

## **OBJECTIVES AND COMPETENCIES**

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- a) Know and appreciate the norms and values necessary for coexistence. Participate actively as a citizen, respect human rights and understand the importance of a pluralist and democratic society.
  - Social and Civic competencies
  
- b) Develop a work ethic based on both individual and teamwork. Understand the importance of learning and a responsible attitude towards studying. Develop critical thinking skills, personal initiative, creativity and an entrepreneurial spirit.
  - Learning to learn
  - Initiative and entrepreneurship
  - Social and Civic competencies
  
- c) Resolve conflicts in a peaceful and constructive manner in both family and social groups.
  - Social and Civic competencies
  - Initiative and entrepreneurship
  
- d) Be familiar with, understand and respect different cultures and the differences between people, the importance of gender equality and equal rights for people with disabilities.
  - Social and Civic competencies
  
- e) Understand and use the Spanish language appropriately as well as the co-official language of the corresponding autonomous community where relevant. Develop an appreciation for and an interest in reading.
  - Linguistic competency
  
- f) Learn at least one foreign language and have the ability to express and understand simple messages in everyday situations.
  - Linguistic competency
  
- g) Develop basic Maths skills, begin to solve problems using mathematical calculations and work with geometry and estimations, applying these skills to everyday life.
  - Mathematical competency and basic competencies in Science and Technology
  
- h) Understand the fundamentals of Natural Science, Social Science, Geography, History and culture.

- Mathematical competency and basic competencies in Science and Technology
  - Social and Civic competencies
  - Cultural awareness
- i) Begin to use information technologies to facilitate and enhance learning, applying critical thinking skills to assess information.
- Digital competency
- j) Use different artistic styles to begin to create visual and audiovisual pieces.
- Cultural awareness
  - Social and Civic competencies
- k) Know the importance of hygiene and health, accept your own body and that of others, respect differences and use physical education and sport as a means of personal and social development.
- Mathematical competency and basic competencies in Science and Technology
  - Initiative and entrepreneurship
  - Social and Civic competencies
- l) Value, respect and care for the animals that share our environment.
- Mathematical competency and basic competencies in Science and Technology
  - Social and Civic competencies
- m) Be pleasant and treat others with kindness. Understand that violence, prejudice and sexist stereotypes are unacceptable.
- Social and Civic competencies
  - Initiative and entrepreneurship
- n) Learn about road safety and the importance of respect in preventing traffic accidents.
- Social and Civic competencies

# **COURSE SYLLABUS – FIRST TERM**

September to December

## **INTRODUCTION**

The development of the contents presented in this first term is based on the knowledge and techniques acquired in second grade and the most important techniques proposed for the third year of Primary Education.

All the knowledge the pupils have acquired in previous courses will be strengthened and practised in this new school term. Special attention will be placed on the use of working with photographs, the correct use of the materials the pupils are familiar with and the new materials proposed for this course. Through the activities proposed, the pupils will also develop awareness of different artists and the importance of protecting and conserving our national patrimony.

## **METHODOLOGY**

Observation and identification the materials we use in the arts and crafts class  
Experiments with fine, thick, criss-cross and zig-zag lines  
Creation of images with different chromatic ranges  
Respect and taking good care of classroom materials and the classroom itself  
Use of cut-outs to assemble and create simple constructions

## **CONTENTS**

Drawing and colouring the seasons  
Drawing proportionate human figures in different positions  
Creating a mixed media family collage  
Creating images with different chromatic tones  
Sketching as the first step towards creating an image  
Following the steps to complete an image  
Experimenting with criss-cross, zig-zag, thin and thick lines to complete a picture  
Searching for information about Pre-historic art  
Interest and curiosity for identifying different materials  
Experimenting with the possibilities of contrast and combinations of the different colours  
Exploring and experimenting with the artistic possibilities of the materials and utensils available in the art class  
Identifying works that form part of the National Patrimony

Choosing the correct materials and using them appropriately to complete the activities proposed

Taking good care of classroom materials and resources

Assembling cut-outs to make simple constructions

## **EVALUATION CRITERIA**

1. Can use the colours and color ranges imaginatively and aesthetically.
2. Can complete the human figure following the basic outlines.
3. Can create a collage composition using photographs.
4. Can create compositions using coloured pencils, felt-tip pens and soft wax crayons.
5. Can complete a picture using the different lines as expressive and decorative elements.
6. Shows interest and curiosity for Pre-historic art as part of his/her own culture.
7. Can complete natural and coastal environments from basic outlines.
8. Can identify the bas-relief as a form of expression in sculptures in different cultures.
9. Can use different materials to complete a composition creatively.
10. Appreciates the importance of taking good care of classroom materials and utensils.
11. Can create three dimensional compositions.

## **LEARNING STANDARDS**

- 1.1. Combines colours harmoniously and aesthetically.
- 2.1. Draws a proportionate human figure correctly.
- 3.1. Creates a collage composition using photographs.
- 4.1. Uses the different chromatic tones of soft wax crayons creatively.
- 5.1. Organizes the steps he/she has to follow to complete a composition.
- 5.2. Uses different types of lines to decorate and complete a picture.
- 5.3. Experiments with colours, observes the variations and combinations and applies them correctly.
- 6.1. Uses digital resources to research Pre-historic art.
- 7.1. Cuts out and pastes on the pieces correctly to complete a picture.
- 8.1. Identifies the basic colours and proportions in a picture.
- 9.1. Values the works of art that comprise our National Patrimony.
- 10.1. Takes good care of the utensils, materials and the classroom itself.
- 11.1. Assembles simple three dimensional objects.

## **COMPETENCIES**

### **CONTENTS AND ACTIVITIES PROPOSED TO DEVELOP THE PUPIL'S COMPETENCIES**

#### **Linguistic competency**

- To write short texts correctly and coherently.

- *Reading Plans:* To enjoy reading.
- To interpret the messages transmitted through images and describe them using the appropriate terminology.
- To comment on the activities proposed and relate them to social and cultural aspects.
- To understand the instructions to complete an activity.
- To understand and explain the different procedures in arts and crafts using the appropriate terminology.
- To understand and extract specific information from the instructions and informative texts in the activities proposed.

### **Mathematical competency and basic competencies in Science and Technology**

- To put into practise their knowledge of Science and Technology to solve problems and understand what is happening around them.
- To complete activities taking into account the proportion and location of objects in a composition.
- To relate mathematical knowledge and calculate correctly to draw different objects.

### **Digital Competency**

- To understand the messages transmitted through different codes.
- To identify the icons and use the drawing and painting tools in their digital creations.

### **Learning to learn**

- To develop autonomous strategies to organize and learn the concepts proposed.
- *Multiple Intelligence:* To develop different multiple intelligence techniques.
- To memorize the different creative processes in order to put them into practise in future artistic experiences.
- To relate creative activities to expressing personal emotions and to their own internal and external world.

### **Social and civic competency**

- To show a positive attitude towards participating in established participative activities.
- *Values education:* To learn how to behave and appreciate the importance of personal values.
- To develop social and civic awareness and carry out activities related to the natural environment, the family, housework, professions and life in different periods in history.
- To achieve self-esteem and self criticism, respect other people's ideas and participation, respect the natural environment, follow a healthy lifestyle and share creative ideas.

### **Initiative and entrepreneurship**

- To generate and propose new ways of carrying out an activity.
- To value arts and crafts as a means of expression.

- To appreciate the combination of knowledge and entertainment as an important source of learning.

### **Cultural awareness**

- To analyze different expressive forms of painting and to use colours aesthetically.
- To identify and value the cultural patrimony.
- To value the aesthetic characteristics of visual art.
- To recognize artistic creation as a means of expression and personal enrichment.

## **COURSE SYLLABUS – SECOND TERM**

January to March

### **INTRODUCTION**

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The development of the contents presented in this second term is based on the knowledge and techniques acquired in the first term and the most important techniques proposed for the third year of Primary Education.

As we build on contents the pupils are familiar with, we will introduce new concepts the pupils will be learning in future grades such as the concept of symmetry, the perspective and experimenting with mixed techniques. Through the activities proposed, the pupils will continue developing awareness of the different artistic manifestations to help enrich their general knowledge of art.

### **METHODOLOGY**

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Creation of compositions with a variety of different materials  
Symmetry as a technique for creating different images  
Observation of the perspective in different images  
Use of recycled materials to create new objects  
Use of digital resources to research bas-relief as a different form of expression

### **CONTENTS**

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Exploring natural forms from different angles and positions  
Creating a mixed media seascape  
Experimenting with symmetry as a form of representing different objects  
Making a poster to promote respect and appreciation of Peace Day  
Building a mobile of the Solar System

Cutting out and colouring a carnival mask  
Working with spatial reasoning and adding dimension to a drawing  
Following the steps to complete a composition  
Completing natural and marine environments correctly and creatively  
Cutting out and assembling a picture of the Parthenon  
Observing the bas-relief on a frieze from the Parthenon  
Creating flowers with coloured crepe paper  
Selecting and using recycled materials to make new objects  
Making simple structures from recycled materials  
Exploring the possible contrasts and combinations of soft wax crayons

## **EVALUATION CRITERIA**

1. Can create the different colours and forms seen from different angles and positions aesthetically.
2. Can cut out, assemble and paste on pieces of coloured paper to recreate an image of the natural environment.
3. Can complete a symmetrical figure correctly.
4. Appreciates the importance of creating a poster and promoting Peace Day.
5. Can combine techniques to create a mobile and a carnival mask.
6. Can complete the human figure taking into account spatial reasoning and adding dimension to the image.
7. Can complete an image of the natural elements and marine environments following the guidelines proposed.
8. Can identify the bas-relief as a form of expression in different cultures.
9. Can make flowers from coloured paper creatively.
10. Can make new objects creatively from recycled materials.
11. Appreciates the importance of taking good care of the materials, utensils and resources in the classroom.
12. Can use coloured pencils, felt-tip pens and soft wax crayons correctly and creatively.

## **LEARNING STANDARDS**

- 1.1. Identifies and creates the different colours and forms seen from different angles and positions aesthetically.
- 2.1. Cuts out, assembles and pastes on pieces of coloured paper to recreate an image of the natural environment.
- 3.1. Completes a symmetrical figure correctly and creatively.
- 4.1. Creates a poster that symbolizes the importance of Peace Day.
- 5.1. Practises and combines techniques to create a mobile and a carnival mask.
- 6.1. Completes a picture of the human figure taking into account spatial reasoning and adds dimension to the image.
- 7.1. Uses different lines to complete an image of the natural elements and marine environments following the guidelines proposed.

- 8.1. Describes the characteristics of bas-relief and expresses personal opinions with artistic criteria.
- 9.1. Creates flowers superimposing coloured paper creatively.
- 10.1. Cuts out, pastes and colours recycled materials to create new objects.
- 11.1. Uses autonomous strategies to plan his/her own work.
- 11.2. Takes good care of classroom material and resources.
- 12.1. Uses coloured pencils, felt-tip pens and soft wax crayons correctly and creatively in his/her own compositions.

## **COMPETENCIES**

### **CONTENTS AND ACTIVITIES PROPOSED TO DEVELOP THE PUPIL'S COMPETENCIES**

#### **Linguistic competency**

- To write short texts correctly and coherently.
- *Reading Plans*: To enjoy reading.
- To interpret the messages transmitted through images and describe them using the appropriate terminology.
- To comment on the activities proposed and relate them to social and cultural aspects.

#### **Mathematical competency and basic competencies in Science and Technology**

- To put into practise their knowledge of Science and Technology to solve problems and understand what is happening around them.
- To complete activities taking into account the proportion and location of objects in a composition in relation to their symmetry and perspective.

#### **Digital Competency**

- To understand the messages transmitted through different codes.
- To identify the icons and use the drawing and painting tools in their digital creations.

#### **Learning to learn**

- To develop autonomous strategies to organize and learn the concepts proposed.
- *Multiple Intelligence*: To develop different multiple intelligence techniques.
- To memorize the different creative processes in order to put them into practise in future artistic experiences.
- To relate creative activities to expressing personal emotions and to their own internal and external world.

#### **Social and civic competency**

- To show a positive attitude towards participating in established participative activities.
- *Values education*: To learn how to behave and appreciate the importance of personal values.
- To develop social and civic awareness and carry out activities related to the natural and urban environment.
- To appreciate the importance of activities that promote social awareness



- of the festivals and events that commemorate special occasions.
- To achieve self-esteem and self criticism, respect other people's ideas and participation, respect the natural environment, follow a healthy lifestyle and share creative ideas.

### **Initiative and entrepreneurship**

- To generate and propose new ways of carrying out an activity.
- To value arts and crafts as a means of expression.
- To appreciate the combination of knowledge and entertainment as an important source of learning.

### **Cultural awareness**

- To create different expressive forms of painting and to use colours aesthetically.
- To identify and value the cultural patrimony.
- To value the aesthetic characteristics of visual art.
- To recognize artistic creation as a means of expression and personal enrichment.

## **COURSE SYLLABUS – THIRD TERM**

April to June

### **INTRODUCTION**

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The development of the contents presented in this last term is based on the knowledge and techniques acquired in previous lessons and the most important techniques proposed for the third year of Primary Education.

We build on contents such as bas-relief which the pupils saw in the second term by asking them to create their own composition this term. Creative skills which form an important part of their artistic development acquire special relevance at this point with the use and practice of the collage technique. The pupils will also continue working with mixed techniques such as the combination of crepe paper and felt-tip pens.

### **METHODOLOGY**

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Use and creation of compositions with the collage technique  
Creation of a comic story as a means of artistic expression  
Use of different mixed techniques to create new compositions  
Recital of a short play  
Observation of a work of art to identify the techniques applied

## **CONTENTS**

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Learning about the Dadaist technique  
Creating compositions in the Dadaist style with different tools and materials  
Creating a composition with the collage technique  
Reading and extracting specific information from the images in a comic story  
Creating a comic story following the guidelines proposed  
Creating pictures of figures in motion  
Expressing the process and results of drawing figures in motion  
Making flowers with crepe paper and felt-tip pens  
Creating a composition of a bus with crepe paper and following the guidelines proposed  
Defining a simple sketch as the first step to creating a composition  
Creating and colouring a mosaic  
Performing a short play: *The Vampire's castle*  
Exploring the artistic qualities and possibilities of tempera paints  
Assembling a simple structure of the vampire's castle  
Copying a Piet Mondrian composition with modeling clay  
Creating a bas-relief design with geometric figures

## **EVALUATION CRITERIA**

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1. Can identify and describe the Dadaist style.
2. Can use the correct tools and materials to create a composition in the Dadaist style.
3. Can identify and explain the collage technique.
4. Can create and transmit information through images in a comic story correctly.
5. Can draw and explain how to represent figures in motion.
6. Can create different compositions using coloured pencils, tempera paints, felt-tip pens, crepe paper and the collage technique.
7. Can understand and follow instructions to complete a composition.
8. Can identify and recreate the geometric characteristics and chromatic tones in a mosaic.
9. Appreciates and respects the individual and group participation in a theatrical performance.
10. Can model a bas-relief and a Piet Mondrian composition with modelling clay.
11. Can combine mixed techniques of cutting out, pasting and punching.
12. Can organize and plan the steps to colour with tempera paints and is aware of the precautions he/she has to take to use them.

## **LEARNING STANDARDS**

- 1.1. Describes the characteristics of the Dadaist style.
- 1.2. Expresses his/her personal sensations and opinions about a Dadaist composition with artistic criteria.
- 2.1. Uses the correct materials and utensils to create a Dadaist composition.
- 3.1. Experiments with the different materials to create a collage composition.
- 3.2. Uses the collage technique to create a personal composition with cleanliness and precision.
- 4.1. Interprets the messages transmitted by the images in a comic story and uses them as a guideline.
- 4.2. Creates a comic story and applies spatial reasoning to distribute the elements in the images.
- 5.1. Draws figures in motion correctly and creatively.
- 5.2. Completes and explains how to represent figures in motion.
- 6.1. Creates different compositions using coloured pencils, tempera paints, felt-tip pens, crepe paper and the collage technique.
- 7.1. Sketches an outline to define the structure, organization and the proportions before creating a new composition.
- 8.1. Interprets the information depicted in an image created with tesserae.
- 8.2. Identifies and uses different colours to create a mosaic design.
- 9.1. Respects the norms and distribution of roles in a theatrical performance.
- 9.2. Respects the individual and group participation in a theatrical performance.
- 10.1. Models a bas-relief and a Piet Mondrian composition with modelling clay.
- 11.1. Combines mixed techniques of cutting out, pasting and punching to create three dimensional objects.
- 12.1. Organizes and plans the steps to colour with tempera paints and is aware of the precautions he/she has to take to use them.
- 12.2. Practises and creates new tones by mixing tempera paints.

## **COMPETENCIES**

### **CONTENTS AND ACTIVITIES PROPOSED TO DEVELOP THE PUPIL'S COMPETENCIES**

#### **Linguistic competency**

- To write short texts correctly and coherently.
- *Reading Plans:* To enjoy reading.
- To interpret the messages transmitted through images and describe them using the appropriate terminology.
- To comment on the activities proposed and relate them to social and cultural aspects.
- Memorizes and acts out a short play correctly.
- To understand and explain the different procedures in arts and crafts using the appropriate terminology.
- To understand and extract specific information from the instructions and informative texts in the activities proposed.

#### **Mathematical competency and basic competencies in Science and Technology**

- To put into practise their knowledge of Science and Technology to solve

- problems and understand what is happening around them.
- To complete activities taking into account the proportion and location of objects in a composition.
  - To relate mathematical knowledge and calculate correctly to recreate a Mondrian composition, a comic story and a mosaic.

### **Digital Competency**

- To understand the messages transmitted through different codes.
- To identify the icons and use the drawing and painting tools in their digital creations.

### **Learning to learn**

- To develop autonomous strategies to organize and learn the concepts proposed.
- *Multiple Intelligence*: To develop different multiple intelligence techniques.
- To memorize the different creative processes in order to put them into practise in future artistic experiences.
- To relate creative activities to expressing personal emotions and to their own internal and external world.

### **Social and civic competency**

- To show a positive attitude towards participating in established participative activities.
- *Values education*: To learn how to behave and appreciate the importance of personal values.
- To develop social and civic awareness and carry out activities related to the natural environment and participation in a theatrical performance.
- To achieve self-esteem and self criticism, respect other people's ideas and participation, respect the natural environment, follow a healthy lifestyle, share creative ideas and enjoy participating in a theatrical performance.

### **Initiative and entrepreneurship**

- To generate and propose new ways of carrying out an activity.
- To value arts and crafts as a means of expression.
- To appreciate the combination of knowledge and entertainment as an important source of learning.

### **Cultural awareness**

- To analyze different expressive forms of painting and to use colours aesthetically.
- To identify and value the cultural patrimony.
- To value the aesthetic characteristics of visual art.
- To recognize artistic creation as a means of expression and personal enrichment.