	<p>Oral communication, talking about nature as inspiration for art. Read a short text about the concept of monochrome ranges and explain it. Make a monochrome landscape inspired by artist Liu Haisu and traditional Chinese landscapes. Cut a sheet of white card in half vertically. Use</p>	<p>Use the elements and possibilities of artistic languages spontaneously, giving free rein to the imagination.</p> <p>Explore and use a range of materials and tools to discover their properties and possibilities for use in self-expression, communication and leisure.</p>

	<p>one side to cut out landforms. Choose a colour for the landforms and paint one in the foreground. Paint the others using lighter tones with less saturation. Paint the sky on top of the other half of the card using a light tint. Add more white and paint a sun or a moon. Outline each of the landforms using a black marker. Glue the landforms in order, organising the space properly, starting with the background. The landforms should overlap.</p>	<p>Reflect on taking care of the environment and nature conservation.</p>
<p>Geometry: triangles and their classification.</p>	<p>Use the geometric drawing sheet and practise drawing triangles using a compass. Practise drawing perpendicular lines. Read and study a short text about classifying triangles. Measure the sides of the top three triangles. Look at the bottom three triangles, identify and indicate the right, acute and obtuse angles.</p> <p>Draw a mountain range using different types of triangles with a compass. Colour it using atmospheric perspective. Use set squares to draw triangles.</p>	<p>Motivation to learn geometry using art as a vehicle, thus integrating the two fields of study.</p> <p>Willingness to learn about and use drawing tools.</p>
<p>Talk about art, integrating the content learnt, opinions and assessments.</p>	<p>Use a worksheet on Chinese landscapes and work in groups to answer questions about the subject, contextualising the content, ideas and language learnt in the project and learning to work cooperatively.</p> <p>Talk about the artwork created in the project (monochrome landscape with atmospheric</p>	<p>Learn to work cooperatively, supporting each other, developing interpersonal skills and fostering responsibility.</p> <p>Express themselves and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials.</p> <p>Listen to and respect the opinions of others.</p>



	<p>perspective) based on a set of questions.</p> <p>Evaluate and give opinions about their artwork and that of others. Reflect on the meaning and aims of an artwork.</p> <p>Talk about the meaning of colour in different cultures and its symbolism.</p>	<p>Show respect and concern for different forms of artistic expression.</p> <p>Learn to integrate what has been learnt in arts and crafts class and other knowledge, sharing information and ideas with classmates, and learning to give an opinion and exercise judgement and discernment.</p>
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LINGUISTIC CONTENT

Language focus

Brightness, hue, landscape, monochrome, saturation, shades, tints, tones.
Atmospheric perspective.
Equilateral triangle, isosceles triangle, scalene triangle.
Hills, landforms, mountains, plains, rivers.

Key structures

Adjectives to describe colour: drab, dull, intense, rich.
Comparative adjectives and adverbs.

VALUES

Appreciate the artwork and our cultural heritage; show an interest in studying and responding to art.
Show curiosity and interest in using colour and its variations in creations and applying the knowledge acquired.
Show respect for the environment by utilising recyclable materials, using other materials responsibly and avoiding consumerism. Learn to view green spaces as locations where creativity and art can be present.
Appreciate nature as a source of artistic inspiration.
Learn to interpret an artwork and identify the artists' purpose: to raise public awareness of environmental issues.

METHODOLOGY

In this project, pupils will learn about colour and its variations by studying and analysing a reference artwork. The aim is to guide the learning process through experiences and activities which encourage investigation and hands-on use of elements to integrate what has been learnt. This will

develop pupils' artistic sensibility and their individual assessment and observation skills.

Pupils will investigate how to make colour variations by mixing colours with white to produce lighter or brighter colours, obtaining theoretical knowledge through motivation and creativity. They will also discover first-hand and through active experimentation how to use different colour techniques to achieve the sensation of distance in a landscape, or atmospheric perspective, learning how colour behaves in nature. If possible, take pupils to a natural location so that they can observe colour and distance or depth in situ. They will see that as they move further away in the plane, colours lose intensity (brightness), that the colours of more distant objects are less clear than those that are closer, and that colours become cooler at a greater distance, tending towards blue or violet.

Pupils will work independently to create their own monochrome landscape. Stimulate pupils' creative skills and curiosity about learning. This ensures that pupils learn in an independent and all-encompassing way by boosting their confidence in their own artistic creations, enjoyment of making them and appreciation of their contribution to their wellbeing. The classroom becomes a place for freedom of expression in response to the sensory stimuli in the work.

GROUP WORK

Encourage pupils to talk about arts and crafts in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Enable pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives pupils numerous

opportunities to interact, involving a combination of ongoing give-and-take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Social Science: Learn about the geography of Europe and Asia: physical geography, landscapes. Geographical features and major landforms in the world: Caucasus Mountains, Caspian Sea, Ural River, Ural Mountains, Mount Huang, The Great European Plain, which extends across Northern Europe from the eastern United Kingdom to Russia. The countries this area includes are: France, Belgium, the Netherlands, Germany, Denmark, Poland, Estonia, Latvia, Lithuania and Belarus. The environment, actions to care for it.

Mathematics: Use a compass to take measurements and do geometric drawings. Divide a circumference into equal parts. Identify and draw parallel lines using set squares. Geometry: classify triangles based on their sides (equilateral, isosceles and scalene) and angles (right, acute and obtuse).

MIXED-ABILITY ACTIVITIES

Levelled questions

Study the painting by Liu Haisu and indicate the artist's inspiration for this artwork.

Point out details in the artwork.

Express feelings evoked in the pupil by the painting.

Express an opinion about the artwork.

Fast finishers

*Choose a section of the landscape on page 5 of the *Explore* lesson and draw and colour details.

**On a sheet of A5 paper, draw an underwater landscape using atmospheric perspective.

***Draw their favourite place in nature to visit on a sheet of A5 paper, using depth and distance.

Language reinforcement

Write a postcard to a friend from an imaginary place, describing locations and landscapes.

Revise vocabulary, writing a list of all the European countries they can remember.

Write sentences making comparisons and using adverbs and adjectives.

Describe landscapes, revising vocabulary for nature and geographical features: [hill](#), [mountain](#), [plain](#), *river*, etc.

Use the vocabulary for the project to compare the colour of two similar objects, using words like *rich*, *dull*, *drab*, *more/less saturated*, *lighter*, *darker*, etc.

Cubism in Perspective

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe an artwork. Explain point of view and perspective in an artwork. Describe geometric shapes. Talk and give an opinion about their own and classmates' artwork.

Competence in mathematics, science and technology (MST): Three-dimensional objects. Identify and draw geometric forms (cone, cube, cuboid, cylinder, square pyramid, tetrahedron) and understand how they are constructed. Edges, faces and vertices of a geometric form. Polyhedrons, tetrahedrons, hexahedrons.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Use internet resources to practise content from the project (*Guide to modern art*). Use ICT in the arts and crafts classroom to create or present artistic creations.

Competence in social awareness and citizenship (SOC): Learn about the history and social, cultural, economic and political context in Spain during the time of Pablo Picasso, in the second half of the 19th century and early 20th century. Recognise what a democracy is. Practise collaborative skills in group activities, take on responsibility and cooperate.

Competence in artistic and cultural awareness (CUL): Learn about the Cubist style and its most important figures, who broke away from traditional techniques to depict fragmented objects from several perspectives and paint what the mind sees. Learn about the main social, economic and political changes in Spain during the second half of the 19th century and early 20th century: Amadeo I of Savoy, the First Republic, Alfonso XII, etc. The Spanish Civil War. Understand the Constitution of 1978, the basis of Spanish democracy. Identify art and cultural movements in recent Spanish history and name significant artists from this period. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to analyse and express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Learn to draw and transform geometric forms into everyday objects. Make a composition of an object from different perspectives. Make a Cubist sculpture using geometric forms. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Understand the concept of three-dimensionality (3D) in terms of form and perspective or viewpoint.</p> <p>Draw three-dimensional objects from different perspectives.</p>	<p>Recognises Cubism in art and how Cubist artists reflected the social, economic, technological and scientific changes of their time.</p> <p>Identifies the work of Málaga artist Pablo Picasso, creator of the Cubist style which is a complete break with traditional painting and an expression of changes in society.</p>	LIN, MST, CUL, SOC, AUT, LTL
<p>Identify artworks by Pablo Picasso and other Cubist painters.</p>	<p>Recognises that forms are three-dimensional objects that have height, width and depth, and that they can be viewed from different perspectives or viewpoints.</p>	LIN, MST, CUL, AUT, LTL
<p>Identify and describe forms in a Cubist still life.</p> <p>Analyse and express an opinion about an artwork.</p>	<p>Understands that Cubists ignored traditional perspective, depicting forms from nature or three-dimensional objects using geometric forms, fragmenting lines and surfaces.</p> <p>Analyses the forms and perspective of the Cubist style in <i>Table, Glass, Cup, Mandolin</i> by Pablo Picasso.</p> <p>Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.</p> <p>Studies the artworks that make up our cultural heritage and reflects on them.</p>	LIN, MST, CUL, SOC, AUT, LTL
<p>Identify geometric forms.</p> <p>Draw geometric forms that make up outlines and transform them into everyday objects.</p> <p>Draw the elements of a still life using geometric forms.</p>	<p>Identifies geometric forms (cone, cube, cuboid, cylinder, square pyramid, tetrahedron) and learns that they are three-dimensional objects that have height, width and depth.</p> <p>Recognises that these forms can be seen from different viewpoints or perspectives.</p> <p>Draws and transforms geometric forms into everyday objects containing them.</p>	LIN, MST, CUL, LTL, AUT
<p>Create a composition by fragmenting an object into different perspectives and geometric forms, then creatively rearranging them.</p>	<p>Identifies how Cubist artists represented objects as the mind sees them rather than what the eye observes.</p>	LIN, MST, CUL, LTL, AUT

<p>Draw three-dimensional objects from different perspectives.</p> <p>Use geometric drawing tools to draw and construct different geometric forms.</p>		
<p>Make a Cubist sculpture using geometric forms: tetrahedrons or hexagons as modules.</p>	<p>Uses geometric forms to create a Cubist sculpture inspired by Pablo Picasso.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Understand the characteristics of a geometric form and construct it. Draw the shape net for a polyhedron.</p> <p>Construct different objects using tetrahedrons or hexahedrons, joining them along their parallel edges.</p> <p>Learn to use the necessary measuring tools.</p>	<p>Recognises that polyhedrons are geometric solids (three-dimensional) with flat faces that contain a finite volume.</p> <p>Draws the shape net for a polyhedron.</p>	<p>LIN, MST, LTL, AUT</p>
<p>Practise and express the content learnt in the project, demonstrating comprehension.</p> <p>Evaluate and give opinions about their artwork and that of others.</p>	<p>Contextualises what has been learnt in the project (<i>Talk about art</i>).</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p>

CONTENTS	PROCEDURES	ATTITUDES
Cubism: three-dimensionality and perspective.	Study, identify and describe forms and perspectives in Cubist artworks.	Interest in learning about Cubist painting and its artists, and how they broke away from the traditional techniques and rules of art.
Study and analysis of perspective, fragmentation and three-dimensionality in the Cubist artwork <i>Table, Glass, Cup, Mandolin</i> by Pablo Picasso.	<p>Revise concepts such as geometric forms. Study and describe the artwork. Learn and practise new vocabulary. Read and understand a text on Cubism and Pablo Picasso, the social context of the time and the break with traditional techniques and style in art.</p> <p>Carefully study the artwork and locate the objects or fragments of objects depicted in it. Deduce and explain the reason for the name <i>Cubism</i> given to this art movement and its meaning.</p>	<p>Curiosity and interest in the work of Cubist painters and their new techniques.</p> <p>Receptive and positive attitude towards art and expressing emotions and feelings.</p>
Transform forms.	<p>Observe geometric forms (cone, cube, cuboid, cylinder, square pyramid, tetrahedron) and locate objects made of these forms in the classroom. Study these geometric forms in terms of faces, edges, vertices, etc.</p> <p>Draw the geometric forms that make up a set of outlines or silhouettes. Then transform them into an object. Add details and texture to the objects represented.</p> <p>Study the objects in a still life; identify and name them. Draw the same objects in the space indicated, using basic geometric forms. Make the forms transparent in order to show all the edges, faces, vertices, etc.</p>	<p>Interest in learning geometry through artistic experience.</p> <p>Curiosity about studying everyday objects and contextualising the geometry learnt in a practical way.</p>

	<p>Add colour to the objects to emphasise their volume.</p>	
<p>Different perspectives.</p>	<p>Read and understand a short text about Cubist artists and how they depicted objects.</p> <p>Study a violin fragmented into different geometric shapes from different viewpoints or perspectives.</p> <p>Study the parts of the violin marked geometrically by different shapes and draw them in the spaces indicated to complete a sort of puzzle.</p> <p>Make a creative artwork using an object viewed from different perspectives.</p> <p>Choose an object in the classroom.</p> <p>Study it from three different viewpoints.</p> <p>Make three drawings of the object viewed from these three perspectives.</p> <p>Cut out the drawings in different geometric shapes.</p> <p>Creatively arrange the cut-out pieces and glue them on another sheet of paper.</p> <p>Colour or paint them.</p>	<p>Interest in learning how to look at, understand and enjoy a Cubist painting knowing the techniques used.</p> <p>Curiosity about learning about the historical context around the Cubist and avant-garde movement in Spain in the first decade of the 20th century.</p>
<p>Cubist sculpture.</p>	<p>Revise the geometric forms: cone, cube, cuboid, cylinder, square pyramid, tetrahedron.</p> <p>Create a Cubist sculpture using geometric forms.</p> <p>Plan the sculpture, choosing a geometric form.</p> <p>Cut out the corresponding shape nets from the template and trace them on a piece of card as many times as necessary.</p> <p>Colour the figures.</p> <p>Assemble the figures.</p>	<p>Use the elements and possibilities of artistic languages spontaneously, giving free rein to the imagination.</p> <p>Develop fine motor skills and optimise hand-eye coordination through the completion of arts and crafts activities.</p> <p>Ingenuity, attention and ability to draw, cut out and glue geometric forms.</p>

	<p>Glue together different figures to create a sculpture.</p>	
<p>Polyhedrons, tetrahedrons, hexahedrons.</p>	<p>Learn and practise mathematical concepts by completing the geometric drawing sheet. Draw a tetrahedron using a compass and ruler. Read a text and visualise geometric forms based on explanations to visualise and understand the concepts: face, edge and vertex, making it possible to classify polyhedrons by the number of faces. Write the number of faces for each form presented.</p> <p>Draw the shape net for a tetrahedron and a hexahedron on a piece of coloured card, making the necessary precise measurements. Work in groups to glue together the polyhedrons and create different structures.</p>	<p>Motivation to learn geometry using art as a vehicle, thus integrating the two fields of study.</p>
<p>Talk about art, integrating the content learnt, opinions and assessments.</p>	<p>Use the worksheet on Pablo Picasso and work in groups to answer questions about the artist, contextualising the content, ideas and language learnt in the project and learning to work cooperatively.</p> <p>Talk about the artwork created in the project (Cubist sculpture) based on a set of questions.</p> <p>Evaluate and give opinions about their artwork and that of others. Reflect on the meaning and aims of an artwork.</p>	<p>Learn to work cooperatively, supporting each other, developing interpersonal skills and fostering responsibility.</p> <p>Express themselves and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials.</p> <p>Listen to and respect the opinions of others.</p> <p>Show respect and concern for different forms of artistic expression.</p> <p>Learn to integrate what has been learnt in arts and crafts class and other knowledge, sharing information and ideas with classmates,</p>



	Talk about Cubist artist Pablo Picasso, his style and his work.	and learning to give an opinion and exercise judgement and discernment.
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LINGUISTIC CONTENT

Language focus

Cubism in Perspective

Cone, cube, cuboid, cylinder, square pyramid, tetrahedron.

Face, edges, vertices.

Key structures

Before/after clauses.

Past simple regular and irregular forms.

VALUES

Become familiar with and learn techniques used by modern artists and make them their own.

Learn about important 20th-century artists; analyse and reflect on the context at the time they were working, understanding the reality of the world around them and how it was transformed.

Appreciate the artwork and our cultural heritage; show an interest in studying and responding to art.

Show creativity, independence and responsibility during the process of producing artistic creations.

Understand the importance of following the required steps in the process of artistic creation necessary to complete and make an artwork.

Learn to persevere in order to achieve goals and targets.

METHODOLOGY

In this project, pupils will learn about an avant-garde painting style, Cubism, by studying and analysing a reference artwork. The aim is to guide the learning process through experiences and activities which

encourage investigation and hands-on use of elements to integrate what has been learnt. This will develop pupils' artistic sensibility and their individual assessment and observation skills. They will learn that Cubist artists ignored the rules of traditional one-point perspective and adopted a multiple perspective, seeing the work from different viewpoints and fragmenting the works into geometric shapes.

Pupils will investigate and study geometric forms in order to be able to use them in their artistic creations, learning to draw them and transform them into everyday objects. They will learn actively and directly, integrating content from various subject areas in a way that is creative, enjoyable and motivating. The idea is to familiarise pupils with analysis and investigation of the geometric properties of objects.

Pupils will work independently to create their Cubist sculpture, learning to contextualise the content worked on in class and incorporating concentration, precision and accuracy skills and abilities into their learning process in order to draw the shape nets for the geometric forms.

GROUP WORK

Encourage pupils to talk about arts and crafts in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Enable pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives pupils numerous opportunities to interact, involving a combination of ongoing give-and-take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Mathematics: Three-dimensional objects. Identify and draw geometric forms (cone, cube, cuboid, cylinder, square pyramid, tetrahedron) and understand how they are constructed. Edges, faces and vertices of a geometric form. Polyhedrons, tetrahedrons, hexahedrons.

Social Science and History: The history and social, cultural, economic and political context in Spain during the second half of the 19th century and early 20th century: the reign of Amadeo I of Savoy, the First Republic, Alfonso XII, the Constitution of 1978, the Spanish Civil War, the Democracy, etc.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Observe the Picasso painting *Table, Glass, Cup, Mandolin* and indicate the colours seen in it.

**Deduce the differences between earlier still lifes and this painting by Picasso.

***Express an opinion about Cubism and state reasons.

***Express the emotions evoked by the artwork.

Fast finishers

On a sheet of A5 paper, break down the figures drawn on page 5 in the *Explore* lesson and use these to draw fragmented forms, imitating the still life by Picasso.

Choose an object from their pencil case and draw it from different perspectives on a sheet of A5 paper.

On a sheet of A5 paper, draw several sketches of the Cubist sculpture created by another pupil in the *Create* lesson, viewed from different perspectives.

Language reinforcement

Write a short paragraph giving arguments for or against the idea of breaking the rules of art or of following artistic traditions.

Research and write about Pablo Picasso's different artistic periods: Blue Period, Rose Period, Analytical Cubism, Classical Period, Surrealism, etc. Give examples for each period.

List and describe geometric forms: number of faces, edges and vertices. Write sentences using *before/after*.

Artful Words

EVALUATION OF KEY COMPETENCES

Competence in linguistic communication (LIN): Describe an artwork and express emotions and feelings. Talk about colours. Talk and give an opinion about their own and classmates' artwork.

Competence in mathematics, science and technology (MST): Divide a circumference into equal parts.

Digital competence (DIG): Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Find and use information on the group of artists known as *Boamistura* and their street art. Use internet resources to practise content from the project to make a digitally animated short and create street art. Use ICT in the arts and crafts classroom to create or present artistic creations.

Competence in social awareness and citizenship (SOC): **Urban art** as a way to create a connection between citizens and different forms of creativity, as well as an important medium for social criticism. Reflection on our way of life. Learn and review concepts such as democracy, rights and obligations of citizens, the Spanish Constitution, etc. Revise the legislative, executive and judicial powers of the government. Reflect on the difference between graffiti and urban art. Practise collaborative skills in group activities, take on responsibility and cooperate.

Competence in artistic and cultural awareness (CUL): Learn about urban or street art and some of its artists, such as the group *Boamistura* and their work. Learn about words as a form of expression and artistic creation. Learn about colour: complementary colours and analogous colours. Learn about the art of animation, its development and the new techniques used today. Learn to use different materials creatively to express ideas and experiences, and to develop the imagination.

Competence in learning to learn (LTL): Use critical thinking to analyse and express opinions about an artwork. Apply the knowledge learnt about art to artistic and expressive activities. Acquire knowledge actively and through activity-based discovery, experiences and reflection, and collaborative work.

Competence in autonomous learning and personal initiative (AUT): Make compositions using complementary colours. Write words and use analogous colour schemes to help communicate their meaning. Make an artistic composition based on a word, inspired by *Boamistura*. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Identify and describe colours and images used to convey messages in street art.</p> <p>Recognise urban or street art, which combines colours and images.</p> <p>Identify works of street art by the group Boamistura.</p> <p>Analyse and express an opinion about an artwork.</p>	<p>Recognises how artists are inspired by social change to express themselves, encouraging people to reflect on important issues such as the environment, politics and equality.</p> <p>Identifies the work of Boamistura.</p> <p>Analyses a work of street art, <i>Pasión</i>, by the group Boamistura. Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity. Studies the artworks that make up our cultural heritage and reflects on them.</p>	<p>LIN, CUL, SOC, AUT, LTL</p> <p>LIN, CUL, SOC, LTL, AUT</p>
<p>Identify and define the characteristics of complementary colours.</p> <p>Identify pairs of complementary colours.</p> <p>Make compositions using complementary colours.</p>	<p>Recognises complementary colours as colours located opposite each other on the colour wheel.</p> <p>Recognises the use of bright, complementary colours placed next to each other to emphasise them and create contrast.</p>	<p>LIN, CUL, LTL, AUT</p>
<p>Identify and use analogous colours to communicate ideas and feelings.</p> <p>Draw stars and flowers in the style of rosettes or rose windows based on the graphical division of a circumference.</p> <p>Write words and use analogous colour schemes to help communicate their meaning.</p>	<p>Identifies the use of analogous colours to emphasise harmony and unity in artwork.</p> <p>Divides a circumference into equal parts using a compass and a ruler, dividing the degrees of the circle (360°) by the parts into which the circumference is to be divided.</p> <p>Writes words and uses analogous colour schemes to help communicate their meaning. Identifies that the size, shape and colour of letters can convey ideas, feelings and actions.</p>	<p>LIN, CUL, LTL, AUT</p> <p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, CUL, SOC, LTL, AUT</p>

<p>Make an artistic composition based on a word, inspired by Boamistura, using different words and colour schemes.</p>	<p>Reflects on how street artists can use words and images to inspire others and promote positive change.</p>	<p>LIN, CUL, SOC, LTL, AUT</p>
<p>Use creativity independently, applying artistic knowledge.</p>	<p>Creates an artistic composition based on a word, inspired by Boamistura.</p>	<p>LIN, CUL, LTL, AUT</p>
<p>Understand the development of animated film and the most important current trends.</p>	<p>Knows about animated film (films made without recording real images) and its development.</p>	<p>LIN, CUL, LTL, AUT</p>
<p>Practise and express the content learnt in the project, demonstrating comprehension. Evaluate and give opinions about their artwork and that of others.</p>	<p>Contextualises what has been learnt in the project (<i>Talk about art</i>).</p>	<p>LIN, MST, CUL, SOC, LTL, AUT</p>

CONTENTS	PROCEDURES	ATTITUDES
Street art and expressiveness in colour.	Study and identify urban art, its creative possibilities and motivating messages.	Interest in seeing the passion with which groups of street artists work, using colour to humanise cities.
Study and analysis of colour and emotion in the street art work <i>Pasión</i> by Boamistura.	<p>Oral communication, recognising emotions and talking about symbolism.</p> <p>Study a work of urban art and give an opinion about it. Learn and practise new vocabulary.</p> <p>Read a text about street art.</p> <p>Describe an artwork.</p>	<p>Curiosity and interest in the street or urban art of Boamistura: creativity, teamwork and lots of dialogue.</p> <p>Receptive and positive attitude towards art and expressing emotions and feelings.</p> <p>Reflect on graffiti and urban art: art or crime.</p> <p>Understand that cities are living organisms and reflect on the enormous possibilities of streets to communicate powerful messages about our way of life.</p>
Complementary colours.	<p>Read a short text about complementary colours and focus on the colours in a set of squares. Explain that when they are placed next to each other, complementary colours stand out and look more vibrant.</p> <p>Look at a group of colour combinations and deduce which of them is brighter.</p> <p>Circle the complementary colour combinations.</p> <p>Study the colours on a colour wheel and match the complementary colours (located opposite each other) by drawing lines.</p> <p>Create their own complementary colour combinations, colouring in a set of rectangles and observing the effect.</p>	Interest in learning to use complementary colours in compositions. They are essential for creating wonderful contrasts, lovely nuances and darker tones, producing harmony, vibrancy, drama and movement , as they intensify each other.

	<p>Choose a letter style and write their name, adding 3D effects to create volume and a symbol or meaningful image that expresses something about the pupil. Choose and use a pair of complementary colours.</p>	
Colour harmony.	<p>Read and understand a short text about analogous colours. Study examples of analogous colour schemes and the colour wheel.</p> <p>Explain and understand the differences between complementary colours and analogous colours.</p> <p>Divide a group of circumferences into 6 or 8 equal parts and draw flowers and stars inside. Colour each one in a different analogous colour scheme (three to five colours that are next to each other on the colour wheel).</p> <p>Read a short text about writing words and using analogous colour schemes to add meaning and expression. Study and read two words at the top of the page. Describe their colours, type of letters, etc. and explain what they convey: ideas, feelings, actions. Write the word <i>imagine</i> using the size, shape and colour of the letters to convey the idea. Pupils choose their own word to write in a creative way.</p>	<p>Gradual development of a personal and intuitive aesthetic to express themselves and communicate, supported by knowledge of techniques and theories around colour and expression.</p>
Artistic words.	<p>Read a short text about how artists use words and images to inspire and promote positive change.</p>	<p>Use the elements and possibilities of artistic languages spontaneously, giving free rein to the imagination.</p>

	<p>Make an artistic composition based on a word, inspired by the artists of Boamistura. Choose two inspiring words with five letters or fewer and write them on a template. Draw designs to emphasise the meaning of the words. Choose an analogous colour scheme for each word. Cut the template into strips and glue them to a piece of card, alternating words. Leave a small space between each strip. Fold the card like an accordion so the effect of the art is visible from both sides. Hang the artwork in a visible location.</p>	<p>Explore and use a range of materials and tools to discover their properties and possibilities for use in self-expression, communication and leisure.</p> <p>Reflect on the power of words and how words create and can inspire and affect us. 'Joy', 'desire', 'calm', 'love', 'beauty', 'sweetness' and 'passion' are some of the words that feature on the murals created by Boamistura.</p>
<p>Technology in art: animation.</p>	<p>Read and understand a text about animated film.</p> <p>Observe the films indicated in the lesson and talk about them.</p> <p>Read and understand three information cards about different animation techniques (CGI, performance capture, 3D).</p> <p>Discuss and share information about an animated film seen recently: plot, characters, setting, message, techniques, etc.</p>	<p>Sustained attention and learning so that the child has the ability to maintain a sustained effort over time.</p> <p>Curiosity about learning about the cinema and animation.</p>
<p>Talk about art, integrating the content learnt, opinions and assessments.</p>	<p>View street art in the world and locate it in their own city or town. Read and answer questions, sharing information with the class, contextualising the content, ideas and language learnt in the project and learning to work cooperatively.</p>	<p>Learn to work cooperatively, supporting each other, developing interpersonal skills and fostering responsibility.</p> <p>Express themselves and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials.</p>



	<p>Talk about the artwork created in the project (composition based on a word and the expression and emotion it evokes) based on a set of questions.</p> <p>Evaluate and give opinions about their artwork and that of others. Reflect on the meaning and aims of an artwork.</p> <p>Pupils imagine that they can paint a mural at their school. What words or images would they include? What messages would they communicate? What colours would they use?</p>	<p>Listen to and respect the opinions of others. Show respect and concern for different forms of artistic expression.</p> <p>Learn to integrate what has been learnt in arts and crafts class and other knowledge, sharing information and ideas with classmates, and learning to give an opinion and exercise judgement and discernment.</p>
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LINGUISTIC CONTENT

Language focus

Complementary colours, inspire, opposite, positive, street art.
Analogous colours, contrast, emphasis, harmony, unity.
Computer-generated Images (CGI), Performance capture, Steroscopic 3D.

Key structures

Should/shouldn't for advice and opinions.

VALUES

Learn to think and work together to make a work of street art, make decisions and engage in dialogue to create, cooperate and participate, and resolve any conflicts and new problems which arise.
Learn to know, respect and get involved in their city and urban environment, and interact with them.
Learn to interpret an artwork and identify the artists' purpose: to raise public awareness of environmental or social issues, etc.
Become familiar with and learn techniques used by modern artists and make them their own.
Learn about representative 20th-century artists; analyse and reflect on the context at the time they were working, understanding the reality of the world around them and how it was transformed.
Learn to express feelings by observing artworks using observation and their own emotions, and to express their own emotions through the creative process.
Show curiosity and interest in learning about different forms of artistic expression: new ways of speaking and doing through expressive and artistic work.

METHODOLOGY

In this project, pupils will learn about street or urban art by studying and analysing a reference artwork. The aim is to guide the learning process through experiences and activities which encourage investigation and hands-on use of elements to integrate what has been learnt. This will develop pupils' artistic sensibility and their individual assessment and observation skills. The arts help pupils make sense of their life experiences, get to know themselves and understand the world around them.

Allow the pupils to express themselves in public spaces, if possible. If the pupils could manage without any interference from the outside world, it would not be necessary to provide them with any stimulus for their creative work. Each child would employ their deeply rooted creative impulses without inhibition, confident in their own expressive resources.

Pupils will explore colour and learn about the contrasting effects created by complementary colours and analogous colour schemes through investigation and exploration.

In this lesson, the pupils will come to realise the power of the word and that words inspire us, while also implicitly learning vocabulary, grammar and spelling. They will also see how words function as an extremely useful communicative tool for expressing feelings and opinions, sending out a message, etc. (coding/decoding the text). Encourage them to write words they find inspiring and decorate them.

Pupils will work independently to create their two-sided compositions with words and colour schemes. Stimulate pupils' creative skills and curiosity about learning. This ensures that pupils learn in an independent and all-encompassing way by boosting their confidence in their own

artistic creations, enjoyment of making them and appreciation of their contribution to their wellbeing. The classroom becomes a place for freedom of expression in response to the sensory stimuli in the work.

Use time, patience and systematic work to develop pupils' expressive capabilities, integrating concepts, tasks and attitudes that make it possible to produce and understand aesthetic messages employing different artistic languages, enabling more well-rounded development and making them more reflective and critical of what they see in the world around them.

GROUP WORK

Encourage pupils to talk about arts and crafts in pairs or groups. They can also talk about their final projects or present them in small groups or in pairs. Encourage them to collaborate on the information search activities using new technologies. Enable pupils to learn to work cooperatively on their artistic creations, adopting different and complementary roles in making the finished product. Group work gives pupils numerous opportunities to interact, involving a combination of ongoing give-and-take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

CROSS-CURRICULAR ITEMS

Social Science: Urban art as a way to create a connection between citizens and different forms of creativity, as well as an important medium for social criticism. Reflection on our way of life. Learn and review concepts such as democracy, rights and obligations of citizens, the Spanish Constitution, etc. Revise the legislative, executive and judicial powers of the government. Reflect on graffiti and urban art.

Mathematics: Division of a circumference into equal parts.

MIXED-ABILITY ACTIVITIES

Levelled questions

*Study the artwork *Pasión* by Boamistura and describe the colours: *intense, bright, bold, light, dark, etc.*

**Describe the lines and shapes in the artwork.

***Express the emotions evoked in the pupil by the artwork.

****Express an opinion about the artwork, indicating what they like most.

Fast finishers

Give pupils a sheet of A5 paper and allow them to develop and invent their own lettering style.

Draw a circumference on a sheet of A5 paper and divide it into four, six or eight equal parts. Then colour it using complementary colours.

Plan and execute a mural for the school.

Language reinforcement

Choose a favourite object and write a poem inside the shape of the chosen object or around its outline.

Choose a word that imitates a sound (onomatopoeia), write it and add images and sounds to indicate the meaning.

Review colour vocabulary and expressions to describe colours.

Write sentences giving advice and expressing opinion using the modal verbs *should/shouldn't*.

Summarise the story of an animated film the pupil saw recently.