

## **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**

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We begin this first term introducing the pupils to one of the basic, fundamental concepts in the art of drawing and painting: the knowledge and representation of the human body. Through the activities proposed, and through the pupils' own drawings, they are going to learn how to draw the human figure from the face to the whole body.

At the same time, they will also learn and build on their knowledge of techniques such as stamping, cutting out and pasting, how to colour with tempera paints, assemble pieces to produce a variety of objects, how to use their coloured pencils correctly and the different ways of working with photographs by drawing a self portrait using Frida Kahlo's work *Self-portrait with Monkey* as a guide.

## **METHODOLOGY**

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Observation and exploration of the elements in the natural environment  
Techniques to create a collage activity with photographs  
Identification and application of the primary colours *red*, *yellow* and *blue*  
Research and observation of the artistic possibilities of recycled materials

## **CONTENTS**

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Drawing a proportionate human figure  
Creating and colouring a self-portrait  
Completing the human figure using the stamping technique with recycled materials  
Creating patterns with geometric shapes  
Cutting out and improving motor skills  
Creating a composition with photographs  
Identifying and applying the primary colours  
Cutting out and using spatial reasoning to complete a landscape  
Using geometric shapes to create a robot  
Applying light and shade to add depth  
Cutting out geometric shapes  
Playing a game to improve social skills  
Creating a 3D sculpture with recycled materials

## **EVALUATION CRITERIA**

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1. Can draw the human figure following the guidelines proposed.
2. Can use autonomous strategies to understand what an image represents.
3. Can create and complete simple activities using the collage, stamping and assembling techniques.
4. Can identify different types of lines.
5. Can recognize the natural environment in an autumn landscape.
6. Can classify and use the primary colours.
7. Can complete pictures following the guidelines proposed.
8. Can identify and name the basic forms.
9. Can use the different materials and resources creatively.
10. Is aware of the importance of taking good care of classroom materials, utensils and the classroom itself.

## **LEARNING STANDARDS**

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- 1.1. Draws the human figure correctly and creatively.
- 2.1. Draws a self-portrait using an original painting as a guide.
- 3.1. Experiments and applies the stamping technique
- 3.2. Creates a family portrait collage with photographs.
- 3.3. Assembles a figure using cut-outs.
- 4.1. Identifies the different types of lines: open, closed, curved, straight, horizontal, vertical and wavy and experiments with them to create and complete pictures.
- 5.1. Uses the appropriate vocabulary to describe the natural environment.
- 5.2. Cuts out and pastes correctly to create an autumn landscape.
- 6.1. Identifies and uses the primary colours.
- 7.1. Completes a human figure following the guidelines proposed.
- 8.1. Identifies and names the basic geometric shapes.
- 9.1. Experiments and uses different materials to create his/her own compositions.
- 10.1. Shows a respectful attitude towards the school environment and takes good care of classroom materials.

## **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 day to day references found in the models proposed and give opinions about rights and social customs.
- To understand the instructions to complete an activity.

## **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 use the geometric forms creatively in simple creations.

## **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 competencies**

- 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 healthy eating, the natural environment and fundamental rights.
- 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**

Following the guidelines established in the first term, we continue building on the pupils' knowledge of the different works of art and artists, their period and styles. Throughout this second term, the pupils' will experiment with primary colours, observe the different lines and geometric forms, colour with soft wax crayons, complete puzzles and cut-out activities and create a collage. In all the activities proposed, emphasis must be placed on the importance of taking good care of all the materials and resources available and the classroom itself.

## **METHODOLOGY**

Review of the primary colours and the secondary color orange  
Guidelines on how to complete a picture  
Guidelines for cutting out and assembling a jigsaw  
How to make a collage composition with recycled material  
Observation and practice with the different ways of representing space  
Organization of the steps to create a composition with tempera paints

## **CONTENTS**

Describing and creating a winter landscape  
Experimenting and drawing with curved, straight and crooked lines  
Observing and colouring with the secondary colour orange  
Observing and drawing the man-made elements such as the buildings and street furniture in the urban environment  
Observing and drawing the animals and fruit in the natural environment  
Experimenting with lines to create and draw animal portraits.  
Identifying the sensorial qualities and possibilities of the different materials  
Expressing personal opinions about Goya's painting *Blind Man's Buff*  
Recognizing Francisco de Goya and Piet Mondrian as two examples of the great masters  
Manipulating and transforming objects into new works of art  
Assembling figures with cut-outs

## **EVALUATION CRITERIA**

1. Can identify and create a winter landscape.

2. Can identify and draw the different types of lines.
3. Can name and use the primary colours and the secondary color orange.
4. Can identify and name the buildings and street furniture as the man-made elements in the urban environment and the animals and fruit in the natural environment.
5. Can use drawing as a means of self expression.
6. Can identify and differentiate the expressive qualities of different materials.
7. Can express personal opinions about Goya's painting *Blind Man's Buff*.
8. Can identify the basic forms in the paintings *Composition II* and *Composition in Yellow, Blue and Red* by Piet Mondrian.
9. Can identify the different materials and resources for creating an artistic composition.
10. Is aware of the importance of taking responsibility for his/her own personal possessions and keep his/her school material clean and tidy.
11. Can use the different techniques proposed in the art class to complete collage, sculptures, cut-out, puzzle and mask activities.

## **LEARNING STANDARDS**

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- 1.1. Describes the artistic characteristics of a winter landscape.
- 2.1. Identifies and uses the different types of lines to create a composition.
- 3.1. Identifies, names and uses the primary colours and the secondary color orange creatively.
- 4.1. Describes the qualities and characteristics of the buildings and street furniture in the urban environment and the animals and fruit in the natural environment.
- 5.1. Uses drawing as a means of expression.
- 6.1. Identifies and uses the pencils, felt-tip pens, soft wax crayons, temperas, coloured paper and recycled materials correctly and creatively.
- 7.1. Uses the appropriate vocabulary to express personal opinions about the painting *Blind Man's Buff*.
- 7.2. Recognizes Francisco de Goya as one of the world's great artists.
- 8.1. Distinguishes, names and draws the basic forms.
- 8.2. Identifies and names works by Piet Mondrian.
- 9.1. Experiments and uses different materials to create an artistic composition.
- 10.1. Takes responsibility for his/her own personal possessions and keeps his/her school material clean and tidy.
- 11.1. Uses the different basic tools and techniques proposed in the art class to complete collage, sculptures, cut-out, puzzle and mask activities.
- 11.2. Observes and identifies the characteristics of the materials needed to create new works from recycled materials.

## **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 day to day references found in the models proposed and give opinions about rights and social customs.
- To understand the instructions to complete an activity.

### **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 use the geometric forms creatively in simple creations.

### **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 competencies**

- To show a positive attitude towards participating actively in established participative activities.
- *Values education*: To learn how to behave and appreciate the importance of personal values.
- To use recycled materials, respect customs and traditions from the past and appreciate the creative aspects related to cultural celebrations.
- 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 complete classroom activities creatively and 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**

In this last term, we continue experimenting and building on the pupils' skills at using mixed and stamping techniques where they will investigate and experiment with the different materials they can use for stamping such as their own finger or a piece of sponge. At the same time, they will continue exercising precision in cutting out and pasting to create a composition, the use of the stamping and mixed technique with coloured paper and felt-tip pens, constructing a boat from recycled materials and strengthening their techniques for colouring with temperas and coloured pencils.

Emphasis will be placed in the correct use and care of all the materials and resources available in the classroom and the classroom itself.

To end the third term, the pupils will take part in a short play which will help them appreciate and value the scenery, costumes and props as important artistic creations.

### **METHODOLOGY**

Further practise with the stamping technique

Creation of artistic compositions with coloured paper

Recognition of a theatrical performance as an important form of artistic expression

Transforming a picture with tempera paints

Interest and curiosity in the works of art in museums

### **CONTENTS**

Describing the elements in a spring landscape

Exploring the visual and tactile aspects of man-made textures

Using a sponge to create images with the stamping technique

Observing the fruit and elements in the natural environment

Observing and drawing the lines that create the shape of fruits

Drawing and stamping on coloured paper

Identifying the child in a painting by Joaquín Sorolla

Appreciation of the social norms we have to follow at an exhibition  
Learning and acting out a short play  
Identifying the artistic qualities and possibilities of felt-tip pens, temperas and recycled materials  
Experimenting and manipulating recycled materials  
Building a boat with recycled materials  
Assembling a house from cut-outs  
Observing and creating an underwater scene

## **EVALUATION CRITERIA**

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1. Can identify and complete a spring landscape.
2. Can identify and use artificial textures creatively.
3. Can use the sponge and identify it as a useful tool for simple stamping activities.
4. Can identify and name the fruit in the natural environment.
5. Can complete simple drawings and illustrations on coloured paper with the techniques proposed.
6. Is aware of the importance of the artist Joaquín Sorolla.
7. Is aware of the importance of respecting the social norms applied at exhibitions
8. Can memorize a text and act out a play creatively.
9. Can use the appropriate vocabulary to express personal opinions about a theatre performance.
10. Can describe the qualities and possibilities of felt-tip pens, temperas, recycled materials and use them creatively in works of art.
11. To value the importance of marine environments and relate them to summer activities.
12. Is aware of the importance of taking responsibility for his/her own personal possessions and keep his/her school material clean and tidy.

## **LEARNING STANDARDS**

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- 1.1. Describes the characteristics of a spring landscape.
- 2.1. Identifies and uses artificial textures creatively.
- 3.1. Uses a sponge correctly to complete a stamping activity.
- 3.2. Shows confidence in his/her own artistic possibilities.
- 4.1. Identifies and names the fruit in the natural environment.
- 4.2. Identifies the lines that form a fruit's shape.
- 5.1. Draws pictures and completes illustrations on coloured paper.
- 6.1. Recognizes the importance of the artist Joaquín Sorolla in Spanish culture.
- 7.1. Respects the social norms applied at exhibitions.
- 8.1. Memorizes and acts out a short play correctly and creatively.
- 9.1. Uses the appropriate vocabulary to express personal opinions about a theatrical performance.
- 10.1. Experiments and uses felt-tip pens, temperas, recycled materials

- creatively in works of art.
- 10.2. Follows instructions and makes a boat with recycled materials.
- 11.1. Creates a marine environment and relates it to summer holiday activities.
- 12.1. Takes responsibility for his/her own personal possessions, keep his/her school material clean and tidy and respects the norms established in the classroom.

## **COMPETENCIES**

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

#### **Linguistic competencies**

- 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 day to day references found in the models proposed and express personal opinions about works of art from the artistic patrimony.
- To take part in a short play and interpret his/her role with the correct pronunciation and intonation.
- To understand the instructions to complete an activity.

#### **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 apply the knowledge acquired to complete pictures and assemble puzzles and three dimensional 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 interior and exterior world.

#### **Social and Civic competencies**

- To show a positive attitude towards participating actively in established participative activities.
- *Values education*: To learn how to behave and appreciate the importance of personal values.

- 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.
- To take part in a short play and show a respectful attitude towards other people's ideas and participation.

### **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 complete classroom activities creatively and 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.