

# **ByME**

# **Arts & Crafts Projects 1**

**Green pack**

**SYLLABUS**

**Area: Arts & Crafts (English)**

**Stage: Primary Education**

**Year 1**

## Tasty Textures

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Name fruits and vegetables. Describe different textures. Communicate feelings evoked by an artwork. Talk about their and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about different categories of foods. Classify food according to its origin: plant or animal. Learn about horizontal and vertical lines. Learn the different parts of the face. Learn and think about health and healthy eating habits and the importance of eating fruits and vegetables as part of a balanced diet.

**Digital competence (DIG):** Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Find and use information on the artist Giuseppe Arcimboldo. Use the material presented on a website to produce a creative piece of work (*Funny Food Face*).

**Competence in social awareness and citizenship (SOC):** Practise collaborative skills in group activities, taking on responsibility and acting cooperatively. Think about the importance of healthy eating habits.

**Competence in artistic and cultural awareness (CUL):** Learn about the concept of texture in art and how to show it by means of lines, shapes and colours. Recognise what a portrait is. Create different textures in an original creative work of art. Become familiar with a number of artistic techniques such as the use of lines, shapes and colours to create textures. 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):** Classify fruits and vegetables according to their texture. 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 portrait using fruits and vegetables. Show initiative in creating different textures. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify and name fruits and vegetables. Understand the concept of texture. Identify and name textures. Describe the textures of fruits and vegetables. Write the names of the reference textures. Recognise textures in <i>Summer</i> by Giuseppe Arcimboldo. Express an opinion on an artwork.	Presents and identifies fruits and vegetables by name.	LIN, MST
	Understands the concept of texture in art. Observes and identifies different textures: <i>hard, soft, rough, smooth</i> .	LIN, MST, CUL, AUT
	Observes and identifies different textures in <i>Summer</i> by Giuseppe Arcimboldo.	LIN, MST, CUL, AUT
	Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.	LIN, 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
Use lines, shapes and colours to create textures.	Shows texture by means of lines, shapes and colours.	LIN, MAT, MST, CUL, LTL, AUT
Write the names of different textures.	Writes the names of different textures.	LIN, CUL, AUT
Recognise and use different colours and natural materials to make a print.	Learns about the process of making a print in art. Makes an artistic print using fruits and vegetables.	LIN, MST, CUL, LTL, AUT
Be able to make a collage portrait using fruits and vegetables for the different parts of the face. Use colour creatively and independently by	Learns about space and composition.	LIN, MAT, MST, CUL, LTL, AUT
	Creates a unique collage portrait. Uses different colours in a personal way.	LIN, MST, CUL, LTL, AUT

applying artistic knowledge.	Develops artistic autonomy and creativity. Lays the foundations for understanding the creative process.	LIN, MST, CUL, LTL, AUT
Demonstrate awareness of the importance of a healthy diet.	Thinks about the relationship between food and health, and the importance of a balanced, healthy diet which includes fruits and vegetables.	LIN, MST, SOC, LTL
Identify and differentiate between horizontal and vertical lines in a composition. Reproduce horizontal and vertical lines.	Identifies and distinguishes between types of lines: horizontal and vertical. Reproduces horizontal and vertical lines.	LIN, MST, LTL LIN, MST, CUL, LTL, AUT
Use technology appropriately.	Develops basic computer competencies and practises arts and crafts skills online.	LIN, MST, DIG, CUL, LTL, AUT
Create a collage portrait using fruits and vegetables for the different parts of the face. Express creativity.	Makes a collage portrait, applying the concepts and techniques learnt (texture, line, colour, space, shape, etc.).	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
Textures in fruits and vegetables.	Read and write about textures. Recognise different textures. Use lines, shapes and colours to create textures. Describe textures in fruits and vegetables.	Interest in understanding the concept of texture, experimenting and describing textures in fruits and vegetables.
Study and analysis of an original artwork ( <i>Summer</i> by Giuseppe Arcimboldo) and analysis of the use of texture. Online information search on the reference work.	Study and analyse an artwork. Identify and differentiate between different textures. Describe the textures of fruits and vegetables.  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.
Expression and creation of textures.	Understand and recognise how textures are created in art. Use colour, lines and geometric shapes to create textures. Complete a drawing creating different textures.	Interest in identifying and creating different textures in an artwork. Enjoyment of painting.
Learning about the artistic printing process in art. Composition: use of colour and natural materials.	Study and recognise how to make a print. Make a print. Work with materials to discover their expressive qualities.	Interest in recognising different forms of artistic expression and how they are created.
Composition: use of space, colour and different materials to create a collage portrait.	Draw and colour a fruit or vegetable, simulating a head. Colour fruits and vegetables. Cut out and glue pictures of fruit, simulating the parts of the face in a collage portrait. Use space appropriately depending on the task	Show curiosity about discovering a new artistic technique. Pay attention to how space is depicted. 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

	presented.	in self-expression, communication and leisure.
Types of lines: horizontal and vertical.	Read and study several short texts describing the concept of horizontal and vertical lines. Observe and locate lines in the classroom. Draw horizontal and vertical lines to complete drawings.	Interest and curiosity around differentiating between horizontal and vertical lines in an artwork.
Artistic autonomy and creativity (end-of-project task).	Make a collage portrait using fruits and vegetables for the different parts of the face, integrating everything learnt in the project. Express an opinion and evaluate their artwork and that of others ( <i>Talk about art</i> ).	Express oneself and communicate, using the codes and basic forms of the artistic language learnt, as well as specific techniques. Listen to and respect the opinions of others. Show respect and concern for different forms of artistic expression. Value the importance of group work.

## LINGUISTIC CONTENT

### Language focus

Portrait, print.

Texture: hard, rough, smooth, soft.

Fruit: apple, banana, cherry, grape, kiwi, orange, peach, pear, pineapple, strawberry, tomato, watermelon.

Vegetables: aubergine, carrot, lettuce, peas, pepper.

Face: cheeks, chin, ears, eyebrows, eyes, mouth, nose.

### Key structures

A (pear) is (hard).

I can see (cherries).

His (chin) is a (pear).

My (nose) is an (orange).

## VALUES

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

Show curiosity and interest in learning and feeling different textures.

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.

Understand the importance of following the steps required to produce an artwork.

Reflect on healthy eating habits.

## METHODOLOGY

In this project, pupils will learn about different textures by studying and analysing an original work of art. Pupils will investigate and describe different textures and how they can be shown using lines, shapes and colours. Drawing and creating imaginary textures will foster their creativity, and choosing materials, lines, shapes and colours for the purpose of self-expression, communication and leisure will strengthen their independence. They can study the different textures found in the classroom or their immediate environment.

Pupils will work independently to create a collage portrait by colouring/gluing fruit on the parts of the face, 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 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. 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:** categorise foods in different categories. Classify foods according to their origin: plant/animal.

**Natural Science:** fruit and vegetables. Recognise the importance of eating fruits and vegetables as part of a healthy, balanced diet. Recognise parts of the face.

## MIXED-ABILITY ACTIVITIES

### Levelled questions

\*Indicate the names of fruits and vegetables and identify them in a picture.

\*\*Answer questions about the parts of the face and how they are depicted in the reference artwork for the project.

\*\*\*Express likes and dislikes in relation to fruits and vegetables.

\*\*\*\*Give an opinion on and reflect on the title of the work by Giuseppe Arcimboldo (*Summer*).

### Fast finishers

Make a drawing on A5 paper, showing their favourite food and adding textures using lines, shapes and colours.

Create a drawing on a piece of paper by making prints of silhouettes using two or three different fruits or vegetables.

Add the neck and shoulders to the creative portrait in the *Create* section (*My portrait*).

### Language reinforcement

Invite pupils to name the different textures and describe how to create new textures.

Learn new vocabulary for fruits and vegetables, and for groups and categories of food.

Display their artwork and encourage reflection and communication around healthy dietary habits.

Describe the portraits made by classmates using the structure 'His/her head is a...'

## Garden Sculptures

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Name two-dimensional geometric (circle, rectangle, square, triangle) or organic shapes and three-dimensional (3D) bodies (forms). Talk about their and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Identify and distinguish between figures (flat shapes) and bodies (three-dimensional forms). Learn about classifying flat figures and bodies as geometric or organic. Learn to differentiate between and classify living and non-living things. Learn about flowers/plants and their parts. Identify the stages in the life cycle of living things. Learn to take care of plants and animals (living things).

**Digital competence (DIG):** Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Find and use information on the artist Yayoi Kusama and her work *Flowers that Bloom Tomorrow*. Use the material presented on a website to produce a creative piece of work (*Free draw*).

**Competence in social awareness and citizenship (SOC):** Practise collaborative skills in group activities, taking on responsibility and acting cooperatively. Think about taking care of nature and living things in general.

**Competence in artistic and cultural awareness (CUL):** Learn the difference between flat shapes and three-dimensional bodies in art. Become familiar with a number of artistic techniques such as the use of colour, patterns and shapes, textures, space, etc. Learn about symmetry in an artwork. 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):** Make sculptures of living and non-living forms. Create drawings showing the sculptures made. Create a garden sculpture using different materials and a variety of shapes and bodies. Show initiative in creating symmetry and artworks: materials, colours, uniformity, etc. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify, name and distinguish between shapes and forms. Understand that the word <i>shape</i> refers to flat figures and the word <i>form</i> refers to three-dimensional objects or bodies. Identify shapes and forms in the sculpture <i>Flowers that Bloom Tomorrow</i> by Yayoi Kusama. Draw or model a variety of figures and bodies to represent objects in the surrounding environment. Express an opinion on an artwork.	Presents, identifies and distinguishes between flat or two-dimensional shapes (geometric and organic) and three-dimensional (3D) bodies (height, width, depth).	LIN, MST, CUL, LTL, AUT
	Observes and identifies flat shapes and forms in art and living things.	LIN, MST, CUL, LTL, AUT
	Observes and identifies flat shapes and three-dimensional forms in the sculpture <i>Flowers that Bloom Tomorrow</i> by Yayoi Kusama.	LIN, MST, CUL, LTL, AUT
	Develops aesthetic sensitivity, creativity and the capacity to enjoy artworks and forms of artistic expression.	LIN, 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 (circle, rectangle, square, triangle) and draw them to create very simple abstract or figurative drawings.	Learns about classifying flat or two-dimensional shapes/figures as geometric or organic. Locates and identifies geometric or organic shapes.	LIN, MST, CUL, LTL, AUT
	Creates drawings of living things using geometric and organic shapes.	LIN, MST, CUL, AUT
Recognise three-dimensional forms.	Learns about three-dimensional forms: geometric or organic.	LIN, MST, CUL, LTL, AUT

Use modelling skilfully to create a sculpture. Distinguish between the characteristics of living and non-living shapes and forms.	Models a plasticine sculpture of living and non-living things.	LIN, MST, CUL, LTL, AUT
Be able to create a garden sculpture using and integrating the knowledge learnt. Use different materials, shapes and forms to express creativity.	Uses geometric and organic shapes and forms, a range of materials and colours to create a garden sculpture.	LIN, MST, CUL, LTL, AUT
	Develops artistic autonomy and creativity. Lays the foundations for understanding the creative process.	LIN, MST, CUL, LTL, AUT LIN, MST, CUL, LTL, AUT
Demonstrate awareness of and respect for nature.	Thinks about taking care of plants and nature. Learns about the parts of plants and their life cycle.	LIN, MST, SOC, LTL
Analyse axial symmetry in different representations of elements from daily life. Make a symmetrical drawing of an element from everyday life.	Learns about symmetry and uniformity.	LIN, MST, CUL, LTL, AUT
Create a garden sculpture with plasticine. Express creativity.	Models plasticine to create a garden sculpture using geometric and organic forms.	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
Flat shapes (2D) and forms with dimensions (3D) in art and living things.	Revise vocabulary on geometric shapes. Observe, understand and locate flat or two-dimensional shapes (geometric and organic) and three-dimensional forms. Read texts and revise the vocabulary.	Interest in understanding the concepts and locating flat shapes and three-dimensional forms in the surrounding environment.
Study and analysis of an original work of art, the sculpture <i>Flowers that Bloom Tomorrow</i> by Yayoi Kusama.	Study and analyse a sculpture. Identify and differentiate between shapes and forms in the sculpture.	Curiosity and interest in artistic work. Receptive and positive attitude towards art and expressing emotions and feelings. Appreciation of artworks from different cultures.
Flat geometric shapes (circle, rectangle, square, triangle) and organic shapes.	Locate and recognise different flat shapes: geometric or organic. Create drawings of living and non-living things using geometric and organic shapes.	Interest in making an arts and crafts creation and drawings by contextualising the concepts learnt around geometric (circle, rectangle, square, triangle) and organic shapes using appropriate artistic language.
Three-dimensional forms: geometric or organic.	Model plasticine sculptures of a living thing and a non-living thing. Draw the sculptures modelled.	Interest in using plasticine to create three-dimensional arts and crafts creations and enjoy the activity.
Composition: use of geometric and organic shapes and forms to create a garden sculpture.	Fold, mould, cut and/or colour the materials selected for the arts and crafts creation. Glue the parts together. Add details and decorations to the sculpture. Work with materials to discover their expressive qualities.	Interest in expressing creativity by selecting materials, colours and shapes to create a sculpture, giving free rein to the imagination and creativity, using a variety of the elements and possibilities of artistic languages spontaneously.
Symmetry and uniformity.	Read a text about the concept of symmetry. Study and analyse the two identical parts of certain elements.	Curiosity to learn about symmetry and how to achieve it in a drawing or representation.

	<p>Complete drawings working from their axial centre.</p> <p>Revise the parts of a plant and insect.</p>	
Artistic autonomy and creativity (end-of-project task).	<p>Use geometric and organic forms to create a sculpture modelled in plasticine, 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

Sculpture, garden.

Shapes/flat, shapes/3D.

Shapes: circle, rectangle, square, triangle.

Geometric shapes/forms; organic shapes/forms.

Living things: animals, bee, bird, bush, butterfly, flower, grass, insect, tree.

Non-living things: bench, the Sun, watering can.

Parts of a flower: flower, leaf, roots, seed, stem.

### Key structures

This is a (form).

I can see blue (circles).

It's a living/non-living thing.

They are living/non-living things.

## VALUES

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

Show curiosity and interest in learning to differentiate between flat shapes and three-dimensional forms, and between geometric and organic shapes and forms.

Understand the importance of following the required steps necessary to produce an artwork.

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.

Learn about living and non-living things. Reflect on their care.

## METHODOLOGY

In this project, pupils will learn about flat shapes and three-dimensional forms by studying and analysing an original work of art. Pupils will investigate shapes and forms through real objects and living things in their surrounding environment – at school, in the garden, at home – and by observing reality using the digital resources for the course. Pupils will explore the physical characteristics of living and non-living things, discovering and experiencing the world around them in an empirical manner. Encourage pupils to internalise the concepts learnt and to express them creatively and originally by making drawings and sculptures. Pupils will work independently to mould sculptures with plasticine and to create living and non-living forms, developing 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:** flat shapes/figures (two dimensions) and three-dimensional (3D) forms/bodies. Symmetry.

**Natural Science:** plants and living things: needs, parts of a plant, life cycles of a plant.

## MIXED-ABILITY ACTIVITIES

### Levelled questions

\*Identify the colours in the sculpture *Flowers that Bloom Tomorrow* by Yayoi Kusama.

\*\*Express the feelings evoked by the sculpture.

\*\*\*Observe and identify differences between the flower represented by the sculpture and a real flower.

\*\*\*\*Express an opinion about the work presented in the project.

### Fast finishers

Make a drawing of a living thing on A5 paper using geometric and organic shapes.

Complete the activity on page 7 by drawing a garden in the background. Draw a picture of the sculpture they made and colour it.

### Language reinforcement

Invite pupils to share their modelled sculptures and describe them, contextualising the language learnt.

Name geometric shapes.

Label the different parts of the plants and animals on page 10.

## Colourful Animals

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Name colours and animals. Communicate feelings evoked by an artwork. Talk about one's own and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn to represent the colours in an organised and circular way based on their shade or tone, classifying colours as primary and secondary (colour wheel). Learn about geometric shapes. Study and learn about nature and animals: different types and groups of animals, parts of animals and their functions, different habitats. Think about the environment and immediate surroundings, respecting and taking care of animals and nature.

**Digital competence (DIG):** Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Find and use information on the artist Franz Marc. Use a website to practise the project content (*Wild animals*).

**Competence in social awareness and citizenship (SOC):** Practise collaborative skills in group activities, taking on responsibility and acting cooperatively. Think about the environment, animals and protecting their habitats.

**Competence in artistic and cultural awareness (CUL):** Mix and combine primary colours to produce secondary colours. Become familiar with a number of artistic techniques such as the use of colour, patterns and shapes, textures, space, 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 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 and colour a drawing of a favourite animal. Show initiative in producing colours and making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify and name colours and animals.	Presents and identifies colours based on animals.	LIN, MST, CUL
Identify and name primary and secondary colours.	Observes, understands and identifies the following art elements: primary and secondary colours.	LIN, MST, CUL, AUT
Know how to mix primary colours to produce secondary colours.	Observes and identifies primary and secondary colours in the Franz Marc painting <i>Little Blue Horse</i> .	LIN, MST, CUL, LTL, AUT
Recognise primary and secondary colours in the Franz Marc painting <i>Little Blue Horse</i> .	Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity.	LIN, CUL, LTL, AUT
Express an opinion on an artwork.	Studies the artworks that make up our cultural heritage; reflects on and expresses an opinion about them.	LIN, CUL, SOC, LTL, AUT
Mix primary colours to produce secondary colours.	Mixes primary colours to produce secondary colours.	LIN, MST, CUL, LTL, AUT
Write colour names.	Writes the names of the colours.	LIN, CUL, AUT
Recognise and use different tones of colour and variations in brightness/light.	Recognises different tones and identifies variations in brightness/light.	LIN, MST, CUL, LTL, AUT
Draw animals from simple geometric shapes.	Identifies geometric shapes based on animals.	LIN, MST, CUL, LTL, AUT
Be able to draw an animal using colour.	Learns about space and composition.	LIN, MST, CUL, LTL, AUT
	Uses different colours in a personal way.	LIN, MST, CUL, LTL, AUT
Use colour creatively and independently by applying artistic knowledge.	Develops artistic autonomy and creativity.	LIN, MST, CUL, LTL, AUT
	Lays the foundations for understanding the creative process.	LIN, MST, CUL, LTL, AUT

Demonstrate awareness of environmental problems.	Thinks about the environment and respect for animals and their habitats.	LIN, MST, SOC, LTL
Identify the representation of reality in photos and paintings, assessing the different levels of iconicity between them	Identifies reality in photos, learning to associate reality and art.	LIN, MST, CUL, LTL
	Understands that a drawing is a representation of reality.	LIN, MST, CUL, LTL
	Recognises the different levels of iconicity between reality, photography and drawing.	LIN, MST, CUL, LTL, AUT
Use technology appropriately.	Develops basic computer competencies and practise arts and crafts skills online.	LIN, MST, DIG, CUL, LTL, AUT
Draw an animal and its habitat.	Makes drawings based on photos in which the object or reality represented is distinguishable.	LIN, CUL, AUT
Draw an animal and its habitat. Express creativity.	Makes a drawing of an animal applying the concepts and techniques learnt (colour, space, shapes, etc.).	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
Colours in art and animals.	Mix primary colours to produce secondary colours. Complete a colour wheel.	Interest in producing secondary colours based on a knowledge of primary colours.
Study and analysis of an original artwork ( <i>Little Blue Horse</i> by Franz Marc) and analysis of the primary and secondary colours.	Study and analyse an artwork. Identify and differentiate between primary and secondary colours. Complete a colour wheel.	Receptive and positive attitude towards art and expressing emotions and feelings. Active participation in observation and analysis of artworks.
Identification of colour.	Recognise and name different tones and identify variations of light and brightness. Complete a drawing using appropriate colours and tones.	Interest in identifying differences in brightness and light in an artwork. Enjoyment of painting.
Identification of shapes.	Observe, identify and draw animals based on basic geometric shapes. Cut out and glue shapes to create animals.	Interest in observing the connection between shape and representation of figures as an imitation of nature.
Composition: use of colour and space to create a picture of an animal and its habitat.	Draw and paint a very colourful animal. Use space appropriately depending on the task presented. Work with materials to discover their expressive qualities.	Interest in expressing creativity through colour. Pay attention to how space is depicted. Use the elements and possibilities of artistic languages spontaneously, giving free rein to the imagination. Explore and use a range of arts and crafts materials and tools to discover their properties and possibilities for use in self-expression, communication and leisure.
Photography and drawing.	Observe reality through photos and drawings, assessing the different levels of iconicity between	Interest and curiosity around noting the different levels of iconicity between the painting and reality.

	<p>them.</p> <p>Use technology to support learning.</p>	Motivation and reflection on the use of new technologies.
Artistic autonomy and creativity (end-of-project task).	<p>Use colour and shapes creatively to make a drawing of a favourite animal, 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

Primary colours: blue, red, yellow.

Secondary colours: green, orange, purple.

Colour wheel.

Animals: bee, bird, cat, fish, horse, ladybird, owl, parrot, snail, snake, sea star, turtle, whale.

### Key structures

(Yellow) and (red) make (orange).

The (horse) is (blue).

How many (legs) does it have?

It has (four) legs.

## VALUES

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

Show curiosity and interest in mixing and producing new colours based on primary colours.

Value and respect the rules of listening necessary for communication.

Reflect on their artistic creations and those of others.

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

## METHODOLOGY

In this project, pupils will learn about colour and the colour wheel by studying and analysing an original work of art. Pupils will investigate mixing and producing colours for themselves, along with different tones of a colour, 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. Pupils will work independently to draw, cut out and glue different shapes and create animals, 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:** geometric shapes.

**Natural Science:** animals and nature.

### **MIXED-ABILITY ACTIVITIES**

#### **Levelled questions**

\*Describe the colours of various objects.

\*\*Investigate and explore primary and secondary colours.

\*\*\*Give an opinion and reflect on colour and creativity.

\*\*\*\*Express an opinion about the work presented in the project, *Little Blue Horse* by Franz Marc.

#### **Fast finishers**

Make a drawing of their favourite animals and practise mixing colours on a sheet of A5 paper.  
Cut out geometric shapes to create an animal, glue them to a sheet of paper and draw a baby version of that animal.  
Draw a colour wheel or chromatic circle to practise mixing colours.

**Language reinforcement**

Invite pupils to name the colours and identify their composition.  
Ask and answer questions with the structure 'How many...?'

# **ByME**

# **Arts & Crafts Projects 2**

**Green pack**

**SYLLABUS**

**Area: Arts & Crafts (English)**

**Stage: Primary Education**

**Year Two**

## Playful Shapes

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Name lines and shapes. Name parts of the body and the face. 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. Explore the human body: the body and face, their different elements and characteristics, and how they relate to feelings and emotions.

**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 (*Make your own portrait*).

**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 to use lines and geometric shapes to make artistic creations. Create an abstract portrait using lines and shapes. Understand and critically evaluate different forms of cultural and artistic expression; begin to learn about artists and their work, such as Pablo Picasso and Abstract art.

**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 an abstract portrait using lines and shapes. Show initiative in producing colours and making artistic creations in general. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify and name lines and shapes in an artwork.	Represents parts of the human body and face using lines and shapes.	LIN, MST, CUL, LTL, AUT
Differentiate various types of lines.	Identifies and names different types of lines (open, closed, straight, curved, spiral, diagonal, horizontal, vertical, etc.) and geometric shapes (triangle, rectangle, circle, square, pentagon, rhombus).	LIN, MST, LTL, AUT
	Learns what Abstract art is, in contrast to figurative art.	LIN, CUL, LTL
Express an opinion about an artwork. Recognise the work of Picasso.	Observes and identifies lines and shapes in the reference artwork by Pablo Picasso ( <i>Girl with Boat</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 different parts of the face using a variety of lines, inspired by Picasso.	Learns what Abstract art is and how to differentiate it from more figurative art.	LIN, CUL, LTL, AUT
	Understands the different options in using lines to create geometric shapes.	LIN, MST, CUL, LTL, AUT
Create a face composition using lines and geometric shapes.	Creates a composition using different lines to create different shapes.	LIN, MST, CUL, LTL, AUT
	Learns about the human body and its characteristics.	LIN, MST, LTL, AUT
Use lines and shapes to draw the human form	Draws the human form in different positions using lines and	LIN, MST, CUL, LTL, AUT

in different positions.  Draw the human form using different coloured geometric shapes.	geometric shapes to create movement.  Draws the human form using geometric shapes.	LIN, MST, CUL, LTL, AUT
Create a portrait inspired by Picasso.	Uses different lines and geometric shapes to create a portrait.	LIN, MST, CUL, LTL, AUT
Draw pictures of toys using geometric shapes.  Use a ruler and measure segments.  Apply artistic knowledge.	Identifies and uses geometric shapes (triangles, quadrilaterals, circles and squares) in the representation of everyday objects, like toys.  Measures segments with a ruler, using the centimetre as the project of measurement.  Develops artistic autonomy and creativity.	LIN, MST, CUL, LTL, AUT  LIN, MST, LTL, AUT  LIN, CUL, 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
Lines and shapes in art and the human body.	Locate and identify different lines and geometric shapes in an artwork.	Interest in learning how to create the human form using lines and shapes.
Study and analysis of the reference artwork <i>Girl with Boat</i> by Pablo Picasso.	Revise geometric shapes. Read a short text about an abstract portrait by Pablo Picasso, and how lines and geometric shapes were used to create it. Study and describe an artwork. Identifies and locates lines and shapes in the reference artwork.	Receptive and positive attitude towards art, and expressing emotions and feelings. Active participation in the observation and analysis of artworks. Interest in learning about Abstract art and the work of Pablo Picasso.
Facial features; lines and shapes.	Study facial features depicted in a different way; create new ones. Complete portraits using lines and shapes; distinguish between figurative and Abstract art.	Interest in enhancing self-expression and self-knowledge.
The body and movement.	Study some drawings and their corresponding corporal representation made up of lines and shapes. Describe what each child is doing in the illustrations. Identifies the joints marked with green dots. Study the drawings of two children made up of geometric shapes. Draw a person using different geometric shapes.	Interest in observing the connection between shapes and the human body.  Refine observation and visual analysis skills; apply these to their learning and artistic work.
Composition: the use of lines, shapes and colours to create a portrait.	Produce a portrait inspired by Picasso. Draw a geometric shape for the head. Draws and colours the hair. Draw facial features using different shapes.	Interest in exploring the intuitive and expressive capabilities of the human form. Interest in applying the artistic techniques and processes seen in the project in a creative and personal way.

	<p>Colour the facial features and cut them out. Glue the parts of the face to make an original face.</p>	<p>Use possible artistic language spontaneously, giving free rein to the imagination.</p>
<p>Geometry in art.</p>	<p>Observe and identifies different geometric shapes. Use a ruler to trace over a train made up of geometric shapes. Finish a boat using the geometric shapes provided. Choose geometric shapes and use them to draw a toy.</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>Talk about art (end-of-project task).</p> <p>Pair work.</p>	<p>Match the senses to the corresponding parts of the face.</p> <p>Use lines and geometric shapes to create an abstract portrait. Match each part of the face to the geometric shape used for the portrait.</p> <p>Compare their portrait with those of their classmates. Finds similarities and differences. Evaluate and give opinions about their own artwork and that of others.</p>	<p>Apply and contextualise the knowledge learnt.</p> <p>Perseverance, focus and discipline when working independently; enhance personal skills and self-awareness. 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

Portrait, abstract.

Lines: curved, diagonal, horizontal, vertical, wavy, zigzag.

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

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

Parts of the body: arms, feet, hands, head, legs, torso, etc.

### Key structures

I can see (two blue triangles).

Her head is a (pentagon).

My head is a (square). My mouth is...

## VALUES

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

Acquire certain practices: visual observation, retention and creative imagination, observation of the environment and artistic work.

Show curiosity and interest in using lines and shapes to create the human form.

Develop the capacity to be expressive and imaginative.

Reflect on their artistic creations and those of others.

Develop habits for cleaning, caring for and organising the materials used.

## METHODOLOGY

By studying and analysing an original artwork, pupils will learn how to use lines and shapes to create a portrait or a human body in this project.

Pupils will investigate drawing lines and shapes, as well as using colour to express themselves and create a portrait. Stimulate their imagination and creativity, and encourage pupils to be as original as they like and not feel embarrassed about their abstract creations. Free drawing develops pupils' expressiveness and spontaneity, strengthens their personality and fosters creativity. Knowing about and enjoying art helps increase self-awareness, enabling pupils to become more familiar with works of art.

Pupils will work independently to draw their portraits, fostering observation of the human body, visual analysis and reflection, exploring their intuitive and expressive capabilities in the process. 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. Organise a workshop in which one pupil poses for the others. This will allow them to learn and later apply their knowledge of anatomical morphology in order to better understand how the human body and its movements are represented. The basic principle is freedom and spontaneity for creative and original self-expression.

The *Geometry in art* lesson will enable pupils to learn to develop their own knowledge. It accomplishes this through interaction and by completing activities which 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 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.

### **CROSS-CURRICULAR ITEMS**

**Mathematics:** geometric shapes.

**Natural Science:** the human body and face; the senses.

### **MIXED-ABILITY ACTIVITIES**

#### **Levelled questions**

\*Locate the lines and shapes in the portrait for the project: *Girl with Boat* by Pablo Picasso.

\*\*Locate and name colours seen in the triangles in the reference artwork.

\*\*\*Look at the face depicted in the illustration and compare it with their own face.

\*\*\*\* Infer feelings from the portrait and express an opinion.

#### **Fast finishers**

Decorate the background for the portraits on page 5 using colourful lines. Choose one of the figures from page 6 and complete their face and body, and clothing.

Draw and colour a portrait of their teacher, applying everything learnt in the project.

#### **Language reinforcement**

Name and write the parts of the body and face.

Say and write different physical actions: *He's standing. He's sitting. She's jumping. He's running*, etc.

Write down all the geometric shapes they know.

## Leafy Textures

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Illustrate different textures. Describe the textures in a painting. Name plants, flowers and their characteristics. Communicate feelings evoked by 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. Explore and learn about plants: types, needs, parts and characteristics. Learn to take care of nature.

**Digital competence (DIG):** Use the interactive whiteboard to study details of an artwork and practise vocabulary. Find and use information on the artist Vincent van Gogh. Use internet resources to practise content from the project (*Colour, draw and paint*).

**Competence in social awareness and citizenship (SOC):** Practise collaborative skills in pair and group activities; take on responsibility and cooperate. Reflect on taking care of nature.

**Competence in artistic and cultural awareness (CUL):** Learn to use lines, shapes and colours to create textures. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work, such as Post-Impressionism and Vincent van Gogh.

**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 flowers that have different textures. Create a plant or flower using different types of textured paper. Create a sunflower using tissue paper and other materials. Show initiative in producing colours and making artistic creations in general. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify and name plant textures in different artworks.	Learns an element of visual language: the texture of a surface ( <i>hard, soft, smooth, rough, prickly, bumpy, etc.</i> ).	LIN, CUL, LTL, AUT
Practise different techniques for creating texture in an artwork.	Recognises methods for depicting texture, such as lines, shapes and colours.	LIN, MST, LTL, AUT
Express an opinion about an artwork. Recognise the work of Vincent van Gogh.	Observes and identifies textures in the reference artwork by Vincent van Gogh ( <i>Sunflowers</i> ). Develops the capacity to enjoy artworks and forms of artistic expression, as well as aesthetic sensitivity and creativity. Studies works of art that form part of our cultural heritage; reflects on them and expresses an opinion about them.	LIN, CUL, SOC, LTL, AUT
Create different textures for plants and flowers.	Recognises different types of textures found in plants. Creates different textures in an artwork.	LIN, MST, CUL, LTL, AUT
Create a flower using different types of textured materials.	Uses different types of textured materials to create an artistic flower.	LIN, CUL, LTL, AUT
Experiment with and use different materials creatively.	Recognises different types of textures: tactile (perceived through touch); visual (perceived through sight and graphic media representation, such as drawing and painting).	LIN, CUL, LTL, AUT
Make a sunflower using tissue paper.	Creates a sculpture of a sunflower using different textured materials, inspired by the sunflowers of Vincent van Gogh.	LIN, CUL, LTL, AUT
Show creativity and purpose in actions.	Creates volume and depicts different objects, transforms materials and creates new three-dimensional forms.	LIN, MST, LTL, AUT
Identify the representation of reality in photos and paintings, assessing the different levels of iconicity between them.	Identifies reality in photos and learns that artists represent reality in different ways. Understands that an illustration is a representation of reality.	LIN, CUL, LTL, AUT LIN, CUL, LTL, AUT

<p>Do two different illustrations of the same photograph.</p> <p>Use technology appropriately.</p>	<p>Recognises the different levels of iconicity between reality, photography and drawing.</p>	<p>LIN, CUL, LTL, AUT</p>
	<p>Produces different drawings based on the same photograph of a plant in which it is clearly distinguishable.</p>	<p>LIN, CUL, LTL, AUT</p>
	<p>Develops basic computer competences and practises arts and crafts skills online.</p>	<p>LIN, DIG, CUL, LTL, AUT</p>
<p>Practise and communicate the content learnt in the project, demonstrating comprehension.</p> <p>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
Textures in art.	Use lines, figures and textures to create plants.	Interest in learning how texture can be created in an artwork to express and elicit a reaction in the viewer.
Study and analysis of the reference artwork <i>Sunflowers</i> by Vincent van Gogh.	<p>Revise the feel and different textures of a surface.</p> <p>Read a short text about the different textures used by Vincent van Gogh in his artworks.</p> <p>Read and trace over the names of different textures found in nature.</p> <p>Identify and locate textures in the reference artwork.</p> <p>Talk about plants and flowers, as well as their different components.</p> <p>Study and describe an artwork.</p> <p>Reflect on nature and how to look after it.</p>	<p>Receptive and positive attitude towards art, and expressing emotions and feelings.</p> <p>Active participation in the observation and analysis of artworks.</p> <p>Interest in learning about Abstract art and the Post-Impressionist work of Vincent van Gogh.</p>
Textures.	<p>Observe and match different plant textures to the corresponding drawing. Complete the plant illustrations.</p> <p>Complete the flower illustration with the appropriate textures.</p> <p>Describe different textures.</p>	<p>Interest in learning to create textures by observing nature and their own creations.</p> <p>Refine observation and visual analysis skills; apply these to their learning and artistic work.</p>
Materials and textures.	<p>Consult different photos of plants in reference books and on the internet.</p> <p>Research the plants and flowers from class and describe them.</p> <p>Cut up materials of different textures.</p> <p>Cut up materials and glue them to create a flower or plant.</p>	<p>Interest in using different textures to enhance artworks and add different consistencies to them.</p> <p>Enjoyment of researching, finding and using different materials creatively.</p>
Composition: paper sunflowers.	Make a paper flower inspired by Vincent van	Interest in learning and checking that each texture feels different.

	<p>Gogh. Cut coloured tissue paper into different-sized squares. Fold the paper in half and staple it. Cut the two ends into points. Pull out each piece of paper separately. Crumple the orange paper in the centre. Glue the stem, leaves and seeds. Glue all the flowers created onto a sheet of paper.</p>	<p>Demonstration of autonomy and creativity. Effort and care in producing artistic creations.</p>
Technology in art: photography and drawing.	<p>Study reality through photos and illustrations; assess the different levels of iconicity between them. Use technology to support learning. Use a photo of a plant or flower. Illustrate the photograph in two different ways, one more realistic than the other. Describe the illustrations and explain the styles and differences between them.</p>	<p>Interest and curiosity in noting the different levels of iconicity between illustrations and reality. Enthusiasm and reflection on the use of new technologies.</p>
<p>Revise the content in the project.</p> <p>Talk about art (end-of-project task).</p> <p>Pair work.</p>	<p>Study images of plants that represent different types of visual textures. Choose between the two options provided to identify the appropriate adjective that describes the textures in the sentences.</p> <p>Describe the sunflower craft made by pupils, identifying the textures in each part of the flower.</p> <p>Contrast their craft with a classmate's, looking for similarities and differences.</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</p>

	Evaluate and give opinions about their own artwork and that of others.	expression. Value the importance of shared work and a participatory culture.
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## LINGUISTIC CONTENT

### Language focus

Texture: bumpy, hard, prickly, rough, smooth, soft.

Plants: bamboo, bush, cactus, flower, grass, palm tree, pine tree, tree.

Parts of a flower: flower, leaf, roots, seeds, stem.

Parts of a tree: trunk, branch, bark, needles.

### Key structures

Is a (rose) (rough)? Yes, it is./No, it isn't.

It feels (smooth).

(Sunflowers) are (yellow). They have (seeds). The stem is (prickly). The leaves are...

## VALUES

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

Acquire certain practices: visual observation, retention and creative imagination, observation of the environment and artistic work.

Show interest in learning about different textures and expressive possibilities in an artwork.

Understand the importance of following the steps necessary to produce an artwork.

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

Learn about plants and nature; reflect on the importance of looking after them.

## METHODOLOGY

In this project, pupils will learn how to visually perceive and feel different textures, as well as how to create these textures using different techniques and materials so they can be experienced through touch. All of this is done by studying and analysing an original artwork. Drawing and creating imaginary textures will foster their creativity; choosing materials, lines, shapes and colours for the purpose of self-expression, communication and leisure will strengthen their autonomy. They can study the different textures found in the classroom or in their immediate natural environment. Help them see the relationship between texture and touch, allowing them to check it. Look at the senses so that pupils can see how they are involved in art.

Each texture offers a different feeling. By creating textures, we can make an object appear pleasant, repulsive, fragile, heavy, warm, cold, etc. Make pupils aware that choosing appropriate materials for their textures helps reinforce the final effect of their work.

Pupils will work independently to create a sunflower craft, stimulating their creativity and fine motor skills. Pupils will learn to handle objects and control them (precision, coordination, control and delicacy in their hand movements). This control will give pupils more confidence in their own artistic works, teaching them to enjoy making them and appreciate how they contribute to their own enjoyment and wellbeing.

If possible, take pupils to a natural location so that they can learn about plants and flowers in situ, and experience the concept of texture first-hand. While they have fun and develop their creative, motor (fine motor

functions) and sensory skills, pupils will integrate everything learnt directly. And more importantly, they will learn to love and take care of nature. Ask them to photograph what they see so that they can later depict these items in different ways and evaluate the different levels of iconicity between them and reality.

The final project of 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.

### **CROSS-CURRICULAR ITEMS**

**Mathematics:** lines and geometric shapes.

**Natural Science:** plants and nature.

### **MIXED-ABILITY ACTIVITIES**

#### **Levelled questions**

\*Observe and count the number of sunflowers with brown centres in *Sunflowers* by Vincent van Gogh.

\*\*Observe and describe the colours used in the sunflowers in reference artwork.

\*\*\*Recognise and describe the differences between the sunflowers.

\*\*\*\*Give and justify an opinion about the artwork.

#### **Fast finishers**

Add decorative elements to the garden on page 5: grass, insects, etc.

Make different shaped rubbings using their plants and crayons.

Illustrate the sunflower made out of tissue paper, in a vase sitting on a table.

#### **Language reinforcement**

Name and write all the plants and flowers pupils can remember, along with their different components.

Use appropriate structures to describe their creations: *It's a (rose). It has... It feels... They have... The stem is... The leaves are...* etc.

## Life in 3D

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Name materials. Say what objects are made of. Describe a sculpture. Talk about their own and their classmates' artwork. Express an opinion about artworks.

**Competence in mathematics, science and technology (MST):** Learn about forms and three-dimensional objects (height, width, depth). Materials: properties and classification. Reflect on environmental problems and our contribution to solving them by recycling and reusing materials.

**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 (*Art to Save the Sea*) (*Shapes and forms*). Find information on recycled art.

**Competence in social awareness and citizenship (SOC):** Practise collaborative skills in pair and group activities; take on responsibility and cooperate. Reflect on environmental matters and their contribution to recycling and reusing materials.

**Competence in artistic and cultural awareness (CUL):** Learn to create three-dimensional sculptures using recyclable materials. Make a puppet out of recyclable materials. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work, such as art that includes recyclable materials.

**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):** Make a puppet out of recyclable materials. Show initiative in producing colours and making artistic creations in general. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify shapes and forms in art and different materials.	Learns that forms are three-dimensional objects with: height, width, depth.	LIN, MST, CUL, LTL, AUT
Know how materials are recycled.	Thinks about reusing materials.	LIN, MST, SCS, LTL, AUT
Identify and name materials in a sculpture. Distinguish three-dimensionality in an artwork. Express an opinion about an artwork.	Observes and identifies shapes in the reference artwork by Angela Haseltine Pozzi ( <i>Washed Ashore: Art to Save the Sea</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
Transform flat geometric shapes into 3D objects.	Transforms flat shapes into 3D forms that have volume. Creates different objects using the shapes provided.	LIN, MST, CUL, LTL, AUT LIN, MST, CUL, LTL, AUT
Create a 3D animal (pop-up).	Creates a pop-up or 3D animal.	LIN, MST, CUL, LTL, AUT
Create a puppet in the shape of an animal out of recyclable materials.	Uses different recyclable materials and expresses creativity by making a puppet in the shape of an animal. Reflects on marine pollution and environmental problems.	LIN, MST, CUL, LTL, AUT
Make a poster about recycling.	Uses information and communication technology for educational purposes and to publicise work and ideas: make a poster about recycling using simple drawings and basic text.  Develops artistic autonomy and creativity.	LIN, DIG, MST, SOC, CUL, LTL, AUT  LIN, CUL, 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
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CONTENTS	PROCEDURES	ATTITUDES
Forms in art and different materials.	Locate and identify shapes in different recyclable materials that make up an artwork.	Interest in learning how to create art from recyclable materials.
Study and analysis of an original artwork : <i>Washed Ashore: Art to Save the Sea</i> by Angela Haseltine Pozzi.	<p>Revise the materials classroom objects are made from to stimulate and practise language.</p> <p>Describe the sculpture and identify the recyclable materials that it consists of.</p> <p>Read a short text about using recyclable materials to create a sculpture.</p> <p>Match words relating to materials to the corresponding images.</p>	<p>Receptive and positive attitude towards art, and expressing emotions and feelings.</p> <p>Active participation in the observation and analysis of artworks.</p> <p>Interest in learning that there are artists who, in addition to creating works and expressing themselves through art, seek to improve the environment through recycling and reusing materials.</p>
Volume; transformation of objects.	<p>Observe and name flat geometric shapes.</p> <p>Follow steps to transform shapes into 3D forms.</p> <p>Create different objects from flat geometric shapes.</p>	Interest and initiative in integrating and contextualising the knowledge learnt through carrying out an activity: flat shapes to 3D.
3D illustrations (pop-up).	<p>Create a pop-up or 3D animal.</p> <p>Fold the paper. Cut a line in the middle of the sheet to make the animal's mouth.</p> <p>Fold the cut section to create two triangles.</p> <p>Unfold the triangles and open the paper. Draw an animal and colour it.</p> <p>Glue a piece of coloured card under the paper to create the mouth.</p> <p>Colour the animal's habitat.</p> <p>Glue the drawing into the pupil's book.</p>	Interest and enjoyment in making arts and crafts' creations, as well as following instructions and the steps presented.
Composition: a puppet made out	Make a puppet inspired by the work of Angela	Interest in applying the artistic techniques and procedures seen in

of recyclable materials.	<p>Haseltine Pozzi using recyclable materials. Decide what animal to make and choose the materials and colours. Cut up scrap paper and glue it to a yoghurt pot or other object. Add elements to create the face. Decorate the animal in different materials. Glue on more details to complete the body.</p>	<p>the project in a creative and personal way.</p> <p>Develop awareness and involvement in environmental matters; start to recycle.</p>
Technology in art.	<p>Make a poster on the computer about recycling; practise ICT skills. Draw geometric shapes and forms to replicate bins. Add text. Add colour to the drawing. Change the colour of the text. Discuss the posters made.</p>	<p>Recognise that using ICT in Education not only gives us educational and instructive opportunities, but also research and communicational ones (environmental matters and recycling.</p>
<p>Revise the content in the project.</p> <p>Talk about art (end-of-project task).</p> <p>Pair work.</p>	<p>Complete sentences about materials to the corresponding drawings. Make a puppet using recyclable materials; describe the materials used in the process.</p> <p>Act out a conversation with a classmate using the puppets, making presentations. Evaluate and give opinions about their own artwork and that of others.</p>	<p>Apply and contextualise the knowledge learnt.</p> <p>Perseverance, focus and discipline when working independently; enhance personal skills and self-awareness. Use codes and basic forms of the artistic language learnt, as well as the techniques and materials, to express themselves and communicate. 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

Recyclable material: rubbish, sculpture.

Forms: cone, cube, cylinder, sphere.

Materials: glass, fabric, metal, paper, plastic, wood.

### Key structures

It's a (turtle). It has (four legs). It's made of (plastic).

## VALUES

Reflect on creating art from waste materials and objects that are commonly considered rubbish or refuse.

Learn to work with materials and discover their expressive qualities.

Develop the capacity to be expressive and imaginative.

Reflect on their artistic creations and those of others.

Develop habits for cleaning, caring for and organising the materials used.

## METHODOLOGY

In this project, pupils will learn to create objects with 3D volume by transforming geometric shapes, thereby giving real form to their imagination. Pupils will explore drawing lines and shapes, and transforming flat shapes into three-dimensional forms.

Pupils will work independently to create their sculptures and puppets from recyclable materials, exploring their intuitive and expressive

capabilities. 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. By establishing this link between art and recycling, the aim is to teach the pupils the importance of recycling today, and that if it becomes a daily habit, we can contribute to the preservation of the planet.

Working with new Information and Communication Technologies (ICTs) to make a poster about recycling not only fosters the transmission of knowledge, but also trains pupils in certain skills. It stimulates their creativity, experimentation and resource use, as well as their interactivity and cooperation skills. For this reason, it is helpful to use the computer to educate future generations, while also teaching them to adopt a critical approach to its use and abuse.

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.

## VALUES

See recycling as one type of solution to environmental problems; see reusing and reducing consumption at home, school and other places as other options.

Show curiosity and interest in learning to differentiate flat shapes from three-dimensional forms, as well as geometric and organic shapes and forms.

Understand the importance of following the required steps to produce an artwork.

Learn to use ICT appropriately.

Value and respect rules necessary for communication (listening, taking turns, etc.).

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

Learn about living and non-living things. Reflect on how to look after them.

### 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:** shapes and three-dimensional forms.

**Social Science:** recycling used materials to create art and promote taking care of the environment.

**Technology in art:** make a poster on the computer about recycling; practise ICT skills.

### MIXED-ABILITY ACTIVITIES

#### Levelled questions

\*Observe and locate colours in the sculpture *Washed Ashore: Art to Save the Sea* by Angela Haseltine Pozzi.

\*\*Observe and locate shapes in the reference artwork.

\*\*\*Observe and locate objects on the turtle's face.

\*\*\*\*Identify the title of the sculpture in the lesson and its meaning.

#### Fast finishers

Draw different classroom objects made of different materials; try to create the object in 3D.

Write sentences associated with advice for looking after their animal's habitat.

Draw and colour the habitat of the animal created and / or decorate it with more recyclable materials.

#### Language reinforcement

Represent and write materials; classify them based on their origin (natural or artificial).

Represent and write all the geometric shapes they can remember.

Make labels for all the animals created by the pupils in a class display.



# ByME

# Arts & Crafts Projects 3

**Green pack**

**SYLLABUS**

**Area: Arts & Crafts (English)**

**Stage: Primary Education**

**Year Three**

## Colours in a Still Life

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Express contrast in art; colour, tonal values, shape, texture. Identify and express the five senses and their characteristics. Use prepositions of place to describe an artwork. Communicate feelings evoked by an artwork. Talk about their and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about the five senses. Learn about shapes, light and volume. Learn about the visual process, or the ability to interpret our surroundings through the light and colour which enter our eyes and send a message to our brain via electrical impulses.

**Digital competence (DIG):** Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the digital resources for the course. Make a colour wheel using shapes on the computer. Find and use information on artists such as Juan Gris, Francisco de Zurbarán, etc. Practise the project content online (*Digital still life*).

**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 different ways of expressing contrast: through colour (warm and cool), tonal values (light and dark), shape (flat/three-dimensional), size and texture. Recognise what a still life is and identify still lifes in the work of artists who painted them throughout history. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work, such as Juan Gris and his work *Vista a la bahía*. Learn about primary colours and how they are mixed to produce secondary colours. 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, reflection, and collaborative work.

**Competence in autonomous learning and personal initiative (AUT):** Make a still life with paper objects using contrasts. Create a guitar with different materials. Show initiative in producing colours and making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Distinguish between and use different ways of expressing contrast: Use tonal values (light and dark). Use warm/cool colours. Use flat/three-dimensional objects.	Learns the concept of contrast in art.	LIN, CUL, AUT, LTL
	Identifies warm and cool colours.	LIN, CUL, AUT, LTL
	Perceives the difference between flat and three-dimensional objects and how to achieve this effect by contrasting colour and tonal values.	LIN, MST, CUL, AUT, LTL
	Identifies contrast in art through the senses.	LIN, MST, CUL, AUT, LTL
Express an opinion on an artwork.	Observes and identifies colours and contrasts in a Juan Gris painting ( <i>Vista a la bahía</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, CUL, AUT, LTL  LIN, CUL, SOC, LTL, AUT
Use warm and cool colours and tonal values (light and dark) to create a still life.	Knows how tonal values are produced: light (using white) and dark (using black).	LIN, CUL, LTL, AUT
Observe reality and objects and make a still life out of paper objects.	Recognises a still life in art.	LIN, CUL, LTL, AUT
Describe an artwork using the senses. Identify different planes in an artwork.	Uses the senses to describe an artwork.	LIN, MST, CUL, LTL, AUT

Make compositions using different planes.	Learns to recognise and use different planes as elements that make up shapes.	LIN, MST, CUL, LTL, AUT
Depict simple objects, giving them volume by means of chiaroscuro (light and shadow).	Recognises the chiaroscuro technique (light and shadow/light and dark) as a painting technique which consists of using sharp contrasts between objects – some light and others shaded – to emphasise certain elements, creating the effect of relief and modelling forms through the gradation of tones of light.	LIN, MST, CUL, LTL, AUT
Understand how the chiaroscuro technique is used to show volume.	Learns that light tonal values indicate light and that dark tonal values indicate shadow.	LIN, CUL, LTL, AUT
Make a guitar using different materials, colours, lines and shapes, inspired by the work of Juan Gris.	Learns about the work of Juan Gris.	LIN, CUL, LTL, AUT
	Uses different materials, colours, lines and shapes to create a unique artwork.	LIN, CUL, LTL, AUT
Use creativity independently, applying artistic knowledge.	Develops artistic autonomy and creativity.	LIN, CUL, LTL, AUT
	Lays the foundations for understanding the creative process.	LIN, CUL, LTL, AUT
Use technology appropriately.	Develops basic computer competencies and practises arts and crafts skills online.	LIN, DIG, LTL, AUT
Identify and use primary colours and mix them to produce secondary colours.	Learns what the modern primary colours (cyan, magenta and yellow) and traditional primary colours (red, blue and yellow) are; investigates what secondary colours are produced when they are mixed.	LIN, MST, CUL, LTL, AUT

	Uses primary colours in making artworks.	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
Identify contrast in an artwork using the senses.	Explore and examine different ways of expressing contrast. Recognise what a still life means in art and create one in class.	Interest in learning about contrast and evaluating its importance in artworks.
Study and analysis of colour and contrast in the artwork: <i>Vista a la bahía</i> by Juan Gris.	Read and understand a text to learn about colour and contrast. Study and analyse an artwork: - Identify and locate contrasts: colour (warm/cool), shape (flat/three-dimensional), tonal values (light/dark). - Learn how to look at an artwork and identify contrasts using the senses.	Curiosity and interest in artistic work. Receptive and positive attitude towards art and expressing emotions and feelings.
Still lifes in painting: contrasts and the senses.	Create a still life using warm and cool colours, as well as light and dark tonal values. - Draw four objects to make a still life. - Cut out and glue the objects on the table presented in the activity. - Use warm and cool colours to express contrast, as well as different light and dark tones. - Study and choose objects that can be seen, heard, smelled, touched and felt.	Interest in learning what a still life is in art and what techniques are used to express contrast.
Chiaroscuro (light and shadow) and volume. Study and analysis of chiaroscuro in the artwork: <i>Bodegón con</i>	Read and understand a text to learn about the chiaroscuro technique. Study and analyse an artwork. Draw a still life with light (light colours) and	Interest in observing the connection between colour, light and volume to represent and create a still life in painting.

<i>limones, naranjas y rosas</i> by Francisco Zurbarán.	shadow (dark colours): <ul style="list-style-type: none"> <li>- Place objects on a table and study them.</li> <li>- Draw the objects on a table.</li> <li>- Colour the table and background.</li> <li>- Choose the direction of the light source.</li> <li>- Colour the objects with light and shadow.</li> </ul>	
The work of Juan Gris and reflecting on our cultural heritage.	Read and understand a text on Juan Gris. Draw and paint the base of a guitar. Add elastic bands. Cut and attach the neck of the guitar (cardboard tube). Work with materials (paper, cardboard, plastic) and paints (pastels, tempera) to discover their expressive qualities.	Interest in learning about and appreciating the work of Juan Gris. Spontaneous use of the elements and possibilities of artistic 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.
Technology in art. Primary colours: magenta, yellow and cyan.	Read and understand a text about how technology has changed the primary colours. Make a colour wheel with three geometric shapes for the primary colours and three shapes for the secondary colours. Mix primary colours (red, blue and yellow) to produce secondary colours. Mix primary colours (cyan, magenta and yellow) to produce secondary colours.	Interest in using technology to produce artistic creations. Curiosity about investigating how to mix colours to produce new colours.
Artistic autonomy and creativity (end-of-project project).  Talk about art.	Use colour and shapes creatively by making a guitar out of different materials.  Look at pictures and complete the vocabulary words shown to practise the language learnt ( <i>Picture dictionary</i> ).	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.

<p>Group work.</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 explore the concepts of low and high sounds.</p>	<p>Listen to and respect the opinions of others. Show respect and concern for different forms of artistic expression. Value the importance of group work and a participatory culture.</p>
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## LINGUISTIC CONTENT

### Language focus

Still life.

Contrast.

Cool/warm colours, dark/light, shades/tints, shadow.

Flat, three-dimensional, volume.

Hear, see, smell, taste, touch.

Cyan, magenta, yellow.

### Key structures

Behind, between, in front of, in, next to, on, under.

There is/There are.

Comparatives: bigger/smaller, lighter/darker, lower/higher.

## VALUES

Learn to express emotions by observing artworks using the senses.

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

Show curiosity and interest in using contrasts in their artwork and using primary colours (cyan, magenta and yellow).

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 how contrast is expressed in artworks using colour, shape, size and texture, 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 investigate mixing colours with black or white to produce light or dark shades, and they will learn first-hand how to mix primary colours to produce secondary colours, 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. They will also learn to create light and shadow using a value scale, with light colours to show light and dark colours to show shadow. This fosters pupils' perception and observation skills, awakening their sensory system and making them aware that they experience the world through their senses.

Pupils will work independently to create a still life out of paper and to make a guitar using different materials and colours. 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. 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

**Mathematics:** geometric shapes.

**Natural Science:** the senses.

**Technology in art.**

## MIXED-ABILITY ACTIVITIES

### Levelled questions

\*Oral communication, asking and answering questions about the position of objects on the table using prepositions of place.

\*\*Describe the landscape seen through the window in the artwork in the project: *Vista a la bahía* by Juan Gris.

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

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

### Fast finishers

Use coloured materials to add a landscape in the window for the activity in the *Explore* section.

Practise depicting and exploring light and shadow on a piece of A5 paper.

Continue to colour or paint the outside of the base and along the cardboard roll and add details to their guitar from the *Create* section.

### Language reinforcement

Write sentences describing the different objects found in the classroom to practise prepositions of place.

Identify and express the senses and their corresponding organs: *ears, eyes, nose, skin, tongue*.

Revise vocabulary to describe touch and texture (*hard, soft, smooth, rough*), sound (*high, low*), taste (*sweet, salty, bitter, sour*) and smell.

Revise the colours.

## Animal Textures

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Describe different textures and body coverings in animals. Talk about and classify animals. Communicate feelings evoked by an artwork. Talk about their and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about animals and their body coverings. Learn about different classifications of animals: vertebrates/invertebrates; mammals, birds, reptiles, amphibians and fish. Learn the basic characteristics of vertebrates. Think about taking care of and protecting animals. Recognise endangered animals.

**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 Albrecht Dürer. Find and select photos of animals on the internet. Learn the importance of regulations on disseminating and publishing images online. Practise the project content online (*Animals in art*).

**Competence in social awareness and citizenship (SOC):** Practise collaborative skills in group activities, taking on responsibility and acting cooperatively. Think about taking care of and respecting animals and their habitats. Think about the use of ICT.

**Competence in artistic and cultural awareness (CUL):** Learn a variety of techniques to show texture, including line, colour and shape, as well as rubbing. Learn about the difference between tactile and visual, natural and artificial. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work, such as Albrecht Dürer and his work *A Hare*. Learn to use different materials and techniques 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 textures in a landscape with animals. Make an animal and colour it using different textures: visual and tactile. Show initiative in producing colours and textures, and making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Use a variety of techniques to show texture. Distinguish between tactile and visual textures.	Learns the concept of texture and how artists create visual textures as an artistic element using lines, shapes and colours. Learns the differences between visual and tactile texture.	LIN, CUL, AUT, LTL
Distinguish between different textures in the body covering of an animal.	Observes and identifies different textures in animals: <i>hard/soft, rough/smooth</i> .	LIN, CUL, AUT, LTL
	Learns about different animal body coverings: <i>smooth skin, fur, feathers, scales, shell</i> .	LIN, MST, CUL, AUT, LTL
Express an opinion on an artwork.	Observes and identifies textures in an artwork by Albrecht Dürer ( <i>The Hare</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, CUL, AUT, LTL
	Studies the artworks that make up our cultural heritage; reflects on and expresses an opinion about them.	LIN, CUL, SOC, AUT, LTL
Demonstrate awareness of environmental problems.	Thinks about taking care of and respecting animals.	LIN, MST, CUL, SOC, LTL, AUT
Depict and describe different textures in an illustration of nature.	Uses lines, shapes and colours to create different textures in nature.	LIN, MST, CUL, LTL, AUT
Distinguish between tactile and visual texture.	Learns the differences between visual texture (sight) and tactile texture (touch).	LIN, CUL, LTL, AUT

Create an animal using the rubbing technique to create textures.	Creates different visual textures using the rubbing process or technique (transferring a texture onto paper in two-dimensional form).	LIN, CUL, LTL, AUT
Make a textured animal craft using visual and tactile textures inspired by the artist Albrecht Dürer. Recognise the difference between natural and artificial textures and describe their characteristics.	Learns about the work of Albrecht Dürer. Uses different materials, colours and techniques to create textures in an individual way. Learns to differentiate between visual/tactile and natural/artificial textures.	LIN, CUL, LTL, AUT LIN, CUL, LTL, AUT LIN, CUL, LTL, AUT
Use tempera paint.	Learns to use tempera paint and explore the potential of this material.	LIN, CUL, 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
Use technology appropriately.	Develops basic computer competencies and practises arts and crafts skills online.	LIN, DIG, CUL, LTL, AUT
Make an animal poster using images from the internet.	Learns to search for and select photos and images on the internet.	LIN, DIG, 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
Textures in animals and art.	Read and understand a text about using animals in art and how to show the texture of their body coverings.	Interest in learning about animals and their textures.
Study and analysis of texture in the artwork: <i>The Hare</i> by Albrecht Dürer.	Study and analyse an artwork: <ul style="list-style-type: none"> <li>- Describe what they see in the artwork.</li> <li>- Identify and locate different textures and different body coverings on a hare.</li> </ul>	Curiosity and interest regarding the work and creations of artists that are part of cultural heritage.  Reflection on taking care of and respecting animals and the environment.
Textures in nature.	Draw and colour different textures on animals to create their body covering. Complete the textures in an illustration of a nature scene using lines, shapes and colours.	Interest in observing and perceiving reality, utilising the prior knowledge and strategies necessary to absorb what has been learnt.
Visual and tactile texture. Create a visual texture (rubbing).	Read and understand a text in order to differentiate between visual and tactile texture. <ul style="list-style-type: none"> <li>- Place a sheet of paper on top of different textured surfaces.</li> <li>- Rub a pencil and/or coloured crayons over the top.</li> <li>- Draw the outline of an animal on the paper and cuts out the shape.</li> <li>- Add details.</li> <li>- Glue it onto a sheet of paper.</li> </ul>	Interest in using different textures to enhance their artwork, representing reality or adding perceptions.
Natural and artificial textures.	Read and understand a text about Albrecht Dürer.	Interest in learning about and appreciating the work of Albrecht Dürer.

	<ul style="list-style-type: none"> <li>- Draw the outline of an animal and cut it out.</li> <li>- Colour the animal using one or two colours.</li> <li>- Add textures using more colours and different materials, working with them to discover their expressive qualities.</li> </ul>	<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: digital images.</p> <p>Care and respect for animals and their environment.</p>	<p>Read and understand a text on how to use images from the internet to make a poster.</p> <p>Find, compile and organise information in a digital format (internet) to make a poster:</p> <ul style="list-style-type: none"> <li>- Enter the name of the animal to be researched and select photographs.</li> <li>- Copy and paste in a new document.</li> <li>- Make the image larger or smaller, as desired.</li> <li>- Display the work in the classroom.</li> </ul>	<p>Interest in using technology to produce artistic creations.</p> <p>Reflection on the uses of ICT and the importance of regulations on disseminating and publishing images on the internet.</p> <p>A conscious and critical view of the world.</p>
<p>Artistic autonomy and creativity (end-of-project project).</p> <p>Talk about art.</p> <p>Group work.</p>	<p>Use tempera paint and a variety of materials creatively to make an animal that shows different textures.</p> <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>Group work: an activity to interact with pupils' artwork, grouping and classifying the pictures of animals into different categories.</p>	<p>Perseverance, focus and discipline when working independently, enhancing personal skills and self-awareness.</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> <p>Value the importance of group work and a participatory culture.</p>

## LINGUISTIC CONTENT

### Language focus

Subject.

Texture: hard/soft, rough/smooth.

Colours, lines, shapes.

Rubbings, tactile texture, visual texture.

Animal coverings: smooth skin, fur, feathers, scales, shell.

### Key structures

Quantifiers: all, most, some.

There is/There are.

It is/It has.

They're/They have.

## VALUES

Develop aesthetic sensitivity in order to produce well-rounded individuals in whom logical intelligence is supplemented by creative intelligence.

Learn from mistakes and failures, using them to excel and grow.

Show curiosity and interest in learning and feeling different textures.

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

Understand the importance of order and cleanliness in the artistic creation process.

Think about taking care of and respecting animals.

## METHODOLOGY

In this project, pupils will learn about textures in art, and specifically in animals, by studying and analysing an original artwork. Encourage them to study and describe animals using their senses of sight and touch. If possible, do an activity with live animals where pupils can use their sense of touch to describe the textures. Make the classroom into a laboratory so pupils can touch and experience objects with different textures. 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. After experiencing the textures first-hand, it will be easier to reproduce them by means of different techniques such as rubbing and the use of lines, shapes and colours. This fosters pupils' perception and observation skills, awakening their sensory system and making them aware that they experience the world through their senses. Use art to educate children to be socially conscious and environmentally aware, teaching them to view the world with a conscious and critical eye.

Pupils will work independently to create animals with different textures, using and working with a wide range of materials. They will learn to use tempera paint and explore its potential. 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. 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:** animals, animal body coverings and textures. Classification and groups of animals. Characteristics.

**Technology in art.**

### MIXED-ABILITY ACTIVITIES

#### Levelled questions

\*Oral communication, describing the hare in the artwork in the project: *The Hare* by Albrecht Dürer.

\*\*Introspection and inference around the question of how the artist shows the texture of the hare in the painting.

\*\*\*Express preferences about the pupil's favourite animal.

\*\*\*\*Express opinions about why the artist chose a hare for the subject of his painting.

#### Fast finishers

Draw a favourite animal on a sheet of A5 paper, using lines, shapes and colours.

Create two types of textures using the rubbing technique, then draw and cut out two different types of plants.

Draw a plant or other natural feature from the animal's habitat and add texture.

#### Language reinforcement

Revise language related to animals and their classification. Describe and compare the characteristics of a rabbit and a hare, for example, or other animals like a deer and a bird.

Describe different objects or animals and their textures.

Talk about taking care of and protecting animals and their habitats.

## Moving Machines

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Express movement and direction. Identify natural and manufactured products. Describe a simple machine and its parts. Talk about their and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about simple/complex machines, their parts and their functions. Value the importance of research, science and inventions in our lives. Learn geometry: circumference and circle (centre, radius, diameter, chord and arc).

**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 Leonardo da Vinci. Practise the project content online (*Leonardo's inventions*).

**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 to explore and express movement in art. Understand and critically evaluate different forms of cultural and artistic expression, and begin to learn about artists and their work, such as Leonardo da Vinci. 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):** Invent a flying machine and draw it. Create a customised rolling stamp and use it to make a design. Create a wind-driven mobile. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Create movement in art.	Explores and examines the concept of movement in art by means of techniques such as lines, shapes or colours.	LIN, MST, CUL, AUT, LTL
	Studies, identifies and creates movement in art.	LIN, MST, CUL, AUT, LTL
	Learns about and classifies objects as natural or manufactured.	LIN, MST, CUL, AUT, LTL
Express an opinion on an artwork.	Observes and identifies movement in the works of Leonardo da Vinci ( <i>Aerial Screw</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, CUL, AUT, LTL
	Studies artworks that form part of cultural heritage; reflects on them and expresses an opinion about them.	LIN, CUL, SOC, LTL, AUT
Use lines to express movement.	Knows how to express movement in an image.	LIN, MST, CUL, LTL, AUT
Invent a flying machine. Be creative.	Uses knowledge of machines and movement to create an original flying machine.	LIN, MST, CUL, LTL, AUT
Create a rolling stamp.	Recognises and uses different tools and materials to create an original rolling stamp.	LIN, CUL, LTL, AUT
Design images using everyday objects and customised templates.	Designs images and expresses movement.	LIN, CUL, LTL, AUT
Make a mobile.	Uses the materials and concepts necessary to create a wind-driven mobile inspired by the machines of Leonardo da Vinci.	LIN, CUL, LTL, AUT
	Hangs the mobile outside to observe the visual experience of constantly changing and moving dimensions and forms.	LIN, CUL, 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
Use technology appropriately.	Develops basic computer competencies and practises arts and crafts skills online.	LIN, DIG, LTL, AUT
Draw and colour a Ferris wheel using the concepts of centre, radius, diameter, chord and arc.	Distinguishes between a circle and a circumference; links them to the concepts of plane and line. Identifies the basic parts of a circumference: centre, radius, diameter, chord and arc.	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
Movement in art.	Observe, identify and draw lines to create movement in art.	Interest in learning about movement and valuing its importance in artworks. Development of artistic sensibility and individual assessment and observation skills.
Study and analysis of movement through lines, shapes and colours in the artwork: <i>Aerial Screw</i> by Leonardo da Vinci.	Read and understand a text to learn about movement in art and understand how an artist uses lines to express movement. Study and analyse an artwork: - Identify and locate lines. - Describe direction of movement. - Study a model of a flying machine and deduce its movement.	Curiosity and interest in artistic work. Interest in learning new concepts and ideas, and developing the mind, understanding the impact of technology on our lives.
Movement in art and machines. Flying machines.	Observe images to identify what is missing from them. Finish a drawing of some machines. Draw lines to express movement in some images. Invent a flying machine and add lines to express movement.	Interest in learning how movement is expressed by drawing lines. Initiative with regard to individual creative potential.
Stamps and patterns.	Read and understand a text to learn about the stamping technique and designing images. - Make a rolling stamp. - Put paint on the rolling stamp and move it backwards and forwards to make designs. - Use different colours to create an artistic design. - Display the designs and discuss them.	Positive attitude towards learning about and using different arts and crafts materials and resources; proper use of materials and resources.
Bodies in motion: a mobile.	Read and understand a text.	Spontaneous use the elements and possibilities of artistic

	<ul style="list-style-type: none"> <li>- Create a template. Fold it and cut along the dotted lines.</li> <li>- Glue a straw in the centre of the square, perpendicular to the folded line.</li> <li>- Glue together the two corners of the small square.</li> <li>- Glue together the next two lines of the squares, alternating directions each time.</li> <li>- Hang it from a string with a button at each end.</li> </ul>	<p>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>Geometry: circles and circumferences: centre, radius, diameter, chord and arc.</p>	<p>Read a text and study the different parts of a circle.</p> <p>Identify all the parts of the circle.</p> <p>Make a drawing of a Ferris wheel, including all the parts of a circle learnt in the lesson.</p>	<p>Curiosity about investigating how to draw a circumference and use a compass.</p>
<p>Artistic autonomy and creativity (end-of-project project).</p> <p>Talk about art.</p> <p>Group work.</p>	<p>Use a compass to make a Ferris wheel using all the elements of a circle.</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 investigate force and movement in a mobile.</p>	<p>Perseverance, focus and discipline when working independently, enhancing personal skills and self-awareness.</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> <p>Value the importance of group work and a participatory culture.</p>

## LINGUISTIC CONTENT

### Language focus

Inventor, machines, sketches.

Movement: backward, forward, up and down, round and round, spin.

Rolling stamp.

### Key structures

Present continuous: He is/She is/It is moving. They're swinging.

Comparatives: faster/longer.

Superlatives: fastest/longest.

## VALUES

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

Show curiosity and interest in learning about movement and how to express it in art.

Learn and reflect on the importance of commitment, tolerance and respect for others and oneself when working in a group.

Learn to encourage communication and expressing emotions and ideas through artistic language.

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

Understand the importance of following the steps required to produce an artwork.

## METHODOLOGY

In this project, pupils will learn about movement and how it is expressed in art using lines, shapes and colours, 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. Conduct short demonstrations and simple experiments with movement in class to allow pupils to investigate, observe and draw their own conclusions, so they feel that they are creators and builders of their own knowledge and skills. Make sure that the pupils are familiar with how simple machines operate and encourage them to describe them so that they can then create their inventions with confidence and knowledge. The main aim of education is to produce creative, inventive people who can discover new things. Encourage pupils to create their own rolling stamps with a range of materials and objects, using their creative potential and independence; do not direct the activity too closely or impose a fixed criterion, and evaluate their creations.

Pupils will work independently to create a mobile or hanging sculpture using different materials and colours. 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. 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

**Natural Science:** machines and movement.

**Mathematics:** geometric shapes: circle and circumference (centre, radius, diameter, chord and arc).

**Technology in art.**

## MIXED-ABILITY ACTIVITIES

### Levelled questions

\*Study the picture on page 3 and compare it to a modern-day machine.

\*\*Answer a question about Leonardo da Vinci and his work.

\*\*\*Answer a question by giving an opinion about Leonardo da Vinci and his genius.

\*\*\*\*Reflect on and express opinions about what inspired Leonardo da Vinci.

### Fast finishers

Write the name and a short description of their invented flying machines.

Draw a diagram of an invention on a piece of A5 paper.

Design a mobile or hanging sculpture on a piece of A5 paper.

### Language reinforcement

Write prepositions of movement and direction.

Classify and identify natural and manufactured objects; establish connections between them.

Describe simple machines.

Write and show different materials and tools used to make art: *paintbrush, pencil, sharpener, scissors, glue, paper*, etc.



# **ByME**

# **Arts & Crafts Projects 4**

**Green pack**

**SYLLABUS**

**Area: Arts & Crafts (English)**

**Stage: Primary Education**

**Year Four**

## People in Portraits

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Describe facial features and their characteristics. Describe the emotions expressed in a portrait and the feelings they evoke. Talk about healthy habits for people. Talk about their own and their classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about proportion in a portrait. Learn about people, feelings and emotions. Learn about healthy habits for people.

**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 Mary Cassatt. Use internet resources to practise content from the project (*Portraits from the past*) (*Make a face*).

**Competence in social awareness and citizenship (SOC):** Learn to observe and empathise with the feelings and emotions of others. Practise collaborative skills in group activities by taking on responsibility and acting cooperatively. Reflect on healthy habits for people and how to develop them.

**Competence in artistic and cultural awareness (CUL):** Learn about artistic portraits and facial proportions. Recognise portraits as a recurring theme throughout the history of painting. Recognise and express feelings and emotions through an artwork. Understand and critically evaluate different forms of cultural and artistic expression; begin to learn about artists and their work, such as Mary Cassatt and her work *The Sisters*. Learn about photography and how it has evolved over time. Learn to create a self-portrait. Learn the elements used to create posters (images and text) and basic ideas about their function and composition (legibility, order, balance).

**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 portraits using proper proportions. Edit photographs on a computer. Create a self-portrait. Make a poster. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Observe and identify proportion in a portrait by analysing its different components. Draw portraits with accurate proportion by following guidelines. Describe facial features and the emotions they express.	Understands that a portrait is a portrayal of a person's physical and personal qualities. Recognises that a portrait requires certain proportions with regards to the whole in terms of shape, size and position of the facial features depicted. Identifies the emotions and feelings behind a portrait.	LIN, CUL, AUT, LTL  LIN, MST, CUL, AUT, LTL  LIN, MST, CUL, AUT, LTL
Express an opinion about an artwork.	Recognises proportion in the reference artwork by Mary Cassatt ( <i>The Sisters</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, AUT, LTL
Draw a face, positioning the features in the appropriate places so that the proportions are correct.	Learns about proportion in a portrait by analysing its different components and their positioning.	LIN, MST, CUL, LTL, AUT
Draw a face that expresses a specific emotion, using the correct shapes and positions for each facial feature.	Draws different parts of the face: eyes, eyebrows, mouth (shapes and positions); combines them to express feelings and emotions.	LIN, MST, CUL, LTL, AUT
Express, listen to and respond to their own emotions and those of others.	Identifies their own and their classmates' emotions; expresses and manages emotions with respect and empathy.	LIN, MST, CUL, LTL, AUT
Use the possibilities provided by technology for photography. Make a self-portrait that is half-photograph, half-drawing.	Understands the evolution of photography from black and white to colour, and from paper to digital. Develops basic computer competencies; practises arts and crafts' skills online.	LIN, DIG, MST, CUL, SOC, LTL, AUT LIN, DIG, LTL, AUT

Make a self-portrait inspired by the artist Mary Cassatt with the correct proportions.	Use appropriate guidelines to create a <b>self-portrait</b> with the correct proportions.	LIN, MST, CUL, LTL, AUT
Use creativity independently; apply artistic knowledge.	Develops artistic autonomy and creativity. Lays the foundations for understanding the creative process.	LIN, CUL, LTL, AUT LIN, CUL, LTL, AUT
Use technology appropriately.	Develops basic computer competencies practises arts and crafts skills online.	LIN, DIG, LTL, AUT
Make a poster using basic elements and the basic rules of composition.	Recognises the elements used to create posters (images and text) and basic ideas about their function and composition (legibility, order, balance).	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
Facial proportions in an artwork.	Identify correct facial proportions by analysing facial features.	Interest in learning about proportion in an artistic portrait. Sensibility for capturing emotions in a portrait.
Study and analysis of proportion in the reference artwork: <i>The Sisters</i> by Mary Cassatt.	Describe the reference artwork for the project. Learn and practise new vocabulary. Study and analyse an artwork: <ul style="list-style-type: none"> <li>- Describe what can be seen in the portrait.</li> <li>- Read and understand a text about proportion and painted portraits.</li> <li>- Answer questions to practise describing the emotions expressed by the girls in the portrait for the lesson.</li> </ul>	Curiosity and interest in art. Receptive and positive attitude towards art and expressing emotions and feelings.
Portraits in painting.	Follow instructions to draw a face using the proper proportions: <ul style="list-style-type: none"> <li>- Study the horizontal and vertical lines that divide a portrait and where to place each part of the face.</li> <li>- Observe and study the parts of the face.</li> <li>- Draw the parts of a face.</li> </ul> <p>Show different emotions using the eyes, eyebrows and mouth in different positions and shapes:</p> <ul style="list-style-type: none"> <li>- Draw, cut out and combine different types of eyes, eyebrows and mouths to complete a portrait that expresses different emotions.</li> <li>- Describe the emotions in a portrait.</li> </ul>	Interest in learning to draw portraits that express different feelings and emotions.  Become aware of their emotions and those of others; learn to accept and respect them.

Photography: portraits and how they have evolved.	<p>Learn about the evolution of photographic portraits by reading and understanding a text. Know about and use the technology available to edit digital photographs:</p> <ul style="list-style-type: none"> <li>- Edit a personal photograph in a specific program.</li> <li>- Change the photo from colour to black and white.</li> <li>- Crop the photo around the face.</li> <li>- Choose the size of the photograph and print it.</li> <li>- Cut the photo in half and glue it to a sheet of paper.</li> <li>- Draw the other half to produce a divided self-portrait.</li> </ul>	<p>Interest in learning how photography has evolved; curiosity about using technology to help us compose and create photographs. Enjoyment and satisfaction in learning new things and being able to use them in daily life.</p>
Self-portrait.	<p>Learn what a self-portrait is by reading and understanding a text. Create a self-portrait, inspired by the artist Mary Cassatt:</p> <ul style="list-style-type: none"> <li>- Look in the mirror.</li> <li>- Draw the shape, size and position of their facial features.</li> <li>- Draw their hair; colour their self-portrait.</li> <li>- Add shading around the face and nose.</li> <li>- Colour the background.</li> </ul>	<p>Interest in learning about and appreciating the work of Mary Cassatt. 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>
Technology in art: posters.	<p>Read and understand a text about the elements used in posters (images and text) and basic ideas about their function and composition (legibility,</p>	<p>Interest in using technology to produce artistic creations. Motivation and interest in making poster as a form of personal expression and creativity.</p>

	<p>order, balance).</p> <ul style="list-style-type: none"> <li>- Planning: idea, function, message, orientation, etc.</li> <li>- Text: short and clear, type of lettering.</li> <li>- Images: communicative function, drawings, photos, etc.</li> <li>- Creation: combination of text and images.</li> <li>- Display and discussion.</li> </ul>	
<p>Talk about art. Integrate the content learnt, opinions and evaluations.</p>	<p>Write full sentences using the key vocabulary for the project: <i>portrait, proportion, camera, film, pixels, self-portrait</i>.</p> <p>Talk about the artwork created in the project (self-portrait), 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

Portrait, position, proportion, self-portrait, shape, size.

Camera, film, pixels.

Cheeks, chin, ears, eyes, eyelashes, eyebrows, forehead, nose, mouth.

### Key structures

Describing people: *I have short, brown, wavy hair. His eyes are brown.*

Stating emotions: *I'm (excited). She is/looks (happy).*

'When' clauses: *I feel (happy) when (I'm playing with my friends).*

## VALUES

Learn to express feelings by looking at artworks using observational skills and their own emotions.

Reinforce engagement, tolerance and respect for others and themselves.

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

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

Learn and think about healthy habits that support life and general wellbeing.

## METHODOLOGY

In this project, pupils will study and analyse the reference artwork in order to learn about the correct proportions needed for drawing a portrait. 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.

Pupils will explore how to create a portrait by combining shapes and placing various facial features in different places. They will then explore the results of their choices. They will also learn how faces show feelings and emotions, and learn how to recognise emotions such as happiness, sadness, fear, anger, surprise and disgust, regardless of language and culture. This fosters the pupils' ability to observe facial expressions in order to interpret them and empathise with others.

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.

The computer is used to teach pupils to edit a photograph and help train them to internalise the technological knowledge, skills and abilities that will serve them now and in the future, while monitoring and managing how they use them. Encourage pupils to learn through exploration and inquiry-based learning.

Pupils will work independently to create their self-portrait following the guidelines indicated to put their knowledge into practice. This ensures that pupils learn in an independent and all-encompassing way by boosting their confidence in their artistic creations, enjoyment of making them and appreciation of their contribution to their own enjoyment and personal

wellbeing. The classroom becomes a place for freedom of expression in response to the sensory stimuli.

### **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: proportions.

Natural Science: human beings, feelings and emotions; healthy habits.

Technology in art: digital photography; posters.

### **MIXED-ABILITY ACTIVITIES**

#### **Levelled questions:**

\*Observe and identify the background colours in the portrait by Mary Cassatt (*The Sisters*).

\*\*Indicate whether they think the reference artwork looks realistic.

\*\*\*Express feelings evoked by the reference artwork.

\*\*\*\*Express an opinion and knowledge about the artist and her portraits of children.

#### **Fast finishers**

Colour the background of one of the portraits from the *Explore* lesson.

Colour half of the photograph face from the *Discover* lesson.

Draw a sketch of a classmate's face.

#### **Language reinforcement**

Write and say sentences describing classmates' faces.

Review and express all the feelings and emotions they can remember:

*happy, sad, excited, angry, worried, nervous, frightened, etc.*

Communicate healthy habits and share ideas about how to have better health and be happier.

Write a short paragraph containing a self-description.

## Garden Path

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Describe a landscape and its natural and man-made features. Talk about perspective, depth and distance in a painting. Communicate feelings evoked by an artwork. Talk about their own and their classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about perspective and its elements: lines, vanishing point, etc. Learn about using coordinates to design maps and plans. Learn about botany, the science of plants: description, classification, distribution, nutrition, reproduction, physiology, morphology, photosynthesis, etc.

**Digital competence (DIG):** Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Use the course's digital resources. Find and use information about the artist Santiago Rusiñol i Prats. Use internet resources to practise content from the project (*Design a garden*).

**Competence in social awareness and citizenship (SOC):** Practise collaborative skills in group activities; take on responsibility and cooperate. Think about how to look after nature and the environment in general.

**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):** Paint and draw landscapes using perspective and different points of view (artist's viewpoint). Produce different paths/landscapes using depth and distance. Design a map of a park or garden using coordinates. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Identify and depict depth and distance in a landscape.</p> <p>Recognise and use the technique of one-point linear perspective, using a single vanishing point.</p> <p>Identify the horizon line, vanishing point and diagonal lines that merge to create a one-point linear perspective.</p> <p>Use one-point linear perspective to create and complete landscapes.</p> <p>Express an opinion about an artwork.</p>	<p>Recognises that perspective is a way of representing three-dimensional objects on a flat, two-dimensional surface by recreating depth and distance (position).</p> <p>Identifies basic elements and principles of perspective: linear perspective, the vanishing point, the horizon line and the vanishing point of diagonal lines.</p> <p>Identifies space and depth in the reference artwork by Santiago Rusiñol i Prats (<i>Hydrangeas on a Garden Path</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, MST, CUL, AUT, LTL</p> <p>LIN, CUL, SOC, LTL, AUT</p>
<p>Choose a type of path and create a landscape that shows depth, perspective and creativity.</p>	<p>Internalises and learns the artistic techniques and concepts related to perspective: one-point linear, vanishing point, horizon line, parallel and diagonal lines, etc.</p> <p>Uses relative size, overlap and colour to depict depth and distance.</p> <p>Draws landscapes containing both natural and man-made features.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Depict a natural element from a particular point of view or perspective.</p>	<p>Recognises the concept of the artist's point of view/viewpoint to understand the perspective depicted in a painting.</p>	<p>LIN, MST, CUL, LTL, AUT</p>
<p>Make a landscape and path inspired by the work of Rusiñol.</p>	<p>Is familiar with the work of painter Santiago Rusiñol i Prats.</p> <p>Draws differently shaped paths in the context of a landscape, using the perspective techniques learnt and depicting depth and distance.</p> <p>Develops artistic autonomy and creativity.</p>	<p>LIN, CUL, LTL, AUT</p> <p>LIN, SMT, CUL, LTL, AUT</p>

Be creative and apply artistic knowledge.	Create a base for understanding the creative process.	LIN, CUL, LTL, AUT
Use coordinates to make a basic plan of a park or garden.	Recognises the use of coordinates (geometry) as a method for making maps and plans of gardens and parks.	LIN, MST, 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
Space in art and perspective.	Explore space and perspective. Explore and learn about linear perspective and creating the illusion of depth.	Interest and curiosity in learning the basics of perspective technique in drawing.
Study and analysis of colour and contrast in the reference artwork: <i>Hydrangeas on a Garden Path</i> by Santiago Rusiñol i Prats.	Describe the project's reference artwork. Learn new vocabulary. Learn about the different elements and basics of one-point linear perspective and the vanishing point by reading and understanding a text. Study and analyse an artwork: <ul style="list-style-type: none"> <li>- Study the landscape by Santiago Rusiñol i Prats; describe it using the appropriate language and vocabulary.</li> <li>- Identify and locate the various basic elements of one-point linear perspective: the vanishing point, horizon line, diagonal lines that merge at a vanishing point, etc.</li> <li>- Study and compare <i>Hydrangeas on a Garden Path</i> with a similar landscape; find and explain the differences.</li> </ul>	Curiosity and interest in art. Interest in learning about national artistic heritage and discovering artists such as Santiago Rusiñol i Prats. Appreciation and enjoyment of landscapes and nature. Reflect on looking after of the environment.
Paths in a landscape.	Study and describe an unfinished landscape.  Explain how large elements designate the foreground/proximity and small elements indicate distance and depth.	Interest in learning how to draw and paint a landscape through the application of all the techniques learnt, whilst being creative and expressing their love of nature.

	<p>Identify the shape of different paths in various landscapes and describe their basic features.</p> <p>Use the landscapes in the lesson as a reference for choosing a type of path and creating a landscape; include the relevant elements and show depth and distance.</p>	
Perspective.	<p>Learn by reading and understanding a text about how perspective is created according to the artist's eye and changes according to their point of view:</p> <ul style="list-style-type: none"> <li>- Draw two diagonal lines from the bottom to the top of the paper.</li> <li>- Draw the top of the tree at the point where the two lines converge.</li> <li>- Draw the branches and leaves of the tree; add details.</li> </ul> <p>Study photographs of different trees: palm, cherry, pine, beech. Choose one of the trees and draw it from the same viewpoint.</p>	<p>Interest in observing the connection between the artist's viewpoint, and the creation and what they achieved in their own artworks.</p> <p>Enjoy expressing themselves and being creativity.</p>
Artwork by Rusiñol: a path.	<p>Read and understand a text about the Spanish painter Rusiñol and his landscape paintings. Create a landscape/path inspired by his work:</p> <ul style="list-style-type: none"> <li>- Draw the horizon line and vanishing point on a sheet of paper.</li> <li>- Draw two diagonal lines that meet at the vanishing point and depict a path.</li> <li>- Draw natural features and objects on either side that overlap and decrease in size with</li> </ul>	<p>Interest in learning about and appreciating the work of Santiago Rusiñol i Prats.</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>

	<p>distance.</p> <p>- Create a landscape that includes details in the background and foreground.</p>	
Geometry in art: depiction of space (maps and plans).	Read and understand a text about how landscape architects design outdoor park and garden spaces, as well as the elements and objects that may be used in them.	Interest in learning to use coordinates to depict space and objects on a map.
Talk about art. Integrate the content learnt, opinions and evaluations.	<p>Write and complete the key vocabulary for the project: <i>one-point perspective, landscape, path, diagonal lines, garden, viewpoint</i>.</p> <p>Talk about the artwork created in the project (path/landscape) 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

Diagonal lines, horizon line, one-point perspective, vanishing point, viewpoint.

Background, depth, distance, foreground, landscape, middle ground, overlap.

Curved, long, path, short, straight, winding.

Bush, flower, garden, grass, park, plant, tree.

### Key structures

There is... There are some/many...

Comparative and superlative adjectives: bigger/smaller, lighter/darker, lower/higher.

## VALUES

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

Be creative, independent and responsible while producing artworks.

Recognise green spaces as locations where creativity and art can be found. Combine nature and art based on commitment, respect and action. Train the eye to recognise artistic circumstances and nature.

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

Learn how to communicate and express emotions/ideas using artistic language.

## METHODOLOGY

In this project, pupils will learn about perspective and depth 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. It would therefore be interesting to hold the class outdoors and encourage the pupils to observe their surroundings and draw their landscapes based on what they see. This practical approach will itself guide the pupils' hand, allowing them to depict what they see and give them the perfect viewpoint. This educational activity will also increase their environmental awareness based on experimentation and direct contact with nature.

Pupils will personally explore different types of plants and trees in nature, observe different perspectives according to where their eye is positioned, and see the difference in size and colour between objects. In this way, they will learn everything they need to know first-hand to create and enjoy art and nature. This fosters pupils' perceptive and observational skills, thus developing their sensory system and making them aware that they use their senses to experience the world.

Pupils will work independently to produce a path by using and practising the techniques learnt. This ensures that pupils learn in an independent and all encompassing way by boosting their confidence in their own artistic creations, their enjoyment in making them and their appreciation of their contribution to their own enjoyment and wellbeing. The classroom becomes a place for freedom of expression in response to the sensory stimuli in the artwork. The idea is to find what is 'true' so that

pupils can repeat the creative processes themselves. The process of discovering something new is an essential aspect of learning for pupils to refine their investigation skills.

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**

Mathematics: lines; coordinates (geometry).

Natural Science: plants (description, classification, distribution, nutrition, reproduction, physiology, morphology, photosynthesis, etc.).

### **MIXED-ABILITY ACTIVITIES**

#### **Levelled questions:**

\*Oral communication indicating the inspiration for the project's reference artwork: *Hydrangeas on a Garden Path*.

\*\*Talk about the botanical gardens pupils have visited.

\*\*\*Compare the objects in the reference work of art for the project, using comparative adjectives.

#### **Fast finishers**

Study photographs of different types of plants and practise drawing them on a sheet of A5 paper.

Practise drawing trees from different perspectives on a sheet of A5 paper. Sketch the landscape drawn in the *Create* lesson on a sheet of A5 paper.

#### **Language reinforcement**

Write and describe different parts of a plant: *stem, trunk, branch, flower, leaves*, etc.

Write sentences describing different landscapes using the structures

*There is a... There are some/many...*

Revise the seasons: *spring, summer, autumn, winter*.

Write and describe all the trees they can remember and classify them according to their leaf type (*deciduous* or *evergreen*): *palm tree, beech tree, cherry tree, pine tree, oak*, etc.

## Clay Pots

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Talk about different materials. Describe pottery designs and textures. Talk about their own and their classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about three-dimensional forms (height, width, depth) and how these objects are measured. Learn about the concepts of mass and volume. Learn about different materials, their composition and properties. Learn how matter is transformed: physical changes (through forces) and chemical changes (through heat). Learn about central symmetry.

**Digital competence (DIG):** Use the interactive whiteboard to study details of an artwork and practise vocabulary. Use the course's digital resources. Use internet resources to practise content from the project (*Artist: Pottery process*).

**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 that pottery is the art of making vessels and other objects from clay, or another material, through moulding and heating them – something that has been done by people throughout history. Study different pottery designs and patterns in. Learn different pictorial techniques with graphite pencil shading for showing volume. Learn to use different graphite pencils based on their hardness (H) and tone (B) classification. Develop the imagination through different forms of artistic expression.

**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):** Transform flat shapes into pottery with volume. Learn to use different graphite pencils to create volume through shading. Show initiative in making artistic creations in general. Learn to express themselves and communicate.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Use lines, shapes and colours to create volume.	Recognises the properties of clay and the moulding process used since prehistoric times to create vessels with different designs.	LIN, MST, CUL, AUT, LTL
Identify different shapes and textures in pottery.	Identifies shapes and textures in pottery made throughout history by different cultures.	LIN, MST, CUL, AUT, LTL
Appreciate 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 artworks that form part of our cultural heritage; reflects on them and expresses an opinion about them.	LIN, MST, CUL, SOC, AUT, LTL
Transform flat pottery shapes into forms with volume (three dimensions) using gradations of colour and lines.	Differentiates two-dimensional shapes from three-dimensional forms.	LIN, MST, CUL, LTL, AUT
Make designs and patterns in pottery.	Identifies different methods of creating volume on a flat shape, such as the use of colour and lines.	LIN, CUL, LTL, AUT
Use graphite pencils in compositions. Shades objects using different techniques to show volume.	Recognises the different shading techniques for creating volume on an object using a graphite pencil: gradation of colour, hatching, cross-hatching and stippling.	LIN, CUL, LTL, AUT
Make a piece of pottery out of clay; portray different objects and shapes.	Learns about the properties of clay; moulds it to create different clay objects. Designs different patterns and creates a textured effect on clay using different materials. Identifies how forces create physical changes in matter.	LIN, CUL, LTL, AUT LIN, CUL, LTL, AUT  LIN, MST, LTL, AUT
Use creativity independently; apply artistic knowledge.	Develops artistic autonomy and creativity. Lays the foundations for understanding the creative process.	LIN, CUL, LTL, AUT LIN, CUL, LTL, AUT

Identify central symmetry in images containing geometric elements and photographs of objects. Complete a symmetrical design.	Recognises central symmetry in an object or a natural element.	LIN, MST, 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
Shapes and materials in art.	Explore and examine different lines, shapes and colours to create volume.	Interest in and desire to learn about the art of moulding clay and how to turn it into pottery.
Study and analysis of shapes in a clay pottery collection.	Describe the reference artwork for the project. Learn and practise new vocabulary. Read and understand a text about the art of moulding clay and creating pottery that has different patterns and textures, some inspired by nature. Study pottery vessels from different places and times; work out what they were used for.	Curiosity and interest in art from different historical periods.
Forms that have volume: pottery.	Transform flat clay into vessel forms with volume, using lines and colour. Study the design on a piece of pottery and identify living things and geometric drawings. Make a design with volume and three-dimensionality by creating textures and shapes on a flat piece of pottery.	Motivation to learn to design patterns and motifs on a piece of pottery whilst contextualising the artistic concepts learnt.
Pictorial techniques: creating volume with graphite pencil shading.	Read and understand a text about: how to create volume for objects; the different pictorial techniques used to create shading; and the effect of using graphite pencils with different hardness grades and tones to create light and shadows. Shade different objects using various techniques.	Interest in learning about graphite pencils for shading. Motivation to learn to draw using the correct tones and pressure; being patient with themselves when practising the technique.
Mould clay to make a piece of pottery.	<ul style="list-style-type: none"> <li>- Mould and roll clay to make a cylinder.</li> <li>- Use their thumbs to make an opening in the cylinder.</li> </ul>	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

	<ul style="list-style-type: none"> <li>- Press on the sides to create the form of a pot or vessel.</li> <li>- Add designs and create textures using a variety of appropriate materials.</li> <li>- Optionally, paint the piece of pottery with watercolours.</li> </ul>	communication.
Geometry in art: symmetry.	<p>Read and understand a text about symmetry in a natural objects.</p> <p>Study, recognise and draw the lines that mark the central point of symmetry of an object.</p> <p>Complete a symmetrical design on a piece of pottery.</p>	Interest in discovering symmetry in living things.
Talk about art. Integrate the content learnt, opinions and evaluations.	<p>Identify objects and write the key vocabulary for the project: <i>pottery, mould, volume, texture, clay, shadow</i>.</p> <p>Talk about the artwork created (pottery made from clay) in the project, 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

Clay, mould, potters, pottery.

3D, form, pattern, shape, texture.

Cross-hatching, hatching, light source, light, shade, shadow, stippling, tones, volume.

### Key structures

Past simple regular and irregular forms.

Sequence words: first, then, next, finally.

## VALUES

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

Show an interest in using the materials in a hands-on way and making connections between art and other subjects.

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

Understand the importance of following the necessary steps when producing a specific crafts.

Explore and further develop the range of arts and crafts resources, materials and techniques they use to artistically express themselves.

## METHODOLOGY

In this project, pupils will learn about the art of pottery and how to transform a flat shape into a piece of pottery with volume through using colour and lines. 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.

Pupils will explore light and shadows by familiarising themselves with graphite pencils and their hardness, and in this way discover its properties and learn through experience. Let them try the different pencils and discover for themselves which pencil is best for achieving different light and dark tones, as well as what pressure and technique to use to produce the desired shading effects. This will let them to see first-hand how shading adds depth, contrast, personality and movement to their drawings, and how to also enjoy the fact that their abilities as artists are improving.

Pupils will also create their own pottery pieces from moulding clay. They will observe and learn through discovery to reach their own conclusions. In this way, they will discover that clay is a soil material that becomes malleable and flexible when it comes into contact with water, and that once it has been dried, it contracts and hardens permanently. Curiosity and excitement are key in piquing their interest, as they will activate the neural mechanisms needed for learning and retaining information. Encourage pupils in this discovery process, as they will learn best if they enjoy what they are doing.

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

Mathematics: volume and measurements; geometry and symmetry.  
Natural Science: matter and its properties; physical and chemical changes in matter.

### MIXED-ABILITY ACTIVITIES

#### Levelled questions:

\*Identify and describe the lines and shapes in the pottery from the *Clay pots* lesson.

\*\*Identify and describe the different textures on the pottery.

\*\*\*Study the pottery and indicate which looks oldest, stating reasons for the answer.

\*\*\*\*Express an opinion about the pottery and justify it.

#### Fast finishers

Draw ceramic objects from the classroom or home on a sheet of A5 paper, showing volume in the drawings.

Choose an object from their pencil case and draw it on a piece of A5 paper, using the shading techniques learnt in the project to give it volume.

Draw a picture of their pot on a sheet of A5 paper.

#### Language reinforcement

Describe and explain the properties of clay: *absorbent, waterproof, hard, soft, flexible, fragile, opaque, transparent*, etc.

Name different items made of pottery: *pots, jugs, bricks, tiles, sculptures*, etc.

Describe the shape, colour, design, texture, use, etc. of the clay pottery created by the pupils.

# **ByME**

# **Arts & Crafts Projects 5**

**Green pack**

**SYLLABUS**

**Area: Arts & Crafts (English)**

**Stage: Primary Education**

**Year Five**

# Art for Everyone

## EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Communicate forms and proportions (scale). Describe living and non-living forms. Communicate size and comparison. Use prepositions of place to describe an artwork. Talk and give an opinion about their and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about living things: types, characteristics, functions, classifications. Learn about dimensions and volume. Learn to use a grid. Reflect on nature and taking care of 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 Eva Oertli and Beat Huber or Jeff Koons. Use internet resources to practise content from the project (*Outdoor sculptures, Sculpturama*). 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 and think about taking care of and protecting the environment.

**Competence in artistic and cultural awareness (CUL):** Learn about proportion and scale in art. Recognise famous sculptures such as *The Caring Hand* by artists Eva Oertli and Beat Huber, or *Puppy* by Jeff Koons at the Guggenheim Museum in Bilbao. Learn about Land Art. 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 scale drawings. Create a miniature sculpture of a living form using recyclable materials. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Observe and identify forms and scale in a sculpture.</p> <p>Draw and modify small-scale and large-scale images using a grid.</p>	<p>Learns that forms are three-dimensional objects (height, width and depth) and that these forms can be geometric or organic.</p> <p>Identifies sculptures as representations of these forms and that they can be life-sized, small-scale or large-scale.</p> <p>Understands that scale represents a linear relationship (proportion) between the size of the model and the image of it.</p>	LIN, MST, CUL, AUT, LTL
<p>Recognise certain public sculptures.</p> <p>Give an opinion about and become more aware of environmental problems.</p>	<p>Learns what a public sculpture is.</p> <p>Learns about Land Art and reflect on environmental problems.</p>	LIN, CUL, AUT, LTL
<p>Express an opinion on an artwork.</p>	<p>Observes and identifies forms and scale in the sculpture by artists Eva Oertli and Beat Huber (<i>The Caring Hand</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>	LIN, CUL, SOC, AUT, LTL
<p>Draw and colour a large-scale frog using a smaller grid and image as a model.</p> <p>Draw and colour a small-scale flower using a grid based on a bigger one.</p>	<p>Modifies the scale of small-scale and large-scale drawings.</p> <p>Learns what a grid is and that it is made up of segments.</p>	LIN, MST, CUL, LTL, AUT
<p>Draw and add contour lines to an image.</p>	<p>Understands that contour lines are a set of lines that define a body or space and which determine the drawing itself.</p>	LIN, CUL, LTL, AUT
<p>Make a miniature sculpture.</p> <p>Use creativity independently, applying artistic knowledge.</p>	<p>Creates miniature sculptures of a living form, exploring different materials (recyclable materials).</p>	LIN, CUL, LTL, AUT

<p>Use technology for taking photographs appropriately.</p> <p>Recognise Land Art.</p> <p>Use natural materials to create a work of art.</p>	<p>Develops basic computer competencies and practises arts and crafts skills online. Uses the technology available to make photographs.</p> <p>Works in groups to create an artwork using materials from nature and take photographs of it.</p> <p>Learn that Land Art is a movement in contemporary art in which the landscape and the work of art are intertwined. Use nature and natural elements as materials in themselves.</p>	<p>LIN, DIG, LTL, AUT</p> <p>LIN, MST, CUL, 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>

CONCEPTS	PROCEDURES	ATTITUDES
Identify and use scales.	Explore and examine forms through the human body to learn about how they are shown in a sculpture.	Interest in learning what a sculpture is, what types of forms can be found in sculptures and how to use scale in sculptural representation.
Study and analysis of a sculpture: <i>The Caring Hand</i> by artists Eva Oertli and Beat Huber.	Read and understand a text to learn about forms, sculpture and scale or proportion in art. Study and analyse an artwork: <ul style="list-style-type: none"> <li>- Describe the sculpture.</li> <li>- Present vocabulary.</li> <li>- Study and talk about the sculpture <i>Puppy</i> by Jeff Koons at the Guggenheim Museum in Bilbao.</li> <li>- Learn the concept of scale and proportion in art.</li> <li>- Observe and indicate the aim or purpose of this sculpture.</li> </ul>	Curiosity and interest in artistic work. Receptive and positive attitude towards art and expressing emotions. Reflection on taking care of the environment and our responsibility.
Scale and grid.	Use a grid to making drawings, enlarging or reducing the size. <ul style="list-style-type: none"> <li>- Count the squares in the grids and reproduce the drawings.</li> </ul>	Interest in learning how to draw to scale.
Contour lines.	Read and understand a short text about contour lines and volume in a drawing. <ul style="list-style-type: none"> <li>- Complete a landscape, adding contour lines to the images.</li> <li>- Draw the outline of a hand.</li> <li>- Add a decorative symbol.</li> <li>- Draw coloured straight lines around the hand.</li> <li>- Draw curved lines of the same colour inside the</li> </ul>	Interest in observing how contour lines create the effect of volume.

	hand.	
Miniature sculptures.	<p>Make miniature sculptures of living things using recyclable materials.</p> <ul style="list-style-type: none"> <li>- Cut materials (paper, cardboard, plastic) to make a living form.</li> <li>- Colour and decorate the forms created.</li> <li>- Add more recyclable material to complete the sculpture.</li> <li>- Glue the sculpture to a clothes peg.</li> </ul>	<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>Reflection on recycling and taking care of the environment.</p>
Technology in art. Digital photography for Land Art and compositions.	<p>Read and understand a text about an art movement: Land Art.</p> <ul style="list-style-type: none"> <li>- Work in groups to collect natural materials.</li> <li>- Create an artwork using collaboration and participation.</li> <li>- Take photos of the finished work and the creation process, identifying the format and spatial distribution of the elements, as well as the message they seek to convey.</li> </ul>	<p>Interest in using technology to produce artistic creations.</p> <p>Enjoy taking photographs and analysing their content.</p> <p>Curiosity about investigating Land Art artists and their compositions.</p> <p>Become aware of the importance of recycling materials.</p> <p>Not contribute to environmental degradation with artworks that use non-biodegradable materials.</p> <p>Be nurtured by the group's ideas and strive for solutions and agreement when carrying out the tasks encountered.</p>
Talk about art, integrating the content learnt, opinions and evaluations.	<p><i>Learn and share:</i> Choose a public work of art 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 (miniature sculpture of a living form made with recyclable materials) based on a set of questions.</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><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>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>
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## LINGUISTIC CONTENT

### Language focus

Public sculpture.

Forms: 3D, depth, height, width.

Large-scale, life-sized, small-scale.

Contour lines, surface, volume.

Living things, environment, symbol, message, protect.

### Key structures

Comparatives: bigger, larger, smaller, wider.

Prepositions of place: around, behind, in, in front of, next to, on, under, etc.

## VALUES

Learn to interpret an artwork and identify the artists' purpose of raising public awareness of environmental issues.

Express emotions by observing artworks.

Appreciate the work of art 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 sculpture, forms and scale 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 learn what a grid is and how to reproduce a drawing on a smaller or larger scale. They will also learn first-hand to use contour lines to add volume to their drawings.

Pupils will work independently to create miniature sculptures using recyclable materials, stimulating their 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. The classroom becomes a place for freedom of expression in response to the sensory stimuli in the artwork.

If possible, take pupils to a natural setting so that they can learn what Land Art is and how to create a piece in situ. While they have fun and develop their creative, motor and sensory skills, pupils will directly integrate everything learnt in the project. And more importantly, they will learn to love and take care of nature. Have them photograph their works and organize them later on a computer.

## 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. 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

**Natural Science:** Living things: functions, characteristics and classification. Care and protection of the environment.

**Mathematics:** Forms, scale, proportion, dimensions.

**Technology in art:** Photography; other information and communication technology.

## MIXED-ABILITY ACTIVITIES

### Levelled questions

\*Describe the location of the reference work, a sculpture by artists Eva Oertli and Beat Huber (*The Caring Hand*).

\*\*Differentiate between living things and non-living things in the creation of the sculpture *The Caring Hand*.

\*\*\*Express the feelings evoked by the reference work of art.

\*\*\*\*Give an opinion about environmental art: art which deals with ecological issues or the environment.

### Fast finishers

Draw the pictures on pages 4 and 5 (a frog and a flower) without a grid. Explore forms using recyclable materials.

### Language reinforcement

Describe how to take care of animals and other living things in nature.

Brainstorm recyclable materials: *egg cartons, cardboard rolls, scrap paper, plastic bottle caps, small plastic containers*, etc.

Write and indicate the names of different natural elements: *leaves, pebbles, seeds, pine cones, twigs, shells*, etc.

## Patterned Landscapes

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Describe a landscape, communicating space and depth. Identify animals in an ecosystem. Use prepositions of place and adverbs to describe an artwork. Talk and give an opinion about their and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about different ecosystems, landscapes and animals. Learn geometry: quadrilaterals and their classification. Measure segments. Do translations of quadrilaterals. Reflect on nature and taking care of 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 Salnave Philippe-Auguste. Use internet resources to practise content from the project (*Naïve art, Online jungle landscape*). 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 and think about taking care of and protecting nature and the environment.

**Competence in artistic and cultural awareness (CUL):** Learn about space in art and different techniques to create it. Learn about and recognise Naïve art, some of its artists – Henri Rousseau, Salnave Philippe-Auguste – and their works (*The Jungle*). Create playful and colourful designs and patterns by repeating lines, shapes and colours. 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 landscapes representing ecosystems. Draw the habitat of an animal. Create playful and colourful designs and patterns inspired by Naïve art. Create a 3D or layered landscape. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Understand how depth is created in a landscape. Draw animals in their natural habitat using overlap and relative size as techniques to create space. Understand and create depth in a landscape using a background, middle ground and foreground.	Understands the concept of space as an artistic element. Learns that space can have two (height and width) or three (height, width and depth) dimensions. Studies and learns about techniques to create space: relative size, overlap and positioning. Creates the illusion of depth using a pictorial technique of visual perspective: background, middle ground and foreground.	LIN, MST, CUL, AUT, LTL
Recognise a work of Naïve art.	Learns what Naïve art is.	LIN, MST, CUL, SOC, AUT, LTL
Distinguish the animals in a given ecosystem.	Observes and identifies space in an original work of art by Salnave Philippe-Auguste ( <i>The Jungle</i> ). Develops aesthetic sensitivity, creativity and the capacity to enjoy artworks and forms of artistic expression.	LIN, MST, CUL, SOC, LTL, AUT
Express an opinion on an artwork.	Studies the artworks that make up our cultural heritage; reflects on and expresses an opinion about them.	
Draw and colour an ecosystem with its characteristic plants and animals, using the techniques learnt to create space.	Draws lines, figures and colours that make up the landscape of a given ecosystem. Understands the concept of camouflage.	LIN, MST, CUL, LTL, AUT
Create animals and landscapes inspired by the Naïve style.	Learns about the Naïve style and its unique qualities. Creates colourful landscapes and simple animals with playful and fun patterns produced by repeating shapes, lines and colours.	LIN, MST, CUL, LTL, AUT
Make a 3D or layered landscape. Use creativity independently, applying artistic knowledge.	Creates 3D or layered landscape inspired by Naïve art.  Uses planes to create depth and space in a painting.	LIN, MST, CUL, LTL, AUT

Use technology appropriately.	Develops basic computer competencies and practises arts and crafts skills online.	LIN, DIG, LTL, AUT
Identify and classify quadrilaterals.	Identifies quadrilaterals (polygons with four sides and four angles) and how they are classified (according to the parallelism and length of their sides, and their internal angles).	LIN, MST, CUL, LTL, AUT
Translate quadrilaterals in a grid using a ruler, first measuring the segments to be moved.	Measures a segment using a millimetre ruler.	LIN, MST, CUL, LTL, AUT
	Translates a quadrilateral.	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
Learn about space in a landscape.	Explore and examine how space is created in art.	Interest in investigating and learning what space is and how to create it in an artwork.
Study and analysis of an original work of art: <i>The Jungle</i> by Salnave Philippe-Auguste.	<p>Read and understand a text to learn about Naïve art and how space is created in this type of painting.</p> <p>Study and analyse an artwork:</p> <ul style="list-style-type: none"> <li>- Describe the landscape and revise vocabulary.</li> <li>- Locate lines, shapes and colours in the artwork.</li> <li>- Answer a question about the accuracy of the artwork, stating an opinion.</li> <li>- Discuss the ecosystem depicted in the work and the animals that do not belong there.</li> </ul>	<p>Curiosity and interest in artistic work.</p> <p>Receptive and positive attitude towards art and expressing emotions and feelings.</p> <p>Reflection on taking care of the environment and our responsibility.</p>
Landscapes and ecosystems.	<p>Observe a drawing and infer the type of ecosystem represented: a desert.</p> <p>Draw and position the animals indicated (lizard, hare, snake, eagle, tortoise) in the previous landscape, creating space: overlap, relative size, etc.</p> <p>Observe certain animals and put each one in camouflage in the appropriate habitat.</p>	Interest in learning to draw a landscape using the techniques to create appropriate spaces, and investigate and learn about ecosystems and habitats in nature.
Playful designs and patterns inspired by Naïve art.	<p>Read and understand a short text about Naïve art.</p> <ul style="list-style-type: none"> <li>- Observe the designs and patterns in animals inspired by Naïve art.</li> <li>- Create an animal with fun and colourful designs and patterns inspired by Naïve art.</li> <li>- Create a landscape.</li> </ul>	Interest in investigating Naïve art and creating a landscape using the knowledge acquired.

	<ul style="list-style-type: none"> <li>- Draw the planes (background, middle ground and foreground).</li> <li>- Colour the landscape and add many bright, colourful patterns, shapes and designs.</li> </ul>	
3D or layered landscape.	<p>Name different ecosystems. Choose one ecosystem and research its living and non-living components. Make a 3D landscape, using layers to create space and depth.</p> <ul style="list-style-type: none"> <li>- Draw, cut out and glue landscape elements for the background.</li> <li>- Draw, cut out and glue elements for the middle ground.</li> <li>- Draw, cut out and glue elements for the foreground.</li> <li>- Colour and cut out the frame for the picture.</li> </ul>	<p>Spontaneous use of the elements and possibilities of artistic languages, giving free rein to the imagination. Exploration and use of a range of materials and tools to discover their properties and possibilities for use in self-expression, communication and leisure. Reflection on taking care of the environment.</p>
Technology in art. Geometry: translate quadrilaterals using a ruler.	<p>Read and understand a text about quadrilaterals. Name the quadrilaterals shown in the lesson.</p> <ul style="list-style-type: none"> <li>- Observe and name the quadrilaterals in a grid and the animals they represent.</li> <li>- Measure the segments in a grid (in millimetres) and translate the quadrilaterals shown to another section of the grid. Indicate the direction of movement.</li> </ul>	<p>Interest in using technology to produce artistic creations.</p> <p>Motivation to learn geometry using art as a vehicle, thus integrating the two fields of study.</p>
Talk about art, integrating the content learnt, opinions and assessments.	<i>Learn and share:</i> Observe an artwork by the Naïve artist Henri Rousseau and answer the comprehension questions to contextualise and practise the content and language learnt in the	Express themselves and communicate, using the codes and basic forms of the artistic language learnt, as well as the techniques and materials.

	<p>project. Learn about the work of this artist.</p> <p><i>Talk about your final artwork:</i> Talk about the artwork created in the project (3D landscape of an ecosystem) 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>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>
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## LINGUISTIC CONTENT

### Language focus

Naïve art, simpler, jungle.

Space: background, foreground, middle ground, overlap.

Bright, camouflage, patterns, repeat.

The animals in the painting and the project: crocodile, deer, eagle, hare, hippopotamus, leaf bug, warthog.

Ecosystems: coral reef, desert, rainforest, savannah, tundra, wetlands.

Quadrilaterals: kite, parallelogram, rectangle, square, trapezium, trapezoid.

### Key structures

Prepositions of place: around, behind, between, in, in front of, next to, on, under.

Adverbs: above, below.

## VALUES

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

Reinforce engagement, tolerance and respect for others and themselves.

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

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

Value and respect the rules of listening necessary for communication.

## METHODOLOGY

In this project, pupils will learn about space, depth and the idea of visual perception by creating planes (background, middle ground, foreground) and using overlapping and different-sized elements in the painting. 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 artworks. Show the pupils different artworks in the Naïve style to allow them to enjoy the fun colours, designs, shapes and animals, and create something similar, integrating everything learnt. Ask them to express the feelings and emotions evoked by these artists, stimulating their intellectual and sensory development.

Pupils will work independently to create 3D or layered landscapes using different materials. 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. The classroom becomes a place for freedom of expression in response to the sensory stimuli in the work.

If possible, take pupils to a natural setting so that they can learn about ecosystems and habitats by interacting with them. Try to get them to express what they feel and demonstrate it by making creative drawings,

at the same time learning to love and take care of the environment. Turn learning into an experience, creating an emotional connection with the activity they are engaged in. This will give the child a creative and open view of the world.

### 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. Help pupils 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:** Ecosystems and habitats. Care and protection of the environment.

**Mathematics:** Geometry: quadrilaterals and their classification. Measure segments. Do translations.

**Technology in art.**

### MIXED-ABILITY ACTIVITIES

\*Answer a question about space in the reference work of art for the project: *The Jungle* by Salnave Philippe-Auguste.

\*\*Answer a question about colour in the reference work of art.

\*\*\*Answer a question about Naïve art and its supposed simplicity.

\*\*\*\*Give an opinion about the reference work of art for the project.

### Fast finishers

Draw, cut out and glue plants and animals, placing them on the picture of the desert on page 4.

Draw the habitat corresponding to the animal drawn on page 6.

Add more plants, animals or designs to the picture and frame created on page 9.

### Language reinforcement

Write and indicate the names of different animals: *crocodile, deer, eagle, elephant, giraffe, hare, hippopotamus, leaf bug, lion, lizard, monkey, octopus, snake, tiger, tortoise, warthog, zebra*.

Describe the characteristics and components of a given ecosystem. Name various ecosystems: *desert, coral reef, savannah, tropical rainforest, tundra, wetlands*, etc.

Describe a landscape, using prepositions of place and adverbs appropriately.

Name different quadrilaterals: *kite, rectangle, parallelogram, square, trapezium, trapezoid*.

Give an opinion about zoo animals.

## Colourful Impressions

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Name colours. Describe a landscape. Talk about and give an opinion about their and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about light energy. Learn about reflection of light. Learn about and reflect on renewable and non-renewable energies. Learn about the history of animated cinema. Reflect on nature and taking care of 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 Claude Monet and other Impressionists. Use internet resources to practise content from the project (*Guide to Impressionism*). 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 and think about taking care of and protecting nature and the environment.

**Competence in artistic and cultural awareness (CUL):** Learn about colour and light. Recognise the Impressionist style, with its characteristic use of bright colours and light, and short brushstrokes, and some of its artists and works, such as Claude Monet (*Bridge in Monet's Garden*). 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 reflection landscape (print) inspired by the work of Monet. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Observe and identify colours in an Impressionist landscape.</p> <p>Mix primary colours with their adjacent secondary colours to create tertiary colours.</p> <p>Use warm and cool colours to show the effect of light in a landscape.</p>	<p>Learns about colour and the colour wheel.</p> <p>Understands that the primary colours are cyan, magenta and yellow.</p> <p>Understands that secondary colours are produced by mixing two primary colours.</p> <p>Understands that tertiary colours are a mixture of a primary and a secondary colour.</p>	<p>LIN, MST, CUL, AUT, LTL</p>
<p>Recognise Impressionist works and some of their artists, as well as their techniques.</p> <p>Give an opinion about an artwork and express the emotions it evokes.</p>	<p>Recognises the Impressionist style: bright colours and short brushstrokes to capture natural light.</p> <p>Observes and identifies colours in an original painting by Claude Monet (<i>Bridge in Monet's Garden</i>).</p> <p>Expresses emotion and feelings in an artwork.</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, CUL, SOC, LTL, AUT</p> <p>LIN, CUL, SOC, LTL, AUT</p> <p>LIN, CUL, LTL, AUT</p>
<p>Produce tertiary colours by mixing primary and secondary colours.</p> <p>Recognise and order primary, secondary and tertiary colours, and warm and cool colours on a colour wheel.</p> <p>Recognise an Impressionist painting.</p>	<p>Uses different techniques for mixing and producing secondary and tertiary colours from primary colours.</p> <p>Identifies and classifies primary, secondary and tertiary colours on a colour wheel.</p> <p>Identifies warm and cool colours and uses them for expressive purposes in a composition.</p> <p>Learns that the Impressionists mix pure colours on the canvas rather than on the palette.</p>	<p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, CUL, LTL, AUT</p>

Complete a landscape with water lilies using Impressionist colour techniques.	Identifies warm and cool colours and how the Impressionists use colour to show light, shadow and forms.	LIN, CUL, LTL, AUT
Draw and colour the reflection of an object in the water.	Become familiar with the work of Monet and the importance of water, light and colour in his creations.	LIN, CUL, LTL, AUT
Recognise what reflection of light is.	Understand that reflection of light happens when rays of light fall on a surface and hit it, are diverted and bounce back.	LIN, MST, LTL, AUT
Use creativity independently, applying artistic knowledge.	Draw the reflection of certain objects or elements in water.	LIN, MST, CUL, LTL, AUT
Make a reflection landscape (print) inspired by the work of Monet.	Makes a landscape print, producing the effect of its reflection in the water.	LIN, MST, CUL, LTL, AUT
Use creativity independently, applying artistic knowledge.		
Use technology appropriately.	Develops basic computer competencies and practises arts and crafts skills online.	LIN, DIG, LTL, AUT
Understand the origins and history of animation.	Learns about persistence of vision (visual phenomenon). Learns how inventors use knowledge about light and vision to create new technology in relation to animated cinema (without filming).	LIN, MST, LTL, AUT  LIN, MST, 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
Colour and the colour wheel.	Explore and examine colour to create light effects, using different techniques and procedures to mix colours.	Interest in learning about colour and how the Impressionists used it to convey the sensation of light and energy.
Observe and analyse an original painting by Claude Monet ( <i>Bridge in Monet's Garden</i> ).	Study and analyse an artwork: <ul style="list-style-type: none"> <li>- Describe the Monet painting and revise colour vocabulary.</li> <li>- Express emotions and feelings evoked by the reference work of art.</li> <li>- Observe and indicate the time of day depicted in the painting <i>Bridge in Monet's Garden</i>.</li> </ul>	Curiosity and interest in artistic work. Receptive and positive attitude towards art and expressing emotions and feelings. Reflection on taking care of the environment.
Colour and sensations.	Revise primary, secondary and tertiary colours. Read a short text about the Impressionists' use of colour and how they mix it directly on the canvas. <ul style="list-style-type: none"> <li>- Complete a colour wheel with tertiary colours, produced by mixing primary and secondary colours.</li> <li>- Label the different colours on the colour wheel.</li> <li>- Draw a dividing line between warm and cool colours.</li> <li>- Colour circles with warm and cool colours.</li> </ul>	Interest in learning about mixing colours and their classification as warm or cold in order to express feelings and emotions.
Warm and cool colours.	Read and understand a short text about the use of colour by the Impressionists: warm colours next to cool colours to create light. Complete a landscape with water lilies using the Impressionist techniques learnt and oil pastels.	Interest in observing and applying the concepts and ideas learnt about colour to make artworks.
Reflection of light.	Read a short text about the use of water and colour by the Impressionists and the process of	Spontaneous use of the elements and possibilities of artistic languages, giving free rein to the imagination.

	<p>reflection of light.</p> <p>Study images and distinguish between calm waters and wavy waters.</p> <p>Complete the previous images using the techniques learnt to reflect the light.</p> <p>Complete a landscape with natural and man-made elements and their reflection in the water.</p>	
Print of a landscape inspired by Monet.	<p>Revise the vocabulary for natural elements in a landscape.</p> <p>Create a print of a landscape:</p> <ul style="list-style-type: none"> <li>- Divide a sheet of card in half and draw a man-made element such as a bridge on the top half.</li> <li>- Use Impressionist techniques: bright colours, short brushstrokes, etc. for the landscape.</li> <li>- Paint the man-made element.</li> <li>- Spray water on the card and spread it with a paintbrush.</li> <li>- Fold the card in half and press on the painting to make a print of the image, creating a reflection landscape.</li> </ul>	<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>Responsibility for their own results and interest in improving them.</p>
Technology in art. Animated cinema: origins and history.	<p>Read and understand a text about persistence of vision and its use in animated cinema.</p> <p>Read and study images of different machines in the history of animated cinema.</p> <p>Answer comprehension questions.</p> <p>Investigate two of the inventions shown in the lesson.</p>	<p>Interest in using technology to produce artistic creations.</p> <p>Curiosity about researching visual phenomena.</p> <p>Motivation to find information.</p>
Talk about art, integrating the	<i>Learn and share:</i> Find information about the	Express themselves and communicate, using the codes and basic

<p>content learnt, opinions and assessments.</p>	<p>Impressionist style 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 artwork created in the project (print of a reflected landscape) 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>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>
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## LINGUISTIC CONTENT

### Language focus

Impressionist landscape, short brushstrokes.

Bridge, lighthouse, pond, water lily, windmill.

Primary colours: cyan, magenta, yellow.

Secondary colours: green, red, violet-blue.

Cool colours, tertiary colours, warm colours.

Light, reflection, shade, shadow.

Animation, invention, motion pictures, persistence of vision, still images.

### Key structures

Prepositions of time: at, during, for, in.

Adverbs: quickly, slowly.

## VALUES

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

Reinforce engagement, tolerance and respect for others and themselves.

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

Appreciate the work of art 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 the effect of colour and light by studying and analysing an original artwork. Allow the pupils to work with and mix colours so that they understand and learn about them through creative experience and investigation of the elements. The meaningful repetition of actions facilitates learning and improves performance, helping to integrate knowledge and skills.

Pupils will work independently to create a print of a reflected landscape using materials and mixing colours. 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. The classroom becomes a place for freedom of expression in response to the sensory stimuli in the work.

If possible, take pupils to an art gallery or show them works by Impressionist artists to allow them to enjoy these artworks filled with energy and colour, and use them as models and inspiration for their future creations.

Today's children are part of a generation marked by images, where science, art and technology form a whole. Try to make still frames by hand and produce a small animated short with them so that pupils discover this wonderful creative world where curriculum content merges.

## 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. 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 ongoing give and take, asking and receiving, leading and following, sharing, cooperating and understanding others' individuality, differences and needs.

## CROSS-CURRICULAR ITEMS

**Natural Science:** Light and reflections. Care and protection of nature and the environment.

**Technology in art:** Animated cinema: machines and inventions.

## MIXED-ABILITY ACTIVITIES

### Levelled questions

\*Name the natural and man-made elements in the reference landscape for the project: *Bridge in Monet's Garden*.

\*\*Explain the differences between the bridge and its reflection in the water in the reference landscape for the project.

\*\*\*Infer and explain the direction of sunlight in the landscape.

\*\*\*\*Infer and explain the season depicted in the landscape by Monet.

### Fast finishers

Draw a tree on a sheet of A5 paper using Impressionist techniques.

Draw a quick sketch of the landscape created by a classmate in the *Discover* lesson.

Mix tertiary colours with the paint left on their palette from the *Create* lesson.

### Language reinforcement

Write and revise the colours.

Describe emotions and feelings evoked by an Impressionist painting.

# **ByME**

# **Arts & Crafts Projects 6**

**Green pack**

**SYLLABUS**

**Area: Arts & Crafts (English)**

**Stage: Primary Education**

**Year Six**

## Moving Towards the Future

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Describe and express movement in an artwork. Talk about the human body and the nervous and locomotor systems. Talk about the benefits of physical exercise. Talk about their own and their classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about different types of lines. Learn geometry: acute angles (less than 90°), right angles (90°) and obtuse angles (more than 90°). Learn about the sense organs and systems involved in movement (the peripheral nervous system, which sends signals to the locomotor system via the brain). Learn and recognise basic human anatomy (brain, skeleton, muscles, joints, extremities, spinal column, etc.). Understand the health benefits of physical exercise. Learn the importance of stretching before exercise to increase flexibility and muscle mobility, and to prevent injury.

**Digital competence (DIG):** Use the interactive whiteboard to study details of an artwork and practise the vocabulary. Find and use information on the Russian artist Natalia Goncharova and other Futurist artists (Giacomo Balla, Umberto Boccioni, Gino Severini). Use internet resources to practise content from the project (*Figure it out*). Use ICT to create or present artistic creations.

**Competence in social awareness and citizenship (SOC):** Practise collaborative skills in group activities, take on responsibility and cooperate. Understand and reflect on the importance of physical exercise for physical and mental health.

**Competence in artistic and cultural awareness (CUL):** Learn about movement and the human body in art. Learn about and recognise Futurist art, and some of its artists, including Natalia Goncharova and her work *Cyclist*. 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):** Draw human figures, using their pose to express motion and gesture. Create a human figure out of aluminium foil and draw a sequence of movements with it. Create a Futurist collage showing a sequence of movements. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify and describe the use of repeated lines, shapes and colours to create movement. Express movement using lines, shapes and colours.	Identifies how the movement of the human body is expressed in art, specifically in Futurist Art, through the repetition of highly expressive lines, abstract shapes and bright colours.	LIN, MST, CUL, SOC, AUT, LTL
Identify Futurist artworks and some of the style's most representative artists.	Understands that Futurism was an avant-garde art movement characterised by originality, movement, images of the modern world, vivid colours, transparency, lots of lines and details.	LIN, MST, CUL, SOC, AUT, LTL
Describe the process of human movement.	Identifies movement of the human body, and the systems and organs involved in this movement.	LIN, MST, AUT, LTL
Analyse and express an opinion about an artwork.	Recognises movement in the Futurist painting <i>Cyclist</i> by Natalia Goncharova. 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, CUL, SOC, LTL, AUT
Express movement in the human body using action lines, gesture lines and vivid colours.	Creates movement using different action lines and gesture lines.  Recognises that action lines can be curved to show long, slow, fluid movements; or wavy and zigzag to show quick movements.  Distinguishes between a drawing that expresses gestures and a drawing of a stick figure with no gestures.	LIN, MST, CUL, LTL, AUT
Make a human figure out of aluminium foil, arrange it in different positions and draw a sequence of movements.	Identifies movement in the human body in the form of different poses and actions; draws a sequence of these movements.	LIN, MST, CUL, LTL, AUT
Make a Futurist collage that expresses rhythm	Creates a sequence of movements, applying the concepts learnt to	LIN, MST, CUL, LTL, AUT

and movement.  Use creativity independently, applying artistic knowledge.	express movement artistically.	
Add and subtract angles.  Learn to use set squares.	Identifies acute (less than 90°), right (90°) and obtuse (more than 90°) angles.  Uses set squares (45-45-90 degrees and 30-60-90 degrees) to measure, draw and combine angles (adding and subtracting).	LIN, MST, 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

CONTENTS	PROCEDURES	ATTITUDES
Movement in art.	Observe, identify and express movement in art using lines, shapes and colours.	Interest in learning about Futurist painting and its artists, and how they capture the excitement of modern life by emphasising the sensation of movement and rhythm.
Study and analysis of movement in an original Futurist artwork <i>Cyclist</i> by Natalia Goncharova.	<p>Describe the artwork. Learn and practise new vocabulary. Talk about the inventions and machines of the 20th century that changed people's daily lives, and how this influenced the new vision of the artists of the time.</p> <p>Study the painting and locate repeated lines, shapes and colours in the work that express movement. Infer the speed of the cyclist based on the artistic techniques used.</p>	<p>Curiosity and interest in the artistic work of artist Natalia Goncharova and Russian post-revolutionary art, with its colourful, avant-garde works. Receptive and positive attitude towards art, and expressing emotions and feelings.</p>
Gesture and action lines.	<p>Identify and describe gesture and action lines in the figures in the lesson (dancer and runner). Determine whether they represent slow or fast movement.</p> <p>Make other figures by adding gesture lines to the sketch of the existing action lines.</p> <p>Observe how colour helps to emphasise the direction and energy of an artwork.</p> <p>Add colour to the drawing of the footballer, exploring the expressive qualities of this element. Study the action and gesture lines in the skateboarder and show the direction of force and energy in the drawing.</p>	<p>Interest in learning how colour and lines express movement and gesture in a drawing.</p> <p>Realise the importance of studying a model or figure before drawing it in order to better understand the action it is doing and represent the pose clearly.</p>

	Add lines and bright colours to complete the drawing of the skateboarder.	
People in motion	<p>Read and understand a short text about Futurist art, its origins and the mediums it explored. Recognise leading Italian Futurist artist Umberto Boccioni's sculpture <i>Unique Forms of Continuity in Space</i>, which expresses movement towards the future.</p> <p>Study and describe the reference sculpture. Create a human figure in different positions using aluminium foil to express gesture and movement. Carefully tear two lines at the top of the square of foil to create three equal sections. Tear one line in the centre of the bottom of the square.</p> <p>Form the head, body, arms and legs in the different sections, manipulating the aluminium foil carefully to avoid tearing the sheet. Arrange the figure in a variety of dynamic positions before deciding which ones to draw. Choose an action and put the figure in three different positions to draw the sequence of the action. Begin by drawing the action line for the figure.</p>	<p>Openness and willingness to learn new artistic techniques for drawing and expression.</p> <p>Curiosity about learning about the human body, its characteristics and functions.</p> <p>Thoughtfulness and care needed to work with certain more delicate materials such as aluminium foil.</p>
Futurist collage	<p>Read a short explanatory text about the activity. Use three A5 sheets of coloured card. Use the sculpture made in the <i>Discover</i> lesson as a guide. Draw a figure in the first position and cut it out. Plan the next step in the sequence of movements before drawing. Repeat the previous step to draw the next position. Plan and draw the third position.</p>	<p>Demonstration of autonomy and creativity, 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 physical exercise for people's physical and mental health.</p>

	<p>Glue the figures in the correct sequence of movements.</p> <p>Add coloured lines to the figures using felt tips or oil pastels to show motion.</p>	
Geometry: right, acute and obtuse angles.	<p>Present and practise mathematical concepts by completing the <i>Geometric drawing sheet</i>: angles.</p> <p>Study pictures of the human body and the different angles formed by the body parts in different poses.</p> <p>Revise the concepts of right, acute and obtuse angle.</p> <p>Study the sketch of a human figure with action and gesture lines. Locate different angles in the figure and measure them.</p> <p>Use parts of a geometry set (set squares) to draw a figure similar to the one in the lesson in different positions, adding 30°, 45°, 60° and 90° angles to practise and understand right, acute and obtuse angles.</p>	<p>Motivation to learn geometry using art as a vehicle and knowledge of the human body, thus integrating different fields of study.</p> <p>Learn to interconnect all areas of knowledge in the curriculum, integrating fields of study such as art and mathematics, supporting one with the other.</p>
Talk about art, integrating the content learnt, opinions and assessments.	<p>Use a worksheet on Natalia Goncharova 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 (collage with figures in motion) based on a set of questions.</p> <p>Describe the movement of the figures.</p> <p>Indicate which parts of the body move the most.</p> <p>Provide reasons for the choice of figure.</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>Integrate what has been learnt in arts and crafts class with other</p>

	<p>Describe the lines used to express movement.</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 and reflect on the influence of technology on a sedentary lifestyle and lack of physical activity.</p>	<p>knowledge in order to share information and ideas with classmates. Learn to give an opinion and exercise judgement.</p>
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## LINGUISTIC CONTENT

### Language focus

Futurism, repetition, sequence, speed.

Gesture lines, line of action.

Acute angle, obtuse angle, right angle.

### Key structures

Present continuous.

Adverbs to describe actions.

## VALUES

Learn to observe artworks and discover their aesthetic and creative sensitivity.

Discover and learn techniques used by modern artists and make them their own.

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

Express emotions by observing artworks.

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

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

## METHODOLOGY

In this project, pupils will learn about the movement of the human body in art by studying and analysing a reference artwork. The aim is to guide the learning process through experience 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 discover how to make a human figure express movement. Have the pupils pose in different positions and gestures. Emphasise the importance of studying and observing the model first, planning how to draw the first action lines or sketch of the drawing. The purpose of this preliminary work is to better understand the pose and the reason for it. What is the person doing or what is the action? How are they doing it or what is their motivation? If pupils are able to understand the action and gestures of the figure before drawing, when they put pencil to paper, they will already have made some progress.

Fill the learning process with excitement and enjoyment. The things that last longest in our memory are those which elicit an emotional response. Allow them to make discoveries about the human body and how it moves using their aluminium foil sculptures in a very entertaining and active way. Creative enjoyment has a powerful influence on pupils' cognitive, emotional and physical development. Because systems of symbols are integrated into the arts, the pupils experiment with manipulating and understanding objects, moulds, shapes, movements and structures, which have the quality of referring to something, exemplifying or expressing certain aspects of the world around them.

Pupils will work independently to create a collage with human figures, expressing a sequence of movements. Encourage them regarding the new discoveries they are going to make. 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. Show respect and give praise for the pupils' work, accepting their individual creativity and codes of expression.

Use art creatively to teach and practise mathematics. Pupils will also learn about anatomy and the structure of the human body. The idea is to create an interdisciplinary context, allowing them to simultaneously learn about various areas of the curriculum in an entertaining and creative way. Learning mathematics involves above all the capacity to solve problems, make conjectures, state reasons and communicate mathematically.

### 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

**Natural Science:** The human organs and systems involved in movement: nervous (brain and parts of the brain) and locomotor (skeleton, muscles, joints, etc.) systems. Basic human anatomy. Understanding and reflecting on the health benefits of physical exercise.

**Mathematics:** Curved lines. Geometry: acute (less than 90°), right (90°) and obtuse (more than 90°) angles.

### MIXED-ABILITY ACTIVITIES

#### Levelled questions

\*Study *Cyclist* by Natalia Goncharova and describe what the man is doing.

\*\*Elicit what parts of the bicycle are not visible in the artwork and why.

\*\*\*Indicate the reason why the cyclist has three legs rather than two.

\*\*\*\*Express an opinion about the artwork.

#### Fast finishers

Make a sketch of the cyclist in Natalia Goncharova's painting on a piece of A5 paper. Begin with an action line, followed by other lines to add gestures to the pose and show motion.

On a piece of A5 paper, sketch one of the aluminium foil sculptures created by a classmate in the *Discover* lesson.

Draw an object or invention in motion on a sheet of A5 paper.

#### Language reinforcement

Write sentences using idioms (expressions which do not have the literal meaning indicated by their words) related to the human body: *break a leg*, *cold feet*, *lend a hand*, etc. Revise vocabulary and make a list of words related to sports and physical activities. Describe actions and the organs or systems involved in them using the present continuous and appropriate adverbs.

## Abstract Art

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Describe an artwork and express emotions and feelings. Listen to music and express emotions. Talk about physical changes in matter. Show movement. Talk and give an opinion about their own and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Parallel and perpendicular lines, curved lines. Use set squares. Learn about quadrilaterals, parallelograms and parallel sides. Make and reproduce a square modular grid to create a pattern. Learn about matter: classification and physical changes. Distinguish between heterogeneous and homogeneous concepts. Learn about reversible and irreversible concepts. Learn that *chromatography* is a physical method of separating various elements in a mixture, making it possible to identify and determine the quantities of these components.

**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 American artist Frank Stella and other Abstract artists. Use internet resources to practise content from the project (*Frank Stella 'Circuits' Series; Abstract lines, shapes and colours*). 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, take on responsibility and cooperate.

**Competence in artistic and cultural awareness (CUL):** Learn how to express emotion in art using lines, shapes, colours and a variety of materials. Learn about and identify Abstract art and artists such as Frank Stella and Wassily Kandinsky. Discover the Museum of Modern Art (MOMA) in New York. Learn about music, musicians and emotions. Learn to use different materials and a mixture of them 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 drawings and compositions using different sets of lines. Make abstract drawings to express the emotions in music. Create an abstract canvas with different materials to express an emotion. Use recyclable materials. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
<p>Use lines, shapes, colours and materials to create emotion in a composition. Create an abstract artwork.</p> <p>Identify works of Abstract art and some of the style's most representative artists.</p> <p>Analyse and express an opinion about an artwork.</p>	<p>Expresses emotions and feelings in art using a variety of materials, techniques, styles and elements (lines, shapes and colours).</p> <p>Identifies lines, shapes and colours in Abstract art.</p> <p>Understands and researches Abstract art (Abstract Expressionism).</p> <p>Uses different lines, shapes and colours to express ideas and emotions in art based on the work by artist Frank Stella: <i>Noris Ring</i>. 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; reflects on and expresses an opinion about them.</p>	<p>LIN, MST, CUL, SOC, AUT, LTL</p> <p>LIN, CUL, SOC, AUT, LTL</p> <p>LIN, CUL, SOC, LTL, AUT</p>
<p>Draw lines in different directions to express different states of mind or emotions.</p> <p>Draw parallel and perpendicular lines and create a composition.</p> <p>Draw a module or pattern with curved lines, straight lines and a variety of colours, repeating it in a grid to create a design.</p>	<p>Identifies lines as an essential graphic resource to represent shapes and ideas, creating a language that does not require words.</p> <p>Recognises mathematical concepts: parallel and perpendicular lines.</p> <p>Draws different types of lines in different directions and knows that each one of them is an expressive element with an emotional meaning in art.</p>	<p>LIN, MST, CUL, LTL, AUT</p> <p>LIN, MST, LTL, AUT</p> <p>LIN, MST, CUL, LTL, AUT</p>
<p>Create abstract compositions to share the feelings evoked by a certain piece of music with others.</p>	<p>Associates colours with sensations and emotions.</p> <p>Expresses emotions through an abstract composition inspired by different pieces of music.</p>	<p>LIN, CUL, SOC, LTL, AUT</p>

Recognise a work by Kandinsky.	Learns about the Abstract painter Wassily Kandinsky and the characteristic features of his work.	LIN, CUL, SOC, LTL, AUT
Create an abstract canvas expressing an idea or emotion using different lines, shapes, colours and materials. Use creativity independently, applying artistic knowledge.	Uses different materials to express ideas and emotions abstractly.	LIN, CUL, LTL, AUT
Identify and classify quadrilaterals based on whether their sides are parallel.	Practises mathematical and geometrical concepts: quadrilaterals and parallelograms.	LIN, MST, LTL, AUT
Learn to use set squares.	Uses set squares to draw groups of parallel and perpendicular lines.	LIN, MST, 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

CONTENTS	PROCEDURES	ATTITUDES
Expression of emotion in art.	Observe, identify and use different lines, shapes, colours and materials to express ideas and emotions.	Interest in learning about Abstract art and its artists, and enjoying artworks.
Study and analysis of emotion in a reference artwork: <i>Noris Ring</i> by Frank Stella.	<p>Learn and practise new vocabulary.</p> <p>Introduce the subject of Abstract art.</p> <p>Read and understand a short text about Abstract art and its characteristics.</p> <p>Study the artwork for the lesson.</p> <p>Name and describe the elements of art found in it: lines, shapes, colours, textures, space, movement, etc.</p> <p>Observe, elicit and express how the lines, shapes and colours in the artwork make the pupil feel.</p> <p>Observe the energy and movement conveyed by the artwork.</p> <p>Express an opinion about the artwork.</p>	<p>Curiosity and interest in the work of artist Frank Stella and Abstract Expressionist art: lines and geometric shapes, experimentation with different materials (metal, wood, paint) and mixing them.</p> <p>Receptive and positive attitude towards art and artists expressing their feelings in their work.</p>
Expressive lines and shapes.	<p>Study lines in different shapes and compositions.</p> <p>Read about and reflect on the feelings and sensations associated with them.</p> <p>Make small abstract compositions using lines to express themselves and their emotions in certain life experiences.</p> <p>Study a composition with repeated lines, shapes and colours based on a single pattern, inspired by the work of artist Frank Stella.</p> <p>Describe the composition.</p> <p>Make a grid using set squares.</p> <p>Create a module or pattern similar to the previous composition and repeat it in the grid to create an abstract design.</p>	<p>Interest in learning about art as a tool for expressing emotions and feelings.</p> <p>Determination and perseverance in fulfilling and attaining the aims and goals set.</p>

Music and colour.	<p>Read and understand a short text about Wassily Kandinsky. Talk about music and emotions. Describe the painting by Kandinsky (<i>On the Points</i>) and elicit the feelings and ideas expressed by the artist in this work.</p> <p>Associate colours with the emotions and feelings described in the boxes. Compare results with classmates.</p> <p>Listen to two pieces of music and use lines, shapes and colours to express the emotions evoked.</p>	<p>Interest in appreciating music and freely experiencing the emotions it elicits.</p> <p>Curiosity about learning about associating colour with feelings and emotions and how each person may feel differently in this regard.</p>
Abstract canvas.	<p>Revise the concept of expressive lines. Review vocabulary related to feelings and the colours associated with them. Choose an emotion or sensation to be expressed in an abstract composition. Use different materials and cut out a variety of lines and shapes. Colour the cut out pieces. Glue them to a paper base. Write a label indicating the emotion expressed by the canvas.</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>
Geometry: quadrilaterals.	<p>Present and practise mathematical concepts by completing the <i>Geometric drawing sheet: Parallel and Perpendicular Lines</i>. Define a quadrilateral and a parallelogram. Revise types of quadrilaterals. Match geometric forms (quadrilaterals) with the correct name. Trace the parallel sides of each one.</p>	<p>Motivation to learn geometry using art as a vehicle, thus integrating the two fields of study.</p> <p>Appreciation of the precision and accuracy necessary to make geometric drawings, as well as the care and attention to detail required to produce them.</p>

	<p>Choose three of the shapes and draw them using set squares.</p> <p>Add lines and colours around the shapes to complete the abstract drawing.</p>	
<p>Talk about art, integrating the content learnt, opinions and assessments.</p>	<p>Use a worksheet on Abstract art and work in groups to answer questions, 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 (abstract canvas with recyclable materials) 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. 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 other knowledge, sharing information and ideas with classmates, and learning to give an opinion and exercise judgement and discernment.</p>

## LINGUISTIC CONTENT

### Language focus

Abstract art, elements, emotions, shaped canvas, space.  
Cheerful, energetic, excited, peaceful, powerful, sensations, strong.  
Materials, mix.  
Kite, parallelogram, quadrilaterals, rhombus, rectangle, square, trapezium.

### Key structures

Adjectives to express feelings and sensations.  
Adverbs to describe movement.  
'It makes me feel' + adjective / adverb.  
'To be made of' + noun.

## VALUES

Participate actively and with interest in the study and analysis of an artwork.  
Express emotions by observing artworks and exploring the feelings provoked; become aware of the possibility of expressing these emotions through artistic creation.  
Appreciate the artwork and our cultural heritage; show an interest in studying and responding to art.  
Become aware that they are constantly developing as people, a process which includes intuitive, artistic experiences as well as gaining technical knowledge.  
Learn to share ideas and experiences with others, while also learning to respect them.

## METHODOLOGY

In this project, pupils will learn about Abstract art and how to express emotions using lines, shapes and colours, by studying and analysing a reference artwork. The aim is to guide the learning process through experience and activities which encourage investigation and hands-on use of elements to consolidate what has been learnt. This will develop pupils' artistic sensibility and their individual assessment and observation skills. Try to guide pupils so that they use lines in different shapes and directions to represent and communicate ideas, sensations and emotions, creating a language that does not require words. Art helps pupils to get to know themselves and understand the world around them.

Music is a great form of expression for feelings, for both the person composing it and the person enjoying it. Have the pupils listen to music, consciously awakening in them feelings which are sometimes conflicting, which evoke memories and which transport them to places and moments they have experienced. Convey to them that the same music can evoke different feelings in each person, and that this is part of the greatness of music. Encourage them to give form to these feelings on paper. This is synaesthesia, the association between sound, image and colour in a sensory-perceptual phenomenon which merges the senses, so that a stimulus leads to a response. The sounds cause us to visualise colours, and the colours elicit certain emotions, which can in turn be expressed in music. It can be summarised in the description 'drawing sounds, listening to pictures'.

Pupils will work independently to create an abstract collage or canvas using recyclable materials. This fosters the creative process of turning an original product or invention into reality, and develops their creative abilities and curiosity for learning. This process generally involves imagination and a desire to go beyond established rules, adding the discipline to achieve a goal. 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.

Make the geometry lesson a fun and entertaining way to teach mathematics, with a class in which the pupils visualise, internalise and understand the concepts, while also having a good time. Play music while they are working. This will create a more relaxed environment and they can begin to associate mathematics with pleasant emotions related to the music.

### 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

**Natural Science:** Learn about matter: classification and physical changes. Distinguish between heterogeneous and homogeneous concepts. Learn about the reversible and irreversible concepts. Learn that *chromatography* is a physical method of separating various elements in a mixture, making it possible to identify and determine the quantities of these components.

**Mathematics:** Parallel and perpendicular lines. Use set squares. Learn about quadrilaterals, parallelograms and parallel sides. Create and reproduce a modular grid.

### MIXED-ABILITY ACTIVITIES

#### Levelled questions

\*Study the sculpture *Noris Ring* by Frank Stella and locate repeated elements used to express movement.

\*\*Read pairs of adjectives and choose one of each to describe the emotions the artwork evokes.

\*\*\*Observe and deduce the characteristic features of Abstract art in the artwork and compare them with the characteristics of more figurative or representative art.

\*\*\*\*Express the emotions and sensations the artist is trying to communicate about Formula One and state reasons for the answers.

#### Fast finishers

Draw real-life images using the expressive lines from the *Explore* lesson on a piece of A5 paper, expressing similar feelings and sensations, for example, the wavy lines of the ocean.

Create an abstract artwork inspired by their favourite song on a sheet of A5 paper, using a variety of lines, shapes and colours.

On a sheet of A5 paper, draw examples of a new technology we use today.

**Language reinforcement**

Write sentences comparing two things using similes with *like* or *as*. Use colours and emotions, for example: *His face was as red as a tomato.* (Anger).

Write sentences expressing feelings using '*It makes me feel...*' and the vocabulary learnt related to feelings and emotions: *calm / excited; loud / quiet; fast / slow; energetic / peaceful*, etc., for example: *I love listening to music. It makes me feel relaxed.*

Describe the materials used to make things or objects in the classroom using the structure '*to be made of...*'

Revise adverbs to describe movement.

Describe a chromatography experiment: dissolving and separating different pigments.

Name the physical changes produced in the Stella artwork (*Circuits* series): changes of position, colour, texture.

## Digital World

### EVALUATION OF KEY COMPETENCES

**Competence in linguistic communication (LIN):** Describe an artwork. Talk about digital photography. Express possibility and prediction. Talk about the dangers of social media and improper use of new technologies. Talk and give an opinion about their own and classmates' artwork.

**Competence in mathematics, science and technology (MST):** Learn about scale and proportion. Use grids. Learn about inventions and technological advances, and how they work and contribute to our lives. Discover the structure and operation of a digital camera.

**Digital competence (DIG):** Learn about new technologies and their impact on life today. Identify the parts of a computer. Learn about the internet and its use as a tool for communication, information and art. Reflect on the need to limit or control use of the internet and its addictive nature. Reflect on safe and responsible use of social media. Learn about the history of video games. 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 (*Virtual world*). Use a photo editing program to edit digital images. 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, take on responsibility and cooperate. Reflect on the importance of making proper use of new technologies and social media.

**Competence in artistic and cultural awareness (CUL):** Learn about digital photography as a form of artistic expression. Learn about and recognise the work of Canary Islands artist Jericó Santander. Learn to copy drawings to scale. Learn to edit and modify a photograph and make photomontages. 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 scale to make drawings. Create fun photos by editing them and combining them with illustrations. Make a photomontage or digital collage. Use digital technology in a common-sense and thoughtful manner. Show initiative and judgement in making artistic creations in general. Learn self-expression and communication.

EVALUATION CRITERIA	LEARNING STANDARDS	COMPETENCES
Identify and understand modification of digital images to transmit ideas and emotions.	Recognises proportion (shape, size, position, etc. of the different components of an object compared to the whole object) and scale (ratio between the representation of the object and the real size of that object) in digital images.	LIN, DIG, CUL, SOC, AUT, LTL
Use and modify the proportions and scale of an image in a grid to create different artistic effects.	Recognises and modifies proportion and scale in a digital photo.	
Recognise a digital artwork by artist Jericó Santander.	Explores the expressive and artistic possibilities offered by new technologies.	
Analyse and express an opinion about an artwork.	Analyses the photos and illustrations in <i>The Music Nature</i> by Jericó Santander.	LIN, DIG, CUL, SOC, AUT, LTL
	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.	LIN, DIG, CUL, SOC, LTL, AUT
Draw and colour a large-scale hot air balloon based on a smaller image using a grid.	Draws an object on a smaller scale at a larger scale.	LIN, DIG, CUL, LTL, AUT
Recognise and name parts of a camera such as the zoom and viewfinder.	Recognises how a camera works and its main components.	
Use a 2:1 scale to enlarge the drawing of a cherry in a grid.	Understands the concepts of scale and proportion.	LIN, MST, CUL, LTL, AUT
Take digital photos, add illustrations and modify their characteristics using a photo editing program for creative purposes.	Identifies the variety of creative things that can be done with digital photos for educational and artistic purposes.	LIN, DIG, MST, CUL, LTL, AUT
	Takes and edits digital photographs using different functions: select, copy, paste, change size, change colour (brightness, contrast, tone,	LIN, DIG, MST, CUL, LTL, AUT

	etc.).  Reflects on the consequences of sharing other people's images on social networks without their consent, or sharing their own image.	LIN, DIG, MST, CUL, SOC, LTL, AUT
Choose, modify and arrange photos to create a digital photomontage.  Know how to use appropriate devices and techniques for the creative process.	Uses digital devices and tools and appropriate editing programs to create digital photomontages.  Understands that new technologies include functionalities for storage, processing and transmission of information in digital format, and knows how they work for educational and creative purposes.	LIN, DIG, MST, CUL, LTL, AUT  LIN, DIG, MST, CUL, SOC, LTL, AUT
Identify different types of video games, their history and genres, and recognise them as a learning tool.	Understands the history of video games and classifies them into different genres.  Reflects on the educational potential of video games and their use for independent learning.	LIN, DIG, MST, 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

CONTENTS	PROCEDURES	ATTITUDES
Proportion and scale. The digital world.	Recognise and modify proportion and scale in a digital photo.	Interest in learning about digital photography and its possibilities for creating, editing, etc.
Study and analysis of digital photos and illustrations in a reference artwork: <i>The Music Nature</i> by Canary Islands artist Jericó Santander.	<p>Oral communication, talking about computer use. Describe the artwork, which combines images of an electric guitar and other musical symbols with objects from nature. Learn and practise new vocabulary.</p> <p>Study the artwork and describe the small natural objects around the guitar. Express the emotions and ideas the photograph evokes in the pupil, as well as the connection between music and nature.</p>	<p>Curiosity and interest in the work of artist Jericó Santander and digital photography.</p> <p>Receptive and positive attitude towards art and expressing emotions and feelings.</p> <p>Appreciation of technology and its use for creative, artistic and advertising purposes, as well as programs to edit photos and combine images.</p>
Zooming in.	<p>Read a text about photography and zooming. Study and describe a photograph.</p> <p>Explain that the photographer uses the camera's viewfinder to select an image. They then select the focal length using the zoom. Draw the hot air balloon shown in the photograph on a larger scale, using a grid. Colour the drawing.</p> <p>Explain and understand the concept of scale. Use a 2:1 scale to draw and enlarge an image of a cherry in a grid. Study the life-size image of the cherry. Add light, shading, colour, etc. to give the drawing volume.</p>	<p>Interest in using photography for artistic expression and in learning how it works, from the simplest cameras to the sophisticated digital electronic systems available today.</p> <p>Care, precision and accuracy when making drawings to scale, fully understanding the process and its applications.</p>

	Present and practise mathematical concepts by making a geometric drawing sheet. Pupils draw a large-scale image and a small-scale image using the grids provided.	
Fun with digital photography.	<p>Oral communication, talking about photography with pupils: devices, developing, social networks, etc.</p> <p>Read and understand a short text about digital photography and its creative possibilities, with the help of photo editing and manipulation.</p> <p>Explain concepts such as resizing (changing the size of the entire photo) and cropping (cutting or enlarging part of the photo).</p> <p>Study a set of pictures and read about the techniques used to combine photos and illustrations (cropping, changing the colour, using artistic filters and illustration tools for personalisation).</p> <p>Read a text about the possibility of modifying photographs without using any technological tools.</p> <p>Study a set of pictures and read about techniques used to combine photos and illustrations.</p> <p>Describe the changes made to the original photo in each of the examples presented.</p> <p>Use the techniques studied to combine photographs and other illustrations:</p> <p>Transform an everyday object (an apple) into another object.</p>	<p>Interest in learning about and using the functions for editing and modifying digital photographs.</p> <p>Reflect on the repercussions of putting personal photographs or those of others on social networks.</p> <p>Develop autonomy in finding and selecting the information and tools needed for artistic creations, and learn to make their own decisions.</p>

	<p>Add creative wheels to a bicycle.</p> <p>Use scale to transform a glass into an imaginary place.</p>	
Digital photomontage.	<p>Read a text about the possibilities available to digital artists to create fantastic virtual worlds. Make a photomontage or digital collage inspired by the artist Jericó Santander.</p> <p>Study and observe the models provided.</p> <p>Revise how to use a computer, editing programs and other digital tools before beginning:</p> <p>Select an image from the internet. Copy and paste it into an editing program.</p> <p>Use the lasso selection tool to select the outline of the object or section to be copied.</p> <p>Open a presentation program and paste the image onto a blank slide.</p> <p>Add a personal photo.</p> <p>Organise and adjust the size of the images.</p> <p>Rotate, move and arrange the images to create a digital montage or collage.</p> <p>Edit the images – size, colour, shading, etc. – to produce the final collage or digital photomontage.</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>Be aware of the impact of ICT in all areas of life, its advantages and disadvantages, and how to use it properly.</p> <p>Willingness to use multimedia resources such as videos, images, sounds, interactive elements.</p>
Technology in art: video games.	<p>Read and understand a text about the history of video games and study the pictures.</p> <p>1960s–1970s. First video game graphics in black and white, played in arcades.</p> <p>1980s. More memory and speed meant better graphics. People started playing games at home using a console and a simple joystick, game controller, or keyboard.</p> <p>1990s. Video games developed more complex</p>	<p>Interest in learning about the history of video games.</p> <p>Become aware of and reflect on the importance of limiting the use of video games and electronic devices in general, as they are highly addictive.</p> <p>Develop the capacity to interact, communicate and exchange experiences, making learning more dynamic, educational and stimulating, and producing more cognitive activity.</p>

	<p>worlds with 3D graphics and more colours. People used portable game consoles to play anywhere.</p> <p>2000–present. Players can use computers, tablets, phones and the internet to play video games. They can make decisions, use avatars and play in realistic 3D worlds.</p> <p>Read and answer comprehension questions about the texts in the lesson.</p>	
<p>Talk about art, integrating the content learnt, opinions and assessments.</p>	<p>Research and locate information about jobs associated with the digital world (video game designer, 3D animator, website designer, special effects technician, software designer, online advertising manager) and share what they learned in class.</p> <p>Talk about the artwork created in the project (digital collage or photomontage) 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. Talk about and reflect on the dangers of improper use of ICT and social networks.</p> <p>Make a poster providing important guidelines for internet safety, present and display it in class.</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. 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> <p>Reflect on the disadvantages of ICT: distraction, addiction, wasted time, unreliable information, isolation, superficial learning, anxiety, etc.</p>

## **LINGUISTIC CONTENT**

### **Language focus**

Collage, contemporary, digital age.

Proportion, scale, virtual, zoom.

Crop, edit, resize.

Arcade, console, graphics, video games.

### **Key structures**

Modals of future possibility and predictions: will, may, might.

## **VALUES**

Enjoy making connections between art and other curriculum content, such as the use of new technologies for artistic and creative purposes.

Reflect on the proper use of ICT and participation in social networks.

Learn to use ICT as a tool and source of information, communication and expression.

Learn to cooperate and participate and to resolve any conflicts or problems which may arise in class during 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 art and digital technology. The emergence of new technologies has brought about a profound change in our society. Thanks to tools such as the internet, most people now have access to lots of information. This change has also had an impact at school and in art. Ensure that pupils use the computer and other technology as additional tools, making use of them for entertainment, information, communication and instruction purposes. Foster the process of acquiring the knowledge necessary to use ICT properly. This interaction allows pupils to be more involved in their education, resulting in more active learning. They learn to use technology while also researching and practising other disciplines and engaging in experimentation, stimulating their creativity, curiosity and investigative spirit.

Devote time to using the computer tools, functions and programs before beginning the creative activity. This will enable pupils to work with more self-assurance and confidence, developing the skills and abilities which will serve them now and in the future, while monitoring and controlling their use of the software. Encourage pupils to acquire knowledge based on investigation and inquiry-based learning.

Pupils will investigate how digital cameras work and their possibilities. They will learn to use and explore electronic devices and their functions first-hand, later using them for their artistic creations. Allow them to pose and take photographs of themselves for educational purposes, editing them using different digital applications and resources. Encourage them to enjoy photography: viewing, sharing, manipulating, editing, etc. They will also learn to use grids and reproduce drawings or photographs on a

larger or smaller scale, engaging in active, first-hand learning, with the experience of integrating basic mathematical knowledge useful for life.

Pupils will work independently to create their digital photographs and combine them with illustrations. 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. Pupils can draw a scene for a video game using the worksheet (*Pixel picture*).

The final 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. By creating a digital photomontage, pupils will acquire learning strategies, playing an active role in the process, adapting it to their needs and goals. The idea is to bring about a relatively permanent change of behaviour which occurs as a result of this idea. To this end, pupils will learn to observe; identify their weaknesses or needs; evaluate, compare and contrast; propose alternatives and solutions; communicate results, etc.

## 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 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:** Scale and proportion. Grids.

**Technology:** Inventions and new communication technology (ICT). Digital cameras and how they work. Video games and their history.

### **MIXED-ABILITY ACTIVITIES**

#### **Levelled questions**

\*Study *The Music Nature* by Jericó Santander and identify the materials used by the artist: a computer, digital images, drawing and editing programs, etc.

\*\*Observe the artwork and indicate what changes the artist made to ordinary objects to create his artwork.

\*\*\*Express an opinion about the artwork and indicate what they like most about it and what they would change.

\*\*\*\*Express an opinion about the influence of technology on art in the future.

#### **Fast finishers**

Complete the drawing presented in the *Explore* lesson, adding a background to the scale drawing of the hot air balloon.

Select photos from magazines, calendars, etc. Cut them out and glue them to a sheet of A5 paper to create an artwork by combining photos and illustrations.

Create another slide to continue experimenting with editing tools and techniques: select new photos or modify those already included in the digital collage.

#### **Language reinforcement**

Describe a personal digital photograph using the vocabulary and language learnt in the project.

Revise vocabulary related to nature: *mountains, a lake, a river, a fish, mushrooms, grass, a tree*, etc.

Write sentences making future predictions and expressing possibility using the modal verbs *will, may, might*.

Discuss the advantages and disadvantages of using new technologies and their influence on recent changes in art.

Design a school website and talk about it: information, images, etc.

Invent a technological device related to art and describe how it works.

Name and describe digital tools and applications for editing photos.