



---

**Universidad de Valladolid**

# **Working out a syllabus for Arts and Crafts through English in a British-Council School**

---

**Patricia Vicario Manero**

**TFG**

**Supervisor: Ana Isabel Díez González**

**Degree in Primary Education. Specialized in Foreign Language (English)**

**Valladolid University, Palencia Campus**

**July 2012**

## **ABSTRACT/RESUMEN**

This document presents a Year-Plan for Arts and Crafts. It is designed to be implemented in the British Council School CEIP Tello Téllez, in Palencia, where this subject is taught through English. In this document, it will be presented the subject itself, the school, the Y4A group it is programmed to, and finally the designed syllabus.

-

Este documento presenta una programación anual para la asignatura de Educación Plástica. Está diseñado para ser desarrollado en el Colegio Tello Téllez de Palencia (centro bilingüe español-inglés: British Council), donde se imparte esta asignatura utilizando el inglés como lengua principal. En este documento se presentará la asignatura en sí misma, el colegio, el grupo de 4º de Primaria para el que está programada y, finalmente, la programación diseñada.

## **KEYWORDS/PALABRAS CLAVE**

Arts and Crafts, British Council School, KS2-Y4, Spanish Curriculum, Curriculum Guidelines; colour, texture, pattern, line, tone, shape, form, space, perspective, type of image and media; creativity, freedom, expression; artwork, design

-

Educación Plástica, Colegio British Council, Segundo Ciclo-4º de Primaria, Curriculum Español, Orientaciones para el desarrollo del currículum hispano-británico; color, textura, estampado, línea, tono, forma, espacio, perspectiva, tipo de imagen y media; creatividad, libertad, expresión; trabajo artístico, diseño

# INDEX

<b>1</b>	<b>INTRODUCTION</b> .....	<b>4</b>
<b>2</b>	<b>ARTS AND CRAFTS</b> .....	<b>6</b>
2.1	ARTS & CRAFTS ACCORDING TO THE SPANISH PRIMARY EDUCATION CURRICULUM .....	6
2.1.1	Introduction of the area: Art Education.....	6
2.1.2	Main objectives of the area .....	6
2.1.3	Contents and assessment criteria overview .....	8
2.1.4	The opportunity of Arts and Crafts nowadays in Spain.....	12
2.2	ARTS & CRAFTS ACCORDING TO THE INTEGRATED BRITISH-SPANISH PRIMARY EDUCATION CURRICULUM (MEC, CURRICULUM GUIDELINES, 2004).....	13
2.2.1	Introduction of the subject.....	13
2.2.2	Main objectives.....	13
2.2.3	Content targets and skill targets .....	14
2.2.4	Bands of attainment of the Second Cycle.....	16
<b>3</b>	<b>BACKGROUND INFORMATION</b> .....	<b>17</b>
3.1	THE SCHOOL: CEIP TELLO TÉLLEZ (PALENCIA). <i>CENTRO BILINGÜE: ESPAÑOL – INGLÉS</i> (BRITISH COUNCIL) .....	17
3.1.1	Program MEC/ British Council.....	18
3.2	THE GROUP: Y4B .....	20
3.2.1	Group description .....	20
3.2.2	The gang stage: The drawing realism (9-12) .....	20
3.3	THE CLASSROOM (AS A SPACE AND OTHER SPACES) .....	21
<b>4</b>	<b>THE SYLLABUS</b> .....	<b>23</b>
4.1	INTRODUCTION.....	23
4.2	METHODOLOGY .....	23
4.3	MATERIALS.....	25
4.4	YEAR-PLAN OVERVIEW.....	26
4.5	THE UNITS.....	27
4.5.1	Unit 1 .....	27
4.5.2	Unit 2.....	29
4.5.3	Unit 3.....	31
4.5.4	Unit 4.....	33
4.5.5	Unit 5.....	35

4.5.6	Unit 6.....	37
4.5.7	Unit 7.....	39
4.5.8	Unit 8.....	41
4.5.9	Unit 9.....	43
<b>5</b>	<b>CONCLUSION.....</b>	<b>45</b>
<b>6</b>	<b>BIBLIOGRAPHY.....</b>	<b>45</b>
<b>7</b>	<b>APPENDIX.....</b>	<b>47</b>
7.1	4 STEPS FOR MY ARTIST AND DESIGNER'S WORK.....	47
7.2	LIST OF MATERIALS .....	48
7.3	IMPORTANT UNIT RESOURCES .....	49
7.3.1	Unit 1.....	49
7.3.2	Unit 2.....	52
7.3.3	Unit 3.....	55
7.3.4	Unit 4.....	58
7.3.5	Unit 5.....	62
7.3.6	Unit 6.....	66
7.3.7	Unit 7.....	68
7.3.8	Unit 8.....	70

# 1 INTRODUCTION

This proposal presents an Arts and Crafts' syllabus for 4<sup>th</sup> year of Primary Education.

This syllabus is planned according to the Spanish-British Curriculum Guidelines (MEC, 2004), but it also respects the Spanish Primary Education Curriculum for the subject Art and Crafts; which makes a Year-Plan that could be actually taught in both a British Council School and a bilingual CLIL school, if the lessons are adapted to the level of the students when appropriate.

The main concern of this syllabus is proposing tasks that give students the chance to freely express themselves, enhancing creativity and self-confidence. Tasks that look for 25-identical results are not included, although all the units have a common starting point of work for all the students: inspiration of a well-known artist or information taken from the closest environment.

The syllabus is designed for a specific school, CEIP Tello Téllez, in Palencia, which is one of the 74 schools that work with an integrated British-Spanish Curriculum in Spain: the so-called British Council Schools. This schools work in a particular way, which can be summarized in two main features:

- use of English to teach several subjects (Literacy, Science, Arts and Crafts, Information Technology and Religion), what means that the 40% of the Curriculum is taught in English
- special coordination between subjects, what means that all the professionals working in these schools work in a synchronized way, working with the same topics in the same period of the year, giving a complete sense to the students' education.

This proposal is structured as follows. In the first section, the subject Arts and Crafts is presented (objectives, contents and skill targets) from the point of view of the Spanish Curriculum first, and then, through the integrated Spanish-British Curriculum Guidelines. A reflection about the current situation of the subject nowadays in Spain is also included.

In the second section, it is presented the context where the subject will be taught: the main features of the school (explaining more detailed what the British Council Program consists of), the Y4A group it is programmed for (defining the characteristics and the artistic

development stage students are on) and the different spaces in the school that can be used for the development of the lessons.

Finally, in the third section, the syllabus is developed. It is explained how it is organized, the general procedures that all the lessons will follow (methodology): timing, grouping and other basic procedures; the materials that will be needed during the whole course, the year-plan overview, and finally the different unit plans.

These unit plans are detailed in the standardized templates for developing a unit-plan, and include detailed information about:

- the situation of the unit in the year, contextualization of it and its relation with the on-going Science topic, if possible; contents that will be taught and procedures
- situation of the students; their prior learning, what they are already supposed to know before starting the unit
- the language that will be used in the unit, most used language structures and vocabulary that will be displayed on the whiteboard *language corner*
- the materials that students will need to make their artworks, normally the sketchbook, pencil and rubber and colour paintings
- the resources used by the teacher to develop the unit; commonly, a power point presentation to introduce the *inspiration fact*, that can be seen by clicking on it– just on the CD-version of this proposal
- the expectations on students, fitting with the bands of attainment for the second cycle
- and, finally, the lessons overview, where the different learning outcomes, goals and activities, together with the assessment criteria, are explained.

## 2 ARTS AND CRAFTS

### 2.1 ARTS & CRAFTS ACCORDING TO THE SPANISH PRIMARY EDUCATION CURRICULUM

#### 2.1.1 Introduction of the area: Art Education

In Spain, Art Education is one of the six areas in the Primary Education Curriculum (*DECRETO 40/2007, de 3 de mayo, por el que se establece el Currículo de la Educación Primaria en la Comunidad de Castilla y León*). Art Education is formed by two subjects: Music and Arts and Crafts; both are explained as a whole in the curriculum.

According to the Primary Education Curriculum, the aim of Art Education is to provide students with different strategies that enable them to understand, express and represent the esthetical-dimension of their closest environment, using their imagination and following the basic rules of respect, admiration, enjoyment and care of the different artworks present in it (specially, those artworks belonging to the Castilla and León's heritage).

Students will use different materials and instruments, and will follow different procedures to create their own artworks, exploiting their expressive and creative possibilities. They will get to know basic concepts that will enable them to interpret images and sound-creations, and to understand the sense and the feelings present in any artwork.

All in all, they will learn how art can become a tool to express their feelings and ideas, appreciating artworks as an amazing feature of the society they belong to.

On the other hand, the weekly timetable for the area is set in two hours per week, which mean that both Music and Arts&Crafts will have one hour per week for the development of the lessons (*ORDEN EDU/1045/2007, de 12 de junio, por la que se regula la implantación y el desarrollo de la educación primaria en la Comunidad de Castilla y León*).

#### 2.1.2 Main objectives of the area

The main objectives of Art Education curricular area are the following:

1. Investigate the possibilities of sound, image and movement as elements of representation and communication; and use them to express ideas and feelings, contributing to the affective balance and to the relationship with the others

2. Learn how to express and communicate with autonomy and initiative feelings and life-experiences through their own art-creation processes in its Arts and Crafts and music dimension
3. Explore and recognize diverse materials and instruments and acquire specified codes and techniques of the different art-languages to use them with expressive and communicative aims
4. Apply the artistic-knowledge in the observation and analysis of real life situations and objects, and different art-expressions from the art-world and the culture to understand them better and make a personal taste.
5. Keep an attitude of personal and collective search, using perception, imagination, investigation and sensibility; reflecting when making and enjoying different artworks
6. Get to know some of the possibilities that media and ICT offer, when dealing with sound and images, and use them as resources to observe, search for information and elaborate their own properties, in an autonomous way or combining them with other materials and media
7. Get to know and appreciate the different art-manifestations from the cultural and artistic Castilla and León and other territories' heritage, collaborating in the preservation and renovation of our Community expressive ways
8. Appreciate as enriching the exchange of people from different cultures that share the same environment
9. Develop self-confidence in producing personal artworks, respecting the personal and the other's creations, accepting and respecting opinions and critics
10. Make artworks in a cooperative way, assuming different functions and collaborating in the mean-while-problems to get a final satisfactory product
11. Get to know some jobs from the art-ambits, showing interest for the features of the artists' work, in special for those who work in our Community, and enjoying as spectators the process of observing their artworks
12. Start playing an instrument



### 2.1.3 Contents and assessment criteria overview

In the Spanish Primary Education Curriculum, Art Education area is divided in four sections organized around two main points: observation and expression. Sections I and II are focused in Arts and Crafts.

In the following grid the contents for each section are summarized, as the Spanish Primary Education curriculum explains them; as well as the assessment criteria (with each corresponding number in the curriculum) to evaluate the content:

		CONTENTS		
		<u>1ST CYCLE</u>	<u>2ND CYCLE</u>	<u>3RD CYCLE</u>
<u>SI: OBSERVATION</u>	PERCEPTION	Feelings and observations	<b>Guidelines to follow in the observation process</b>	Qualities, features and characteristics'
	<b>ASSESSMENT CRITERIA</b>	Identify qualities and characteristics of artworks, and the feeling that they cause on them  (1, 3)	<b>Basic techniques to collect data about art productions</b>  <b>Interpret the content of images and artworks, in order to elaborate and summarize the basic information</b>  (7)	observation protocol  Select and organize information, from books or internet, about their own heritage and the one from other cultures  Recognize, identify and set examples of artworks  (1, 3)
	DESCRIPTION	Oral <ul style="list-style-type: none"> <li>• <i>Reading</i> artworks</li> <li>• Commenting the elements of the visual language</li> </ul>	<b>Oral and written</b> <ul style="list-style-type: none"> <li>• <b>Using vocabulary about plastic and visual elements</b></li> <li>• <b>Plastic language</b></li> <li>• <b>Importance of communication and plastic expression in relationships</b></li> </ul>	Oral and written
	<b>ASSESSMENT CRITERIA</b>	Describe qualities and characteristics, using appropriate vocabulary  Explain artworks and the feelings they cause on them, using proper art-	<b>Describe the characteristics and elements of the art-facts present in the environment, and the feelings that they cause;</b>	Give written or oral opinion about artworks, showing an esthetical-criteria and showing respect

		terms. Especially, artworks that belong to Castilla and León's cultural heritage (1, 2, 3)	<b>expressing their personal opinions</b> <b>Use proper art language and terms</b> <b>(1, 2)</b>	(2)
<b>ELEMENTS</b> <i>(Characteristics, elements, techniques and materials)</i>	Observation and sensory exploration: <ul style="list-style-type: none"> <li>• Images: <i>reading</i> images from close contexts</li> <li>• Space: distances, routes and position (people and objects)</li> <li>• Volume: visual and tactile perception</li> </ul>	<b>Interpretation, evaluation and comments:</b> <ul style="list-style-type: none"> <li>• <b>Images: social and cultural context</b></li> <li>• <b>Space in artworks: inquiries and application proposals</b></li> <li>• <b>Scales and proportions</b></li> <li>• <b>Sorting textures and tonalities</b></li> </ul>	Analysis, evaluation and inquiries: <ul style="list-style-type: none"> <li>• Image: in the media and communication technologies</li> <li>• Space: representing shapes</li> <li>• Volume on the map</li> <li>• Geometric structures and natural elements</li> <li>• Artwork-recreation from their characteristics, elements, etc., and creation of new ones</li> </ul>	
<b>ASSESSMENT CRITERIA</b>	Represent, in a bi-dimensional stand, distances, routes and situations of objects and people in space Use drawing and graph-techniques in different ways, incorporating contents based on observation and expression (4. 5)	<b>Classify textures, shapes and colours, following a criteria based on similarities and differences</b> <b>(8)</b>	Make artworks using all the possibilities of materials, textures, shapes and colours, applying techniques in different stands Use ICT to create artworks <b>(7, 9)</b>	
<b>ARTWORKS</b>	Respect attitudes in artwork-contexts: museums, expositions and the closest environment	<b>Cultural heritage: respect and care of the environment's artworks; knowledge and appraisal of the artistic heritage of Castilla and León.</b>	Popular art-forms: documentation, registration and appraisal; study of the artistic heritage of Castilla and León; artwork as communication and	

	<b>ASSESSMENT CRITERIA</b>	Analyse works from the heritage, specially from the Castilla and León's heritage Make works that represent the imaginary world of the students, expressing their affective and social personal experiences (3, 9)	<b>Use instruments, techniques and materials to make a personal non-stereotyped artwork, showing originality and using diverse stands</b>  (9)	cultural transmission tool.  Cooperate with the classmates in the process of making artworks Represent actions and situations, in a personal way, with autonomy and art-criteria  (6, 7, 8)
<b>SII: EXPRESSION AND CREATION</b>	LINE AND SHAPE	Shape and form	<b>Experimentation with different positions</b>	Open and closed shapes. Experimentation with the shape, direction and space situation
	COLOUR	Experimentation with stain, colours' mixtures, different paints and stands	<b>Colour possibilities: contrast, variation, combination; use of different stands</b>	Complementary and contrary colours. Applying colour scheme intentionally <ul style="list-style-type: none"> <li>• Change in the volumes and spaces because of the light</li> </ul>
	TEXTURE	Sensory seeking of natural and artificial textures	<b>Creativity use of textures in the artworks</b> <ul style="list-style-type: none"> <li>• <b>Materials' qualities: handling and non-conventional treatment</b></li> </ul>	Texture as a tool to identify objects and images <ul style="list-style-type: none"> <li>• Materials and their handling possibilities</li> </ul>
	IMAGES	Drawings: elaborate drawings, paintings and collages	<b>Techniques and various resources to elaborate images</b>	Mixed technique on the development of artworks
	MODELLING AND CONSTRUCTIONS	Handling and transformation of objects for their use in drama-plays	<b>Building simple structures, artworks for drama-plays</b>	Making structures and transforming spaces using perspective and metric knowledge. Building drama-play-settings
	PHOTOGRAPHY	Artworks from pictures	<b>Basic photography techniques: focus and</b>	-

		<b>foreground</b>		
	<b>DIGITAL RESOURCES</b>	Use of them to create artworks	<b>Use of them to create artworks</b>	Use of them to work with pictures, design and animation; and to broadcast their works
	<b>ARTWORKS</b>	Individual work : <ul style="list-style-type: none"> <li>• Handling and exploring materials</li> <li>• Use of vocabulary referred to materials, instruments and other aspects of the art-creation</li> <li>• Creation of an artwork: idea that is made up of imagination, fantasy, sensory perception and reality</li> </ul>	<b>Individual and group work:</b> <ul style="list-style-type: none"> <li>• <b>Cultural heritage as example for the artworks</b></li> <li>• <b>Art-codes: keys to express feeling and ideas</b></li> <li>• <b>Planning an art-process, according to the pupils' interests and possibilities</b></li> <li>• <b>Role distribution within the group, and respect</b></li> <li>• <b>Initiation to abstract artwork</b></li> </ul>	Individual and group work: <ul style="list-style-type: none"> <li>• Creation of artworks from analyzed and studied artworks</li> <li>• Making posters and booklets, guidebooks</li> <li>• Use of originality, showing their ideas, feeling and personal experiences in the artworks</li> <li>• Creative strategies</li> <li>• Cooperative work, respect of others' opinions and solving conflicts through dialogue and reasoning</li> <li>• Establishing reviewing moments</li> </ul>
	<b>ASSESSMENT CRITERIA</b>	Make artworks using graph-techniques, different materials and stands, representing distances, routes and geographical situations of people and objects; showing their imaginary world and telling their affective and social personal experiences (1, 2, 3, 4, 5, 9)	<b>Make personal and non-stereotyped artworks, using different instruments, techniques, materials and stands; showing originality and creativity</b> <b>(1, 2, 7, 8, 9)</b>	Make artworks using all the possibilities of materials, textures, shapes and colours, applying techniques in different stands, specially the ICT for this aim. Furthermore, represent in a personal way, with autonomy and art-criteria, actions and situations (1, 2, 3, 6, 7, 8, 9)

#### 2.1.4 The opportunity of Arts and Crafts nowadays in Spain

The Spanish Educational System has experienced several Governmental changes throughout history. It is common that when a new Government is set, it tries to change and rearrange some of the important features of the Educational System.

The changes in the Educational System have been redefining the different subjects and areas. Among them there is Arts and Crafts, whose definition and perception has been modified with the different laws.

In 1857, the “Ley Moyano de Construcción Pública” supported in some way drawing, considering it as a way to orientate youth people forward a job/profession. On its text it talks about subjects such as “Geometry”, “Line drawing” or “Drawing elements applied to gender work”

In 1970, the “Ley general de educación” considered Art as a way of expression; while in 1990, LOGSE considered Art Education (together with languages Education) as a special education regimen, and defined the subject as Art Education Area in Primary Education, and as Visual and Plastic Education in Secondary Education

In 2006, LOE named the subject Art Education in Primary Education, where it involves Music and Art. In Secondary Education, it is called Plastic Education.

These constant changes are understood by experts as one of the reasons why the subject Arts and Crafts does not have precise contents and aims’ definition, and, consequently, it is often *considered apart* and found *as a time for finishing off tasks left over from other parts of the curriculum*, as stated in the Curriculum Guidelines (MEC, 2004).

The subject is commonly reduced into the drawing and painting-field: students are asked to complete the text-book’s worksheets, which does not provide enough opportunities for creativity and personal expression.

Arts and Crafts offers much more possibilities than just enhancing drawing and painting skills.

If exploited properly, Art Education can become the perfect setting to give excellent opportunities for children to express themselves in a unique way, leaving their imagination fly.

It is also the perfect setting to make students develop their observation and perception skills. We live in a society full of art, and in some way we all participate from it: for instance, by showing our creativity with our clothes and our physical appearance, by our personal taste – we know what we like and what we don't- or by all the images and artworks around, we participate as spectators of the media, the advertisements and all the consume-world around us.

As Joan Hernández Pijuán, an important Spanish painter, says about Art Education: “It’s not about creating artists: if the artist is there, it will be created by itself. It is about creating people sensible to art”. We should take lead and make the effort of using Art as a subject that enhances art-sensibility and perception; students should be also taught about how to appreciate the different art manifestations around.

## **2.2 ARTS & CRAFTS ACCORDING TO THE INTEGRATED BRITISH-SPANISH PRIMARY EDUCATION CURRICULUM (MEC, CURRICULUM GUIDELINES, 2004)**

*The following contents are taken directly from the Curriculum Guidelines (MEC, 2004, p. 203-214)*

### **2.2.1 Introduction of the subject**

In many ways Art and Design tends to stand apart from other curricular areas. Primarily, it differs from other subjects in the unique way in which children communicate their ideas i.e. in a VISUAL way. However, this subject is often considered apart because it is seen as not being as important as other curricular areas or is simply viewed as a time for finishing off tasks left over from other parts of the curriculum.

If exploited properly, Art and Design can provide excellent opportunities for children to express themselves in a unique way. Not only that, through Art and Design, skills more often associated with Literacy, Science or History can be developed thus complementing other subject areas.

### **2.2.2 Main objectives**

Art and Design should offer opportunities for children to:

- Stimulate their creativity and imagination by providing visual, tactile and sensory experiences
- Understand and respond to the world in a unique manner

- Develop their understanding of line, shape, colour, form, tone, texture, pattern, perspective, image and media
- Develop their ability to use materials and processes to convey feelings, meaning and ideas
- Explore the ideas and meanings behind works of famous artists and designers
- Learn about the different functions of art and design in their own lives and throughout history
- Learn how to make thoughtful judgements and aesthetic practical decisions
- Learn how to criticise constructively and accept criticism from peers
- Become actively involved in shaping their school, home and local environment

### 2.2.3 Content targets and skill targets

#### CONTENTS TARGETS

	First cycle	Second cycle	Third cycle
Knowledge and understanding	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>- Identify visual and tactile elements including colour, pattern and texture, line and tone, shape, form and type of image (photo, painting, collage)</li> <li>- Identify materials used in making art, craft and design</li> <li>- Be aware of the basic uses of art media</li> <li>- Be aware of the differences and similarities between the works of a few well-known artists</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>- Identify and describe visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space, perspective, type of image and media and how they can be combined for different purposes</li> <li>- Identify materials used in making art, craft and design and be aware of how different effects can be created using these</li> <li>- Use increasing knowledge of art media to select appropriately media for a</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>- Identify and describe visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space, perspective, type of image and media and how they can be combined and organised for different purposes</li> <li>- Identify materials, techniques and processes used in making art, craft and design and be aware of how different effects can be created using these</li> <li>- Identify and describe the</li> </ul>

		<p>given task</p> <ul style="list-style-type: none"> <li>- Identify and describe the differences between the works of well-known artists from various periods in time</li> </ul>	<p>differences between the works of artists, designers and architects working in different times and cultures</p>
--	--	--	---

*SECOND CYCLE SKILL TARGETS*

	Second cycle
Explore and Develop ideas	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>- Use first-hand observations, imagination, personal experiences as well as a growing awareness of the wider world as inspiration for projects and tasks</li> <li>- Ask and answer questions about the starting points of their work</li> <li>- Look for and collect visual information to help them develop their ideas</li> </ul>
Investigate and make	<ul style="list-style-type: none"> <li>- Use a few methods to create images in a free and spontaneous way but with evidence of increasing control, e.g. <i>mixing colours to get a desired effect</i></li> <li>- Observe and draw given sources by drawing, painting and sketching</li> <li>- Control lines to make shapes showing some understanding of scale</li> <li>- Create compositions or make structures in 3-dimensions</li> <li>- Draw, paint and model from observed objects such as houses, boats, plants and people to attempt realism in space, colour, detail and pattern</li> <li>- Make some images and items through close observation with different media based on visits to museums, galleries and parks</li> <li>- Convey feelings, ideas and emotions in two and three dimensions</li> <li>- Investigate the visual and tactile qualities of some materials to find the most appropriate media according to the given task</li> <li>- Investigate the processes involved in design – painting, collage, sculpting, etc. and be able to devise a series of steps to carry out the process</li> <li>- Show an increased awareness of the importance of colour in our daily lives, the way colour can represent atmosphere and moods and refine their colour mixing techniques demonstrating knowledge of primary, secondary and tertiary colours</li> <li>- Work successfully on a project alone with increasing independence</li> <li>- Begin to work on a project in a group with teacher guidance</li> </ul>



	<ul style="list-style-type: none"> <li>- Create an artefact in two and three dimensions</li> <li>- Create a simple drawing in different scales</li> </ul>
Evaluate and Develop ideas	<ul style="list-style-type: none"> <li>- Describe a picture or an object and give a personal response on it</li> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other people's work</li> <li>- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise</li> <li>- Identify what they might change in their current work focussing on the media and techniques used</li> <li>- Evaluate own work and express what they may change in the future</li> <li>- Value the natural and made environment, including the distinctiveness of their locality</li> <li>- Work with others, listening to and respecting each others' ideas and learning to value different interests within the group</li> </ul>

#### 2.2.4 Bands of attainment of the Second Cycle

The attainment targets described are for the end of each cycle. The three bands elaborated for each cycle correspond to three levels (from the lowest to the highest).

Each child finishing the second year of each cycle should broadly fit into one of the three bands. Approximate estimations would be:

- Band 1, 10% of the children
- Band 2, 70% of the children
- Band 3, 20% of the children

#### SECOND CYCLE

##### Band 1

Pupils respond to and explore stimuli. They investigate and use a variety of materials and processes to communicate their ideas and meanings. They design and make images and

create artefacts. They describe what they think or feel about their own work, and make simple comments about the work of others.

#### Band 2

Pupils explore ideas and stimuli and collect visual information for their work. They investigate the qualities of certain materials and use a variety of processes to communicate their ideas and meanings. They design and make images and artefacts. They describe what they think about their own work and that of others and suggest simple ways of improving their own. They comments on differences in others' work.

#### Band 3

Pupils explore ideas and stimuli and collect visual and other information for their work. They investigate the visual and tactile qualities of certain materials and use a variety of processes to communicate their ideas and meanings. They design and make images and artefacts for different purposes. They describe what they think about their own work and that of others and suggest ways of improving their own. They comment on differences and similarities between their own and others' work.

## 3 BACKGROUND INFORMATION

### 3.1 THE SCHOOL: CEIP TELLO TÉLLEZ (PALENCIA). *CENTRO BILINGÜE: ESPAÑOL – INGLÉS (BRITISH COUNCIL)*

<b>NAME OF THE SCHOOL</b>	<b>CPEIP TELLO TÉLLEZ DE MENESES</b>		
<b>ADRESS</b>	C/ MAGISTERIO S/N		
<b>LOCATION</b>	PALENCIA	<b>C.P.</b>	34005
<b>TELEPHONE</b>	979 7440447	<b>E-MAIL</b>	<a href="mailto:34001455@educa.jcyl.es">34001455@educa.jcyl.es</a>
<b>WEB PAGE</b>	<a href="http://ceiptellotellez.centros.educa.jcyl.es/sitio/">http://ceiptellotellez.centros.educa.jcyl.es/sitio/</a>		

The Primary and Infant Education Public School Tello Téllez is located in San Antonio neighbourhood in the city of Palencia. There are 434 students in the school; although 35% of them come from other neighbourhoods and towns nearby the city of Palencia, most of them come from the San Antonio's neighbourhood.

There are 6 classes of Infant Education (150 students) and 12 classes of Primary Education (284 students), all located in the same building. The building was built in 1963, reason why it needs to be constantly remodelled; there is a special need to change its old and unsecure windows, the sinks in the dining room and to pave the playgrounds.

Currently, Tello Téllez is an Integration School, with 23 Special Education Needs students (SEN), 10 students belonging to ethnic minorities and 5 that are immigrants.

### **3.1.1 Program MEC/ British Council**

One of the most significant features of the school is that it belongs to the “Program MEC/ Bristish Council”.

This Program was first implemented in 1996 by the Spanish Education Ministry and the British Council with the aim of developing an integrated Spanish-British curriculum in public Spanish schools. It started with 43 schools (among them there was CP Tello Téllez), but nowadays there are 74 Infant and Primary schools, with over 200,000 students involved in the program, learning through a bilingual curriculum (British) since they are 3 years old.

Thereby, the main objectives of the Program are the following:

- Encourage the acquisition and learning of both languages, by using an integrated curriculum based on contents.
- Make students aware of the diversity between Spanish and British cultures
- Make exchange programs of students and teachers easier
- Promote the use of ICT as a way of learning a new language

In practical terms, the British Council Program in this school implies that the students are not only learning English but, most important, they are also learning the different basic subjects and developing their abilities through the use of English as their main language.

Additionally, Primary Education students of this school attend to 10 lessons taught in English during each week: through the subjects of Literacy, Science, Arts and Crafts, Information Technology and Religion. This means that the 40% of the Curriculum is taught in English.

There are 7 English teachers at the school and 4 language assistants highly qualified in the English language who work together with the English teachers for the development of the

subjects. In elementary education, the linguistic assistants and English specialist teachers share the teaching of Literacy and Science by the following guideline:

- First cycle: the specialist teacher is in charge of Literacy and supports the linguistic assistant, who teaches Science.
- Second cycle: the specialist teacher is in charge of Science, and supports the linguistic assistant with Literacy.
- Arts and Crafts is taught by the English specialist teachers, with linguistic assistant's support.

Teachers working in the school in the bilingual project are provided with some guidelines derived from the British Council Program; suggestions are made to take into practice the main aspects of it, such as the following points:

- Use English during 100% of the lesson and also address students in English in all other situations, such as corridors, playground, breaks, ...
- Establish routines in English such as greetings, date, weather, seasons, topic, ...
- Assign homework to students every weekend related to the topic discussed during the on-going unit
- Display visuals in the corridors about the on-going topics under discussion and/or seasonal celebrations encouraging students with their contributions.

In addition, points for improving the teaching of Literacy and Science are also suggested:

- For each unit the selection of a text or story to work with the different language levels (text level, sentence level, word level)
- Start each lesson with a warming-up activity using routines, chants, games, ...
- Start each unit taking into account the state-of-the-art of the students' knowledge
- Make use of games as teaching tools to transfer knowledge to students
- Ask students for a final task at the end of each unit

Through this program, teachers work mainly for student's acquisition and improvement of vocabulary, comprehension, language structures, communicative skills, basic sentences, pronunciation and English culture.

English should be used in every single moment, being helped by body language, tone, intonation and all kind of linguistic and non-linguistic strategies. Language will be used in real communicative situations, in the suitable context, to enhance children's motivation.

Basic language should be checked constantly, being applied in new situations so students can use it in a creative way.

## **3.2 THE GROUP: Y4B**

### **3.2.1 Group description**

The group is formed by 25 students from 9 to 10 years old.

In the school, students are organized in two groups (A&B) at the beginning of their schooling. Each group is always composed by the same students throughout the years: they are never shuffled.

This means that students from Y4B know each other since the first year of their studies, and that they have developed close relationships. They form a solid group, but they do not know that much about their colleagues of Y4A.

The interests of the group have been shared in their *Show & Tell*, in which students had the opportunity to make speeches about a topic of their choice, letting the others know about their favourite bands (One Direction, Taylor Swift), hobbies (collecting stamps-*Invizimals*, football), cities (Madrid, Segovia...), animals (dogs, the Yeti creature), TV series or any other topic of their interest. The pupils' interests are taken into account when programming the syllabus, trying to include them in the syllabus as motivational features.

### **3.2.2 The gang stage: The drawing realism (9-12)**

Viktor Lowenfeld was a prominent professor in art education. His book *Creative and Mental Growth* (1947) has been an influential resource for primary art education teachers. Lowenfeld believed that children's art work is a vivid reflection of their physical and emotional growth.

Lowenfeld also developed the theory of artistic development based on his research. This theory consists of six artistic stages that children go through. Students in Y4 are in the so-called gang stage of their drawing development. He says the following about children in this stage:

The child finds that schematic generalization no longer suffices to express reality. This dawning of how things really look is usually expressed with more detail for individual parts, but is far from naturalism in drawing. Space is discovered and depicted with overlapping objects in drawings and a horizon line rather than a base

line. Children begin to compare their work and become more critical of it. While they are more independent of adults, they are more anxious to conform to their peers

At nine or ten years, children try for more detail, hoping to achieve greater realism, a prized goal. Concern for where things are in their drawings is replaced by concern for how things look-- particularly tanks, dinosaurs, super heroes, etc. for boys; models, horses, landscapes, etc. for girls

The passion for realism is in full bloom. When drawings do not "come out right" (look real) they seek help to resolve conflict between how the subject looks and previously stored information that prevents their seeing the object as it really looks. Struggle with perspective, foreshortening, and similar spatial issues as they learn how to see.

### **3.3 THE CLASSROOM (AS A SPACE AND OTHER SPACES)**

The classroom is the place where most of the lessons take place. It is a medium-size class, with a desk and a chair per student.

As the classroom plan shows on the next page, there were 26 desks. The distribution of the classroom can be changed when a group activity is proposed: students will be asked to carefully position their desks to form small working groups. They will have to be respectful because there are classrooms underneath them, which can be disturbed by the noise.

Students are sitting in the same place for a couple of weeks. Then, they are changed by the tutor to another desk, with a different partner.

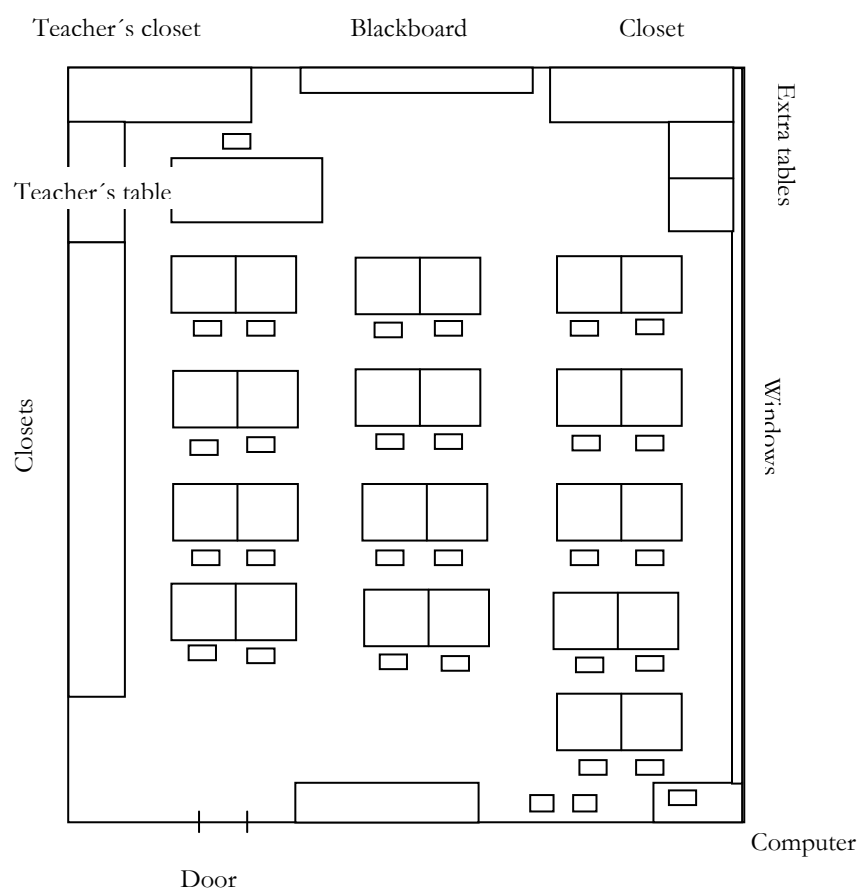
Furthermore, the classroom is provided with a computer, a traditional blackboard and some closets, to keep students' works, portfolios, and other materials.

The walls are decorated with several displays that control the dynamics of the classroom, such as the Classroom Rules, the Classroom Language poster, the posters of the routines of control of responsibility and respect, and the Helpers of the Week poster. There are also hang on the wall some works done by the students in previous years, such as the Food Wheel, the Animals Projects, or a piece of the Pre-history-Arts and Crafts-project. There is also a corner reserved for the subject Religion. It is also important to say that in general the painting of the walls is old and a little bit deteriorated in some parts, which is translated

into an enthusiastic interest from the tutor of the class, who is willing to cover the walls with the students' project displays.

Furthermore, it is a really bright classroom. It is located on the second floor and has a lot of big windows, which means that the lights are normally off, except of the light in the front of the classroom, which helps students to see the written things on the blackboard.

To sum up: there is plenty of space in the classroom walls to display and exhibit artworks and dynamic-posters, and all the improvements for the decoration of the space will be welcomed.



However, there are also other spaces in the school available that can be useful for the development of the lessons:

**- The “digital board” room:**

It is a room on the 3<sup>rd</sup> floor where there is a digital board and several chairs. It is available for all the groups in Infant and Primary Education, except of Y5 and Y6, who have their own digital board in the classroom.

This room should be used, at least, once per unit; the students watch videos, do some quizzes and other ICT activities that the teacher programs.

- **The computer room:**

This is a room with several computers which is used once per week. There is a teacher in charge of taking half of the group to develop some activities with the computers, one hour per week.

- **Other spaces:**

There are several parks and green areas close to the school, for example *La Carcavilla, Las Huertas* and *El Sotillo*.

## 4 THE SYLLABUS

### 4.1 INTRODUCTION

The syllabus consists of 9 units, organized in groups of three (3 terms, 3 units per term).

It includes the different contents that, according to both Spanish and British curriculum, have to be taught at Y4-level; students will have worked with all of them by the end of the year: colour, tone, pattern, line and shape, texture, space and form, perspective, and different types of images.

Additionally, each unit tries to connect with the topic that is being taught through Literacy and Science in that moment (on-going topics under discussion and/or seasonal celebrations), which means that Art and Crafts also contributes to the general and coordinated perception of students' educational reality.

### 4.2 METHODOLOGY

Every unit is planned according to common procedures, listed in the following points:

- **TIMING:** Each lesson is planned according to what it is called “4 steps”, (see appendix 7.1), and which will be displayed in the classroom in a poster that will be filled out each unit, to help students' understanding.
- o The first lesson of the unit will be used to look for the units' starting point of work, something that will be used as the students' inspiration. This will be frequently an artist: his/her most important artworks, the main features of them and of the art movement s/he belongs to. These artists are not randomly chosen, they are taken



from the suggestions done by the subjects “Fundamentos de la educación plástica y visual” and “Creación artística y cultura visual y musical”, taught by Felipe Montes Basa in the second and third year of the degree program, and in which we learnt about some of the important artists and movements in art (Josef Albers, Warhol, Hockney, Frank Stella, Frank Gehry, Claes Oldenburg, Basquiat and Miró are some of the artists that we studied in these subjects; we even made in our University lessons some of the activities proposed in this syllabus, more concretely, Miró and Albers’s projects).

However, occasionally students will be inspired by direct observation of the closest environment: they will use their observations and personal experiences to get their ideas to work.

- Each unit will last between three and five lessons. There will be a main activity in each unit, the project, which will consist of a task that will enhance creativity, originality and in which students will have the freedom to express themselves in an artistic way.
- The last lesson of the unit will be used for the students to present their projects to their peers. It will be an assessment lesson, students will have to describe their creation and give personal judgement about their own and other’s work with the help of the teacher, showing gradually more independence on offering and receiving constructive feedback and praise. The teacher will guide these lessons’ dynamics.
- **GROUPING:** Students will be asked to work individually or in groups, depending on the task. Before each task, the organization will be specified (the *4-main-steps* grid will have a tag with this feature). In both ways of working, it will normally be allowed a certain noise level: the creative process will be enrich by communication and sharing ideas and opinions.
- **LANGUAGE:** English will be used 100% of the time, by the teacher and also by the students. To help in this aim, the whiteboard of the classroom will be used as the *language-used corner*, where the most common expressions and vocabulary used throughout the unit will be displayed.
- **HINTS, TRICKS, TECHNIQUES AND REMINDERS:** normally, the Arts and Crafts’ teacher is not a specialized artist, but there are some basic and easy suggestions that can help her/him improving the technique and other general aspects of students’ art-making process (what to do with their crayons to make the desired effect, how to use

watercolours, etc.) In each unit, this kind of observations will be done by the teacher, when helping the students individually or in groups. For some information about this practical tips, it is useful to read *Skills in Art & Design. Hints, tricks, techniques & reminders* by Krzysia Stevens (2008).

### **4.3 MATERIALS**

A list will be given to the students at the beginning of the academic year, where all the materials needed to make the different projects will be detailed. Students will have the responsibility of bringing the materials for each project, although the teacher will remind them to do it before each unit starts. Additionally, there will be a display hanging on the wall with this materials' list (appendix 7.2).

The teacher will also bring the needed materials her/himself (school will provide her/him some of them most of the times), and, when possible, a sample ice-breaker project to give ideas to the students.

A sketchbook will be used during the year. A sketchbook is a book or pad with blank pages for sketching and it is frequently used by artists for drawing or painting as a part of their creative process. Students will bring a notebook at the beginning of the year. It can have different shapes, sizes, covers, etc. The only requirement is that students have to feel comfortable with it; they will have to use it as a year diary, where they will experiment and try out their ideas before doing the project.

#### 4.4 YEAR-PLAN OVERVIEW

N° lessons	Term	Month	Unit	Main content	Inspiration from...	Main activity	Other activities	On-going topic
4	1 <sup>st</sup>	09	<a href="#">Unit 1</a> My face is an orchard!	Colour Tone	- Josef Albers - Giuseppe Arcimboldo	Self-portrait with food elements	“Spring”, J.Albers	Food and nutrition Our body Animals Plants
5		10	<a href="#">Unit 2</a> Once you pop, you can't stop!	Colours/ images	- Pop-art: Warhol, Lichtenstein and Hockney	Drawing by looking: portraits, faces, expressions	Colour dictation ICT	
5		11 12	<a href="#">Unit 3</a> Let's get wild!	Pattern and prints	- Frank Stella - World-wide traditional patterns	Drawing by imagination: Printing trees leaves	Animals' prints	
4	2 <sup>nd</sup>	01	<a href="#">Unit 4</a> Alien buildings?	Building and modelling	- Architecture designs (Frank Gehry, Claes Oldenburg)	My imaginary building on Earth or surroundings	Where is this building from?	Our planet Energy Machines Matter
4		02	<a href="#">Unit 5</a> Graffiti in the city	Space and form Perspective	- Basquiat - Famous graffiti walls	Graffiti-CAB idea: design your name Stencils	Postcard father's day	
3		03	<a href="#">Unit 6</a> I am eco!	Building and modelling	- Eco-designers	Reusing: what can we do with a brick of milk?	Waving Wallets	
3	3 <sup>rd</sup>	04	<a href="#">Unit 7</a> Promoting events	Texture	- Adds and visual media	Living Together Week poster: advertisement	Collage Adds	Living together Our country Population History
3		05	<a href="#">Unit 8</a> I draw what I love	Colour, shape and line.	- Joan Miró Artworks: cultural heritage as example	Art as a way of expression your feelings: <i>mother</i>	Making a frame	
3		06	<a href="#">Unit 9</a> You've had your fun; the tale is done	Line and shape	- All the projects done during the year	Decorating cover of the sketchbook	Favourite project improvement	

## 4.5 THE UNITS

### 4.5.1 Unit 1

#### About the unit/ Where this unit fits: My face is an orchard!

This is the 1<sup>st</sup> unit of the year (September). The classroom organization's rules and dynamics will be set, introducing the students into the routines of the Arts and Crafts lessons. Furthermore, this unit is focused on the work with colour. By observing how the famous artist and professor Josef Albers work with colour, students will become more aware of the importance of colour in our daily lives or the way colour can represent atmosphere and moods. They will refine their colour mixing techniques demonstrating knowledge of primary, secondary and tertiary colours.

The unit is connected with Science by working with the topic *food*, observing the artwork of Giuseppe Arcimboldo, an Italian painter known for creating imaginative portrait heads made entirely of such objects as fruits, vegetables, fish, etc. The main project will consist on creating an artwork inspired on his.

Prior Learning	Language used in the unit	Materials	Resources
Students are already familiar with: <ul style="list-style-type: none"> <li>- Identify visual and tactile elements including colour</li> <li>- Works of a few well-known artist</li> </ul>	Talking about their project: <ul style="list-style-type: none"> <li>- This is what I did. I used ... because....</li> <li>- Colours vocabulary: primary, secondary, tertiary, mix, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Sketchbook</li> <li>- Manleys</li> <li>- 50x50cm sheets</li> <li>- Pencil, rubber, crayons</li> </ul>	<ul style="list-style-type: none"> <li>- Mixing colours display</li> <li>- Josef Albers' PowerPoint (pp)</li> <li>- Giuseppe Arcimboldo pp</li> <li>- All in food pp</li> <li>- Presenting the project, questions to help students introducing their artwork</li> </ul>
Expectations			
At the end of this unit all the children must	- Show an increased awareness of the importance of colour in our daily lives, the way colour can represent atmosphere and moods and refine their colour mixing techniques demonstrating knowledge of primary, secondary and tertiary colours		
At the end of this unit most of the children should	- Use a few methods to create images in a free and spontaneous way but with evidence of increasing control		
At the end of this unit some of the children could	- Explain their artworks, commenting on finished product comparing ideas, methods and approaches in their own and other people's work		

## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>- Use first-hand observations as inspiration for projects and tasks</li> <li>- Ask and answer questions about the starting points of their work</li> <li>- Look for and collect visual information to help them develop their ideas</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Use mixing techniques to get a desired effect, demonstrating knowledge of primary, secondary and tertiary colours</li> <li>- Observe and draw given sources by painting and sketching</li> <li>- Use colour to represent atmosphere and moods and refine their colour mixing techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing to the class to Josef Albers, German artist, and his artwork with colours</li> <li>- In the sketchbook students will practice with painting and mixing colours, using black and white...</li> <li>- They will create an imitation of Albers' work, under the title "Spring": <i>What colours will you need to create spring-feeling? Cool or warm colours?</i></li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Use the sketchbook for the first time, practicing with the colours: mixing primary colours, adding black and white, creating different tones</li> <li>- Create an artwork inspired in Josef Albers' creations, using the colours of their choice that represent the idea of "Spring"</li> </ul>
2	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other people's work</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Talk about differences between their own and others' art work</li> <li>- Collect and record in their sketchbook some visual and other information for their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Finish the "Spring" artwork inspired in Josef Albers</li> <li>- In groups, comment the work they did in the sketchbook</li> <li>- In groups, they will present the artwork to the whole class</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Give two statements to their group explain how they recorded the information in the sketchbook, and how it helped in the artwork</li> </ul>
3	<ul style="list-style-type: none"> <li>- Use first-hand observations, imagination, personal experiences as well as a growing awareness of the wider world as inspiration for projects and tasks</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Create a self-portrait by drawing only food, inspired by the artwork of Arcimboldo</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing to the class to Giuseppe Arcimboldo</li> <li>- All in food pp, to get some inspiration</li> <li>- Their artwork: they will have to create a self-portrait, using food elements only, following the style of Arcimboldo</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Practice first in the sketchbook to find the topic theme (i.e., "I will use only healthy food", "I will use only food I like", et</li> <li>- Use colours consciously</li> </ul>
4	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other people's work</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise</li> </ul>	<ul style="list-style-type: none"> <li>- Finish the food self-portrait, and present it to the class</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Talk about what they think or feel about their own art work and other people's work.</li> </ul> <p style="text-align: right;">➤ <a href="#">Back to Year-Plan</a></p>

## 4.5.2 Unit 2

### About the unit/ Where this unit fits: Once you pop, you can't stop!

The second unit of the year (October-November) is focused on keeping working with colour; this time looking at the world through the pop-art window (students will use as inspiration Andy Warhol, Roy Lichtenstein and David Hockney's artworks) In this unit everyday imagery will be used, as it is so much a part of contemporary consumer culture. Common sources of imagery include advertisements, consumer product packaging, celebrity photographs, and comic strips. By the end of the unit, students will have created a portrait of a person they like and admire, following Warhol or Lichtenstein styles.

This unit is connected with Science by working with the topic *Our body*, so the vocabulary and structures will be related with it by the use of portraits, description and work with their creations.

Prior Learning	Language used in the unit	Materials	Important Resources
Students are already familiar with: - Identify visual and tactile elements including colour - Observing works of a few well-known artist	Talking about their project: - This is what I did. I used ... because.... - The person I admire is... because... - Spots, daily objects, portrait, pop-art	- Pencil, rubber, crayons - Sketchbook - Carbon paper - Cardboard	- Refreshing stories - Pop art pps - David Hockney pps - <a href="#">Bomomo website</a>

### Expectations

At the end of this unit all the children must	- Show an increased awareness of the importance of colour in our daily lives, the way colour can represent atmosphere and moods and refine their colour mixing techniques demonstrating knowledge of primary, secondary and tertiary colours
At the end of this unit most of the children should	- Be aware of how can colours change the vibes an artwork provides - Explain the reason of their colour choice in their project
At the end of this unit some of the children could	- Create a full-sense artwork using ICT, having a clear idea about what they want their artwork to be about.

## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>- Be aware of the way colour can represent atmosphere and moods and refine their colour mixing techniques demonstrating knowledge of primary, secondary and tertiary colours</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Collect and record in their sketchbook some visual information for their work</li> <li>- Participate in group activities, showing a responsible behavior</li> </ul>	<ul style="list-style-type: none"> <li>- Colour dictation: in their sketchbook, students will have to represent in colours the different scenes that the teacher is providing them</li> <li>- In groups they will comment their creations and they will create their own group-scene to show to the class</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Express in words why they chose a certain colour for each scene</li> <li>- Present in groups of 3 their own colour-scene to the whole class, explaining the reasons of the colour choice in each scene of their story</li> </ul>
2	<ul style="list-style-type: none"> <li>- Use mixing techniques to get a desired effect, demonstrating knowledge of primary, secondary and tertiary colours</li> <li>- Use ideas the teacher offers about the project they have to make</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Work successfully on a project alone</li> <li>- Draw and paint from observed objects present in the classroom</li> <li>- Create a simple drawing in different scales</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing to the class to Andy Warhol and Roy Lichtenstein, and some of their famous pop-art works</li> <li>- In the sketchbook, students will practice in the style of Warhol or Lichtenstein drawing some class-objects</li> <li>- Start the project: creating a portrait of someone they admire</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Represent at least two objects of the class, following the style of Warhol and Lichtenstein</li> <li>- Think about a person they would like to represent in the unit's project</li> </ul>
3	<ul style="list-style-type: none"> <li>- Work successfully on a project alone</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Represent someone they admire in the pop-art styleg</li> </ul>	<ul style="list-style-type: none"> <li>- Work in the project: <i>pop-arting someone I admire</i>- They will use carbon-paper in an A4 sheet of cardboard</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Draw someone they admire, inspired by Warhol or Roy's artworks.</li> </ul>
4	<ul style="list-style-type: none"> <li>- Use diverse techniques and various resources to elaborate images and artworks</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Use digital resources to create artworks</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing to the class to David Hockney, pop-art artist that uses ICT to create artworks</li> <li>- In the computer room, use the page bomomo to create their own drawings</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Practice with bomomo to create their own artwork(s), based on the first-hand observation of classroom objects</li> </ul>
5	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Develop respect for their own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>- Finish the food self-portrait, and present it to the class</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Present their works to the class</li> </ul> <p style="text-align: right;">➤ <a href="#">Back to Year-Plan</a></p>

### 4.5.3 Unit 3

#### About the unit/ Where this unit fits: Let's get wild!

This is the third unit of the year (November, December); the last unit of the term. It is focused on the work with pattern and prints, having as a main objective the development of students' knowledge on pattern, how to use a variety of recording methods and techniques to create and combine pattern and marks. In this unit, the starting point of work will be Frank Stella's artwork, characterised by printmaking and minimalism. Students will observe that patterns are used all around, to decorate all types of objects and artefacts for a variety of purposes. In our culture we decorate cups and plates, walls and curtains, some of the clothes we wear etc. Students will get to know some of the most famous cultural patterns all around the world, and will have the chance to experiment and print-make.

The link with Science comes by the work with animals and plants patterns; students will analyse first some animal prints, to finish after creating an artwork based on leaves' prints.

Prior Learning	Language used in the unit	Materials	Important Resources
Students are already familiar with: - Using shape and pattern in other art, craft and design work - Using print-making techniques, such as monoprints and press print	- Printing skills: block print, monoprint, press print, roller, printing ink, plate • visual and tactile elements, shape, space, pattern and composition (symmetry, rotation, motif, repeat)	- Pencil, rubber, crayons - Sketchbook - Watercolours - Cardboard sheet	- Frank Stella pp - Pattern in different cultures pp - Animal Prints pp

#### Expectations

At the end of this unit all the children must	- Explore shape, colour and pattern; use printmaking techniques to make a printed pattern; talk about the differences between their own and others' work; suggest improvements for their own work
At the end of this unit most of the children should	- Explore how shape and colour can be organised and combined to create patterns for different purposes; collect visual information; experiment with printmaking techniques to make a printed pattern; comment on similarities and differences between their own and others' work; adapt and improve their own work according to its purpose
At the end of this unit some of the children could	- Explore relationships between shape, colour and pattern and textile, materials and processes; collect visual and other information with a purpose in mind; choose and experiment with materials and techniques to suit their intentions; compare the ideas, method and approaches used in their own and others' work; improve and adapt their own work according to its purpose



## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>- Use first-hand observations as inspiration for projects and tasks</li> <li>- Ask and answer questions about the starting points of their work</li> <li>- Look for and collect visual information to help them develop ideas</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Use the work of a well-known artist as starting point for their work</li> <li>- Collect and record in their sketchbook some visual and other information for their work</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing to Frank Stella, an American painter and printmaker, and his artwork with pattern and colour</li> <li>- Collect in their sketchbooks ideas to create their own pattern, getting as inspiration Stella's works</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Draw in their sketchbooks at least three examples of pattern, using colour and geometrical shapes</li> </ul>
2	<ul style="list-style-type: none"> <li>- Discuss the differences and similarities between the pattern from different cultures, and express personal thoughts on them</li> <li>- Work in groups, with responsibility</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Compare the differences in pattern from different cultures and made for different purposes</li> <li>- Develop their art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Patterns in different cultures: analyse, in groups of three, the differences and main features of pattern depending on the culture and the use of the objects they are made on.</li> <li>- Record the main info on sketchbook</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- In groups, get at least one statement for each piece of pattern shown, talking about the style and functionality.</li> <li>- Collect this info in their sketchbooks</li> </ul>
3	<ul style="list-style-type: none"> <li>- Use different materials and techniques to collect information and create artworks</li> <li>- Produce series of drawings to explore art ideas</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Identify the different shapes of animals</li> <li>- Collect and record information in their sketchbook, using watercolours</li> </ul>	<ul style="list-style-type: none"> <li>- Animal prints: students will observe the characteristics of different animals' prints</li> <li>- Individually, they will create a collage in their sketchbook with the animals' prints</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Create the <i>Wild collage</i> (sketchbook)</li> <li>- Use watercolours, and follow the recommendations of the teacher of how to work with this materials</li> </ul>
4	<ul style="list-style-type: none"> <li>- Use first hand observations to create an artwork</li> <li>- Use different materials and techniques, drawing by looking</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Create a 2-dimension artwork based on first hand observations (the tree-leaves students will brought to class)</li> </ul>	<ul style="list-style-type: none"> <li>- Leaves prints: students will design the main features of a leave, using different techniques and procedures, on a cardboard sheet</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Create an artwork based on the first-hand observations from a tree-sheet, using different techniques and colours</li> </ul>
5	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other people's work</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise</li> </ul>	<ul style="list-style-type: none"> <li>- Finish the projects, and present them to the class</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Use words to express their intentions when drawing and designing the projects</li> </ul> <p style="text-align: right;">➤ <a href="#">Back to Year-Plan</a></p>

#### 4.5.4 Unit 4

### About the unit/ Where this unit fits: Alien buildings?

This is the fourth unit of the year (January). To start the term with, students will build their own structure. As inspiration, they will look around the school for different examples of buildings. They will also look for inspiration through Frank Gehry and Claes Oldenburg's eyes, 20<sup>th</sup> century architects and designers. In this unit, students will realize how amazing buildings actually are, becoming aware of the characteristics that make a building appealing and consistent.

The unit works with the Science topic, "Our planet", reflecting on how different surfaces planets might have, and imaging what kind of buildings might be in those planets.

Prior Learning	Language used in the unit	Materials	Important Resources
Students are already familiar with: - Modelling and constructing - Express their opinion about their own and others' work	- Architecture vocabulary: structure, floors, materials, shape, "It looks like..." - Expressing yourself: "It seems to me that...", "I did it like this because...", "This shape emulates...", etc.	- Pencil, rubber, crayons - Sketchbook - Different materials: board, newspapers, magazines... - Glue, scissors	- Planet surfaces and buildings pp - Frank Gehry and Claes Oldenburg pp

### Expectations

At the end of this unit all the children must	- Have built a structure, made with different materials and procedures; and be able to explain the process s/he followed to make it, and where s/he got the inspiration from
At the end of this unit most of the children should	- Comment on their own and other people's works, finished products, comparing ideas, methods and approaches
At the end of this unit some of the children could	- Be aware of the diversity of buildings around, and develop curiosity to look at them in their daily lives

## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>- Use first-hand observations as inspiration for projects and tasks</li> <li>- Ask and answer questions about the starting points of their work</li> <li>- Look for and collect visual information to help them develop their ideas</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Appreciate the amazing reality of buildings in the closest environment</li> <li>- Look at Gehry and Oldenburg's creations and decide what characteristics of their designs they like most</li> </ul>	<ul style="list-style-type: none"> <li>- Look around the school for different buildings: we will go for a short walk in the area to observe architecture constructions</li> <li>- Introducing to the class to Frank Gehry and Claes Oldenburg, famous architecture designers</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Collect in the sketchbooks the characteristics they most like from the observation of the buildings surrounding the school and the designs of Gehry and Oldenburg</li> </ul>
2	<ul style="list-style-type: none"> <li>- Look for and collect visual information to help them develop their ideas</li> <li>- Ask and answer questions about the starting points of their works</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Collect and record in their sketchbook some visual and other information for their work</li> </ul>	<ul style="list-style-type: none"> <li>- Different planet surfaces: in their sketchbooks, collect ideas about different planets surfaces and what kind of buildings they could find there</li> <li>- Start working with the project</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Use as start point the imaginary pictures of different planets and buildings, to collect in the sketchbook the characteristics they most like</li> </ul>
3	<ul style="list-style-type: none"> <li>- Create compositions and make structures in 3-dimensions</li> <li>- Draw, paint and model from observed objects such as houses and buildings</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Work successfully on a project alone with increasing independence</li> <li>- Create a 3-D composition: my building</li> </ul>	<ul style="list-style-type: none"> <li>- Project: design and build an imaginary building on your own (become an architect!), putting all the characteristics you most like from the buildings you observed together</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Create a building, using different materials and techniques, inspired in the examples we were seeing the previous days</li> </ul>
4	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other people's work</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise</li> </ul>	<ul style="list-style-type: none"> <li>- Present their project to the class</li> <li>- Listen to others' talking about their project, making questions and comment if necessary</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Respect their own and others' work and learn how to offer and receive constructive feedback and praise</li> <li>- Evaluate own work and express what they may change in the future</li> </ul> <p style="text-align: right;">➤ <a href="#">Back to Year-Plan</a></p>

#### 4.5.5 Unit 5

### About the unit/ Where this unit fits: Graffiti in the city

This is the fifth unit of the year (February). It is focused on the work with line, shape and perspective.

Students will look at the artwork of Jean-Michel Basquiat and Banksy to get inspiration for their own creations. Furthermore, the example of some important graffiti walls world-around will be set as starting-points for the work, as well. Students will be aware of the similarities between graffiti-artists work, and will be able to appreciate them as outdoor art.

Graffiti will be understood as a way of expressing their feelings and personal experiences.

They will create their own artworks, paying special attention to the techniques used with line, shape and perspective. They will use stencils, too.

Prior Learning	Language used in the unit	Materials	Important Resources
Students are already familiar with: - Observing works of a few well-known artist - Express their opinion about their own and others' work - Line and shape	- Expressing yourself: "It seems to me that..", "I did it like this because..", "My favourite graffiti was..", etc. - Graffiti, stencils, spray, claim, slang, etc.	- Pencil, rubber, crayons - Sketchbook - Board - Scissors, tape - Sprays/tempera&brushes - Papel kraft for the class graffiti-wall	- Basquiat pp - Graffiti ArtWalls pp - <a href="#">Draw On The Wall online game</a> - Stencils pp

### Expectations

At the end of this unit all the children must	- Create their own creation, based on observation and taking as inspiration the work of well-known artists
At the end of this unit most of the children should	- Control lines to make shapes showing some understanding of scale - Comment on their own and other people's works, finished products, comparing ideas, methods and approaches
At the end of this unit some of the children could	- Be aware of the diversity of graffitis around, and develop curiosity to look at them in their daily lives, understanding which of them are actually art

## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>- Use first-hand observations as inspiration for projects and tasks</li> <li>- Ask and answer questions about the starting points of their work</li> <li>- Use increasing knowledge of art media to select appropriately media for a given task</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Appreciate graffiti as a way of expressing themselves, understanding it out of the slang and outcast environment</li> <li>- Participate in group activities, showing a responsible behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing to the class to Basquiat, the great 20<sup>th</sup> century graffiti-artist</li> <li>- Collect the most significant features of Basquiat's artwork in their sketchbooks, to comment them in groups of five</li> <li>- Play the DrawOnTheWall game, in the computer room, trying to design their names</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Collect in their sketchbooks the characteristics they most like about Basquiat's work. Comment them in groups of five</li> <li>- Design their names using the online game DrawOnThe</li> </ul>
2	<ul style="list-style-type: none"> <li>- Look for and collect visual information to help them develop their ideas</li> <li>- Control lines to make shapes showing some understanding of scale</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Investigate shape, form, space and colour</li> <li>- Use a few methods to create images in a free and spontaneous way</li> </ul>	<ul style="list-style-type: none"> <li>- In their sketchbook, students will follow the teacher's instructions to create different letter-styles, using shape, form and different perspectives</li> <li>- Create the father's day postcard</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Create a sample of different letters, experimenting with different techniques</li> <li>- Create the father's day postcard</li> </ul>
3	<ul style="list-style-type: none"> <li>- Work successfully on a project alone with increasing independence</li> <li>- Participate in group activities, showing a responsible behaviour</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Identify materials used in making art, craft and design</li> <li>- Use ideas the teacher suggests</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce stencils technique to the class (pp)</li> <li>- "Draw your name in the wall" activity: students will use stencils to create the graffiti-class-wall</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Make a graffiti in the papel kraft wall, using spray or tempera, in stencils style</li> </ul>
4	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other people's work</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise</li> </ul>	<ul style="list-style-type: none"> <li>- Present their project to the class</li> <li>- Listen to others' talking about their project, making questions and comment if necessary</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Respect their own and others' work and learn how to offer and receive constructive feedback and praise</li> <li>- Evaluate own work and express what they may change in the future</li> </ul> <p style="text-align: right;">➤ <a href="#">Back to Year-Plan</a></p>

#### 4.5.6 Unit 6

### About the unit/ Where this unit fits: I am eco!

This is the sixth unit of the year (March). In this unit, students will practice their building and modelling skills. By the time this unit will be taught, students will be learning the Science's unit titled Matter, in which they will study the importance of the 3Rs for our planet's sustainability: recycling, reusing and reducing. This unit provides the students the possibility on reflecting and investigating about reducing: how different objects in our daily lives that we consider rubbish can be turned into something new and interesting. Students will think about some possible ways in which they can reuse a brick of juice. For this purpose, they will look at the work of some designers and functional objects makers and artworks, such as Lois Walpole.

Prior Learning	Language used in the unit	Materials	Important Resources
Students are already familiar with: - Identifying materials used in making art, craft and design - Be aware of the basic uses of art media	3Rs vocabulary: reuse, waste, packaging, manufacturing, designer, wave, etc. - Talking about your project: I decided to do it like this because...; I got inspired by...; This is how you use it...	- Pencil, rubber, crayons - Sketchbook - Brick of juice (2/student) - Clothes pegs - Masking tape - Hole punch, stapler	- Eco-designs pp - <a href="#">Wave with Lois Walpole</a> webpage

### Expectations

At the end of this unit all the children must	- Create their own object, based on observation and taking as inspiration their own experiences and ideas
At the end of this unit most of the children should	- Have a clear idea about what they want their art work to be about. - Comment on their own and other people's works, finished products, comparing ideas, methods and approaches
At the end of this unit some of the children could	- Collect and record in their sketchbook some visual and other information for their work, producing a series of drawings to explore art ideas.

## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>- Use first-hand observations as inspiration for projects and tasks</li> <li>- Ask and answer questions about the starting points of their work</li> <li>- Look for and collect visual information to help them develop their ideas</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Use first-hand observations, imagination, personal experiences as well as a growing awareness of the wider world as inspiration for projects and tasks</li> <li>- Participate in group activities, showing a responsible behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing the Eco-design concept: working with materials that are considered waste but still have a lot of life.</li> <li>- Reusing: what can we do with a brick of juice? Organized in groups, decide what your group wants to do with the brick: a wallet or a basket. Team working to get a result</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Get an agreement in the groups they are organized, giving their opinion and respecting others': wallet or basket?</li> <li>- Find out how to follow the steps to create a wallet/basket</li> <li>- Create a wallet/basket, helping each other in the group and respecting everybody's working rhythm</li> </ul>
2	<ul style="list-style-type: none"> <li>- Work successfully on a project alone with increasing independence</li> <li>- Look for and collect visual information to help them develop their ideas</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Create compositions, make structures in 3-dimensions</li> <li>- Use their imagination and creativity to explore the possibilities of a daily product: <i>think out of the box</i></li> </ul>	<ul style="list-style-type: none"> <li>- Students will have to work individually, thinking about a personal idea of what to do with a brick of juice. They can create an ornamental object, a toy, something to use in class (box, bin, ...)</li> <li>- They can use their sketchbook to work with the ideas and possibilities</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Reuse a brick of juice to create a new object; everything is possible, as long as they don't use the brick as a brick!</li> </ul>
3	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other people's work</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise</li> </ul>	<ul style="list-style-type: none"> <li>- Present their project to the class</li> <li>- Listen to others' talking about their project, making questions and comment if necessary</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Respect their own and others' work and learn how to offer and receive constructive feedback and praise</li> <li>- Evaluate own work and express what they may change in the future</li> </ul> <p style="text-align: right;">➤ <a href="#">Back to Year-Plan</a></p>

## 4.5.7 Unit 7

### About the unit/ Where this unit fits: Promoting events

This is the seventh unit of the year (April). It happens to be the Living Together Week organized in the school around these days every year. During these week, special activities are organized by the school for all the Education community: conferences, shows, expositions, games, sport competitions... All these activities are organized around a topic. Furthermore, the on-going Science unit around these days is titled “Living together”; in which students will be studying the main characteristics of our society, how important rules are for living in peace. From Arts and Crafts, students will also work around this theme. They will reflect on the presence of media nowadays in our society, concretely on the use of ads by consumerism and companies. Students will gradually get aware of the power advertisement has; and will use these knowledge to create their own poster, advertising the Living Together-week. These posters will be used to promote the events during the week, hanging around in the school building.

Prior Learning	Language used in the unit	Materials	Important Resources
Students are already familiar with: - Identifying materials used in making art, craft and design - Be aware of the basic uses of art media	Advertisement, intention, imaginative, funny, shocking, unexpected, colourful, short, concise, deep...  We decided to use ... because...; For us, the best idea was to...; We got the inspiration from...	- Pencil, rubber, crayons - Sketchbook - Painting and drawing materials (marking pens, watercolour...)	- Ads Power Point Presentation

### Expectations

At the end of this unit all the children must	- Use instruments, techniques and materials to make a group artwork, showing originality and using diverse stands, techniques and materials
At the end of this unit most of the children should	- Explain how they have combined materials and art techniques in their work. - Comment on their own and other people’s works, finished products, comparing ideas, methods and approaches
At the end of this unit some of the children could	- Collect and record in their sketchbook some visual and other information for their work, producing a series of drawings to explore art ideas. - Be aware of the power advertisement and media have in our society nowadays



## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>- Use first-hand observations as inspiration for projects and tasks</li> <li>- Ask and answer questions about the starting points of their work</li> <li>- Look for and collect visual information to help them develop their ideas</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Use first-hand observations, imagination, personal experiences as well as a growing awareness of the wider world as inspiration for projects and tasks</li> <li>- Participate in group activities, showing a responsible behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Ads: analyzing the power point's ads, students will collect information in their sketchbooks about the characteristics that make an ad successful and appealing</li> <li>- In groups of three people, they will talk about these characteristics and will arrange the different roles among the members of the group</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Collect ideas about ads in their sketchbooks</li> <li>- Distribute the roles within the group, being aware of the strengths of the members and respecting everybody's opinion</li> </ul>
2	<ul style="list-style-type: none"> <li>- Participate in group activities, showing a responsible behaviour</li> <li>- Experiment with different techniques to create the desire effect</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Use different techniques to create a collage, paying special importance to textures and matching the visual and tactile qualities to the intentions</li> <li>- Produce careful artwork with fine detail</li> </ul>	<ul style="list-style-type: none"> <li>- Group activity: create a poster/ad for the Living Together week, using different techniques and materials (collage and textures)</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Use different textures to create in groups of three an ad/poster, promoting the school Living Together week</li> </ul>
3	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other groups' work</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise</li> </ul>	<ul style="list-style-type: none"> <li>- Present their project to the class</li> <li>- Listen to others' talking about their project, making questions and comment if necessary</li> </ul>	<p>Kids will:</p> <ul style="list-style-type: none"> <li>- Respect their own and others' work and learn how to offer and receive constructive feedback and praise</li> <li>- Evaluate own work and express what they may change in the future</li> </ul> <p style="text-align: right;">➤ <a href="#">Back to Year-Plan</a></p>

## 4.5.8 Unit 8

### About the unit/ Where this unit fits: I draw what I love

This is the eighth unit of the year (May). In this unit, students will look at Miró's artwork to get inspiration. Joan Miró was a Spanish painter, sculptor, and ceramicist born in Barcelona, whose work has been interpreted as Surrealism, a sandbox for the subconscious mind, a re-creation of the childlike and a manifestation of Catalan pride. Students will use his artworks as starting point of work, analysing the way he used colour, shape and line to create personal drawings under the title "Mother". They will use several materials of their choice (manleys, watercolours, crayons...), and at the end they will complete the *masterpiece* modelling a frame, that will use to put around the artwork to make the perfect gift for the Mother's day, inspired by an important Spanish artist.

Prior Learning	Language used in the unit	Materials	Important Resources
Students are already familiar with: - Identifying materials used in making art, craft and design - Observing works of a few well-known artist	- I think the shape that Miró's uses most is... because...; I agree/don't agree; What do you think about it?...	- Pencil, rubber, crayons - Sketchbook - Watercolours, brushes -	- Miró pp
Expectations			
At the end of this unit all the children must	- Show an increased awareness of the importance of colour in our daily lives, the way colour can represent atmosphere and moods and refine their colour mixing techniques demonstrating knowledge of primary, secondary and tertiary colours		
At the end of this unit most of the children should	- Have a clear idea about what they want their art work to be about. - Comment on their own and other people's works, finished products, comparing ideas, methods and approaches		
At the end of this unit some of the children could	- Collect and record in their sketchbook some visual and other information for their work, producing a series of drawings to explore art ideas.		

## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>- Use first-hand observations as inspiration for projects and tasks</li> <li>- Ask and answer questions about the starting points of their work</li> <li>- Look for and collect visual information to help them develop their ideas</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Participate in group activities, showing a responsible behaviour</li> <li>- Look at Miró's paintings and decide what characteristics of his artworks they like most; identifying the characteristics that are repeating in most of his artworks</li> </ul>	<ul style="list-style-type: none"> <li>- Who was Miró? Introducing to the class to Joan Miró, Spanish Artist</li> <li>- Students will identify the most important features that characterized his work in their own, collecting information in their sketchbooks</li> <li>- In groups, they will comment their perceptions and will get an agreement about what they think his work is characterized by.</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Collect visual information in their artwork, and use them to explain their opinion about Miró's artwork (what colours he normally uses, what shapes, how he uses line)</li> </ul>
2	<ul style="list-style-type: none"> <li>- Use different materials and techniques to collect information and create artworks</li> <li>- Produce series of drawings to explore art ideas</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Work successfully on a project alone with increasing independence</li> <li>- Use a few methods to create images in a free and spontaneous way</li> </ul>	<ul style="list-style-type: none"> <li>- Creating an artwork, using a board-sheet and watercolours, manleys or crayons, inspired by Miró and titled "My mom"</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Use Miró's most used work-features to create their own painting, titled "My mom"</li> </ul>
3	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other people's work</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise</li> </ul>	<ul style="list-style-type: none"> <li>- Present their project to the class</li> <li>- Listen to others' talking about their project, making questions and comment if necessary</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Respect their own and others' work and learn how to offer and receive constructive feedback and praise</li> <li>- Evaluate own work and express what they may change in the future</li> </ul> <p style="text-align: right;">➤ <a href="#">Back to Year-Plan</a></p>

## 4.5.9 Unit 9

### About the unit/ Where this unit fits: You've had your fun; the tale is done

This is the ninth unit of the year (June). This unit will be the summing-up unit: throughout it, students will reflect on the artworks they were working with during the year. They will have to choose their favourite piece of work, and by commenting it with their group they will have to try to improve it. Eventually, they will present it again to the whole class. On the other hand, the sketchbook will get a main role. It is the tool that will come along the year with us, offering the perfect stand for our imagination and ideas. This is why the main activity of the unit will be focused on the *optimization* of the sketchbook. Students will have to design and create a proper cover for it, that will summarize their learning processes acquired during the year.

Prior Learning	Language used in the unit	Materials	Important Resources
Students are already familiar with: - Working with the sketchbook - Reflecting on their own work, and expressing their opinion about it	- I chose this artwork because... - This is how I improved it...	- Pencil, rubber, crayons - Sketchbook - Painting and drawing materials (marking pens, watercolour...)	- All the different artworks created during the year

### Expectations

At the end of this unit all the children must	- Reflect on the work done during the year, being aware of what they did and how much they liked it
At the end of this unit most of the children should	- Compare and comment on different ideas, art techniques and ways of working used in their own and others' work during the year
At the end of this unit some of the children could	- Make links between the ideas behind their own work and those of others, including artists they have studied

## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>- Use first-hand observations as inspiration for projects and tasks</li> <li>- Ask and answer questions about the starting points of their work</li> <li>- Look for and collect visual information to help them develop their ideas</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Choose an artwork to improve it</li> <li>- With the help of the group, find some features to improve in the chosen artwork</li> </ul>	<ul style="list-style-type: none"> <li>- Looking backwards: <i>What have we done this year?</i> Students will choose an artwork, and divided in groups will comment it</li> <li>- In groups, they will find a way to improve it</li> <li>- They will work in the improvements</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Work in groups, listening and respecting others' ideas</li> <li>- Work in a already-done artwork, finding a way to improve at least one of its characteristics. Explain the reasons why s/he chose that artwork</li> </ul>
2	<ul style="list-style-type: none"> <li>- Identify visual and tactile elements including colour, patter and texture, line and tone, shape, form and type of image (photo, painting, collage)</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Combine visual and tactile elements to create the sketchbook cover, including pattern, colour, texture, line, tone, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Use different techniques and materials learnt during the year to create a cover for the sketchbook</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Create a cover for the sketchbook that summarizes their life and art experiences throughout the year</li> </ul>
3	<ul style="list-style-type: none"> <li>- Comment on finished product comparing ideas, methods and approaches in their own and other people's work</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise</li> </ul>	<ul style="list-style-type: none"> <li>- Present their improved projects to the class</li> <li>- Listen to others' talking about their project, making questions and comment if necessary</li> </ul>	Kids will: <ul style="list-style-type: none"> <li>- Respect their own and others' work and learn how to offer and receive constructive feedback and praise</li> <li>- Evaluate own work and express what they may change in the future</li> </ul> <p style="text-align: right;">➤ <a href="#">Back to Year-Plan</a></p>

## 5 CONCLUSION

The purpose of this project, as part of the last semester of our Education degree, was to provide us with an opportunity to demonstrate in a document that we acknowledge the different skills and competences associated to our Bachelor degree. For this purpose, we had to select a topic of our interest, plan the research and analysis process and, finally, come out with a coherent and standing-to-reason proposal.

In this case, the matter of study came from the real situation experienced during the Internship Period (February – May, 2013). It was a real school context, CEIP Tello Téllez (Palencia) which provided a concrete situation: the Arts and Crafts lessons. The challenge was to create a syllabus proposal adapted to the characteristics of the school; although the idea was to create a proposal that could be applied also in a Spanish CLIL Bilingual School, adapting the level if necessary.

The project worked up to the challenge, getting as a final result a coherent syllabus proposal that is willing to be applied on a Y4 school-class.

The main objective of the project suits with the basic competences associated with our Bachelor Degree, which stands that we – Primary Education students –, by the end of the program, should be able to:

- Design, plan and evaluate teaching-learning processes
- Deal efficiently with learning languages situations in plurilingual and multicultural contexts
- Reflect about the concrete work in a class, in order to improve and innovate the teaching process.

## 6 BIBLIOGRAPHY

<i>OFFICIAL DOCUMENTS</i>
MEC, 2004, Curriculum Guidelines (p.203-214, Art and Design)
<i>DECRETO 40/2007, de 3 de mayo, por el que se establece el Currículo de la Educación Primaria en la Comunidad de Castilla y León (p. 9862-9867, “Educación artística”)</i>
<i>ORDEN EDU/1045/2007, de 12 de junio, por la que se regula la implantación y el desarrollo de la educación primaria en la Comunidad de Castilla y León (p 12690, Anexo I: Timetable in Primary Education)</i>

REFERENCE LIST
Lowenfeld, Viktor (1947), <i>Creative and Mental Growth</i> . Macmillan Publishing Company
Peter Grundy, Hania Bociak and Kevin Parker (2011), <i>ENGLISH through ART- 100 activities to develop language skills</i> . Helbling languages
Stevens, Krzysia (2008), <i>Skills in Art &amp; Design. Hints, tricks, techniques &amp; reminders</i>
USEFUL LINKS
Drawing Development in Children Timeline <a href="http://www.learningdesign.com/Portfolio/DrawDev/kiddrawing.html">www.learningdesign.com/Portfolio/DrawDev/kiddrawing.html</a> An illustrated timeline of children's artistic development.
Art and Design: The National Curriculum of England <a href="http://www.nc.uk.net">www.nc.uk.net</a> <a href="http://isct.co.za/wp-content/uploads/Art-and-Design.pdf">http://isct.co.za/wp-content/uploads/Art-and-Design.pdf</a>
Ken Robinson, (2006), <i>Schools kill creativity</i> Creativity expert Sir Ken Robinson challenges the way we're educating our children. He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence. <a href="http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html">http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html</a>
Online Art Program This is a fascinating little art program that is really fun to use. It gives you some control but there is a large random element because you can't control all the functions. It is hard to describe but great fun, try it I bet you are still playing after half an hour <a href="http://bomomo.com/">http://bomomo.com/</a>
Lois Walpole Official webpage of Lois Walpole, artist that works extending objects life, turning them into something new which will intrigue, amuse or otherwise stimulate the viewer or user." <a href="http://www.loiswalpole.com/default.htm">http://www.loiswalpole.com/default.htm</a>
Nigel Meager, author of Teaching Art 4-7 and 7-11 Nigel Meager is an artist and Art Educator, teacher, author, photographer and provider of professional development training for teachers and student teachers. In his facebook it is possible to find a lot of nice ideas to develop Art and Design lessons <a href="https://www.facebook.com/pages/Nigel-Meager/402736863110838">https://www.facebook.com/pages/Nigel-Meager/402736863110838</a> In this video, he gives advice on this topic Teaching Art with Nigel Meager <a href="http://www.youtube.com/watch?v=qObAofS2yBQ">http://www.youtube.com/watch?v=qObAofS2yBQ</a>
Drawing Development in Children Timeline: an illustrated timeline of children's artistic development. <a href="http://www.learningdesign.com/Portfolio/DrawDev/kiddrawing.html">www.learningdesign.com/Portfolio/DrawDev/kiddrawing.html</a>
Tes Teaching Community To share and get thousands of resources to use in your English classes. This webpage connect teachers all around the world; it's easy and great to use, and even job offers are published there! <a href="http://www.tes.co.uk/">http://www.tes.co.uk/</a>

# 7 APPENDIX

## 7.1 4 STEPS FOR MY ARTIST AND DESIGNER'S WORK

### 4 STEPS FOR MY ARTIST AND DESIGNER'S WORK



#### 1. *Some inspiration?* Starting point for work-observation and perception

- Differences and similarities between works of artists, designers and architects (from different times and cultures)
- First-hand observations from the local environment (i.e., houses, boats, plants or people)
- Imagination
- Personal experiences
- Stories
- Visual information
- Media
- Visits to museums, galleries, parks

*I work in a group*

*I work alone*

- KEY WORDS: Identify and describe, select ideas and look for them!

#### 2. *What to do?*

- Picture, object, architectural design: compositions, 3-D structures, images and items with media, 2D and 3D artefacts.

*How can the elements be combined and organized for different purposes?*

- Visual and tactile elements: colour, patten, line and tone, shape, form and space, perspective, scale, type of image and media, texture

- KEY WORDS: Identify and describe,

#### 3. *How to do it?*

- Materials, techniques (i.e., mixing colours techniques), processes (sculpting, painting, collages, printmaking, digital media)

*How different effects can be created?*

- KEY WORDS: Identify and explore



#### 4. *How did it go?*

- Describe the creation
- Give personal judgement
- Respect! Listen others' ideas – Offer and receive constructive feedback and praise
- Evaluate own work

*Can I improve it?*

- Possible changes on the media and techniques used
- What they may change in the future





## 7.2 LIST OF MATERIALS

*You will need your SKETCHBOOK and drawing and painting materials for all the units: PENCIL, RUBBER and CRAYONS. Additionally, we will have to think how to get:*

### Unit 1:

- ✓ Manley
- ✓ 50x50cm board sheet

### Unit 2:

- ✓ Carbon paper
- ✓ Cardboard

### Unit 3:

- ✓ Water colours and brushes
- ✓ Cardboard sheet

### Unit 4:

- ✓ Board
- ✓ Newspapers, magazines
- ✓ Glue, scissors

### Unit 5:

- ✓ Board
- ✓ Paper kraft
- ✓ Scissors
- ✓ Tape
- ✓ Sprays / tempera and brushes

### Unit 6:

- ✓ Clothes pegs
- ✓ Brickasking tape
- ✓ Hole punch
- ✓ Stapler

### Unit 7:

- ✓ Painting and drawing materials
  - Watercolours
  - Manleys
  - Marking pens

### Unit 8:

- ✓ Watercolour and brushes
- ✓ Manleys

### Unit 9:

- ✓ Painting and drawing materials
  - Watercolours
  - Manleys
  - Marking pens

## 7.3 IMPORTANT UNIT RESOURCES

### 7.3.1 Unit 1

#### JOSEF ALBERS

## JOSEF ALBERS and the colours

Arts&Crafts  
Y4B

### Who was Josef Albers?

Where was he from?  
-Germany-

What was his job?  
-Artist and teacher-



### He was an abstract painter

- Big format artworks
- With a lot of colours - chromatic work
- We said everybody could be an artist like him!

LET'S TRY IT TODAY!!

WE NEED TO  
REMEMBER SOME  
THINGS FIRST!

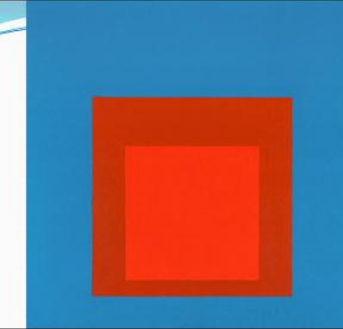
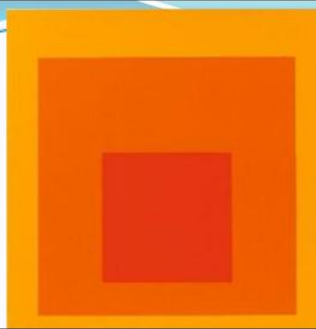
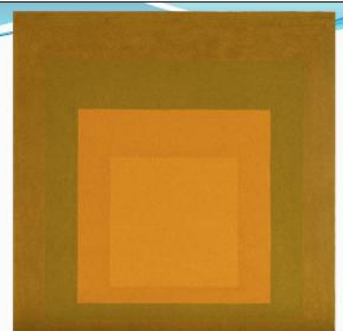
### The Colour Wheel

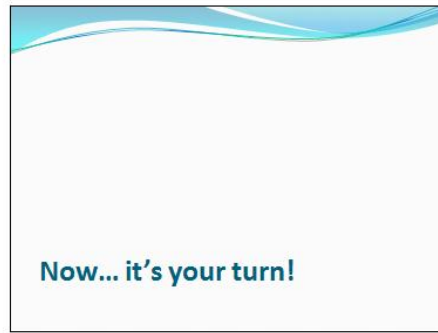
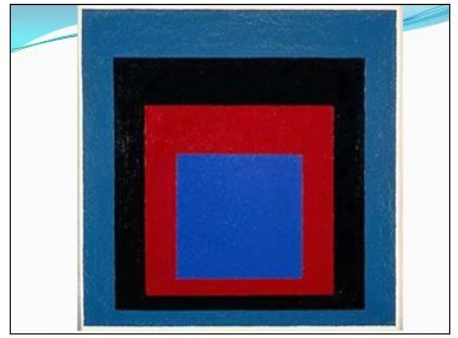
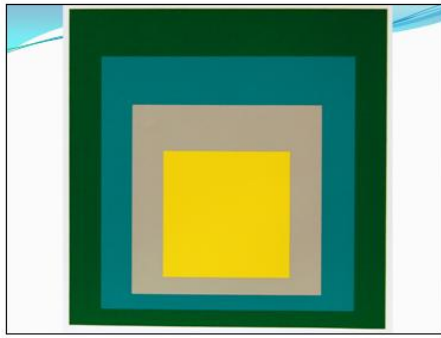
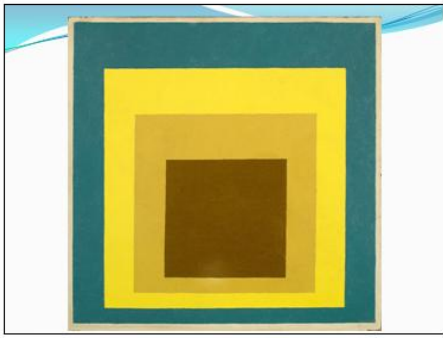
Warm  
colours



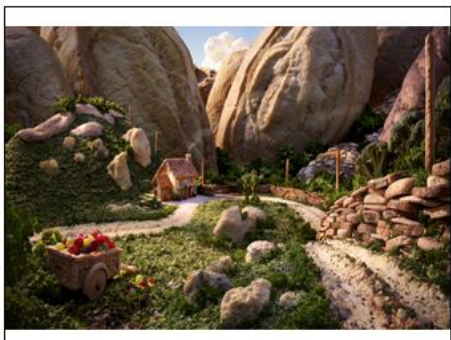
Cool  
colours

Some examples of Josef Albers' artworks!!





*ALL MADE WITH FOOD*







*GIUSSEPE ARCIMBOLDO*

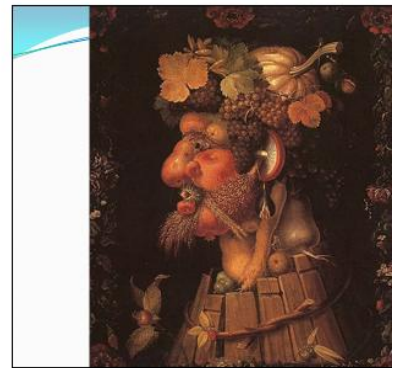
**GUISEPPE ARCRIMBOLDO**



Arts & Crafts  
Y4B

**WHO WAS GUISEPPE ARCRIMBOLDO?**

- **WHERE WAS HE FROM?**  
Italy
- **HIS MOST KNOWN PAINTINGS WERE**  
Portrait heads
- **MADE WITH**  
Objects like fruits, vegetables or flowers



Now it's your turn!

7.3.2 Unit 2  
POP-ART

**POP ART**  
AND PORTRAITS

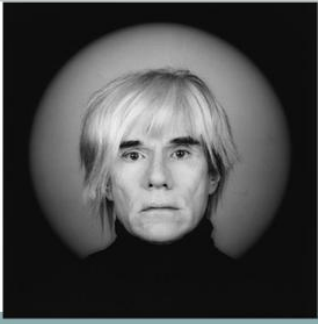
POPular - ART

TAKING ORDINARY THINGS

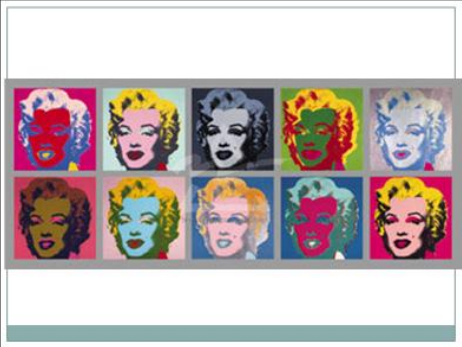


MAKE THEM INTO ARTWORKS

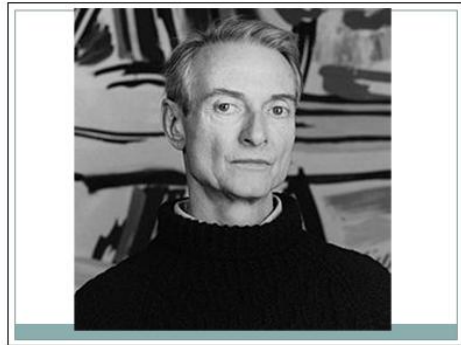
ANDY WARHOL



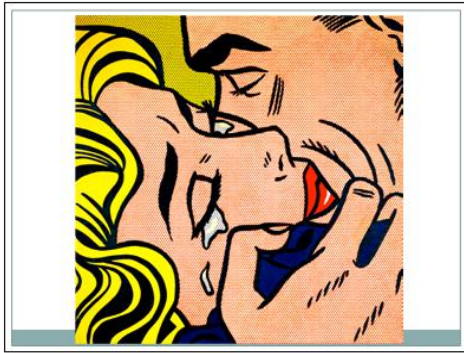




ROY LICHTENSTEIN







NOW, IT'S YOUR  
TURN!

DAVID HOCKNEY

DAVID HOCKNEY

ICT TO CREATE ARTWORKS

Arts&Crafts  
Y4B

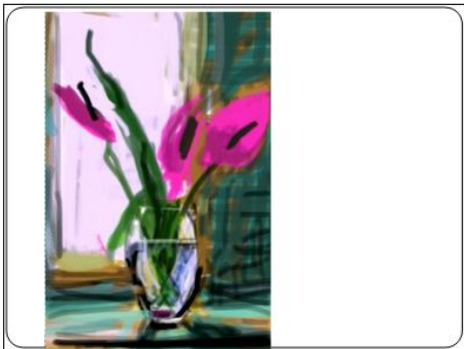
- WHO IS DAVID HOCKNEY?
- WHERE WAS HE FROM?
    - England!
  - WHAT ARE HIS JOBS?
    - Painter, draughtsman, printmaker, stage designer and photographer
  - WHAT MOVEMENT DOES HE BELONG TO?
    - Pop-art

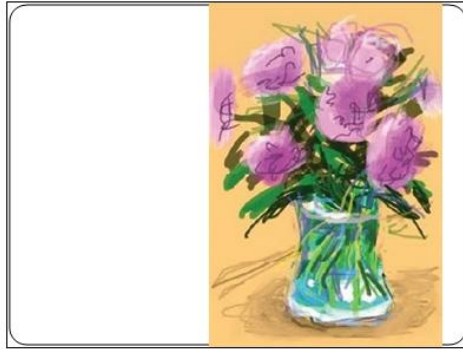
David Hockney started drawing on his iPhone in 2008

He discovered that with the help of an application called "Brushes" he can use his forefinger and thumb to paint in a touch-screen, the same as using a brush on canvas

The Fresh Flowers exhibit includes more than 100 iPhone drawings and 100 iPad drawings


Let's see some of his drawings!



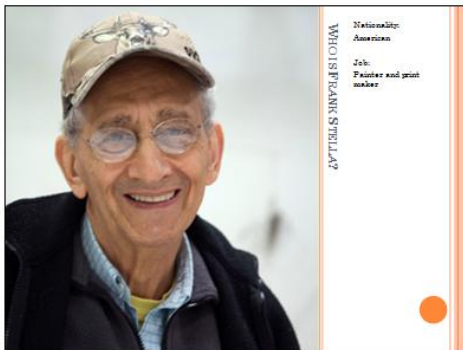
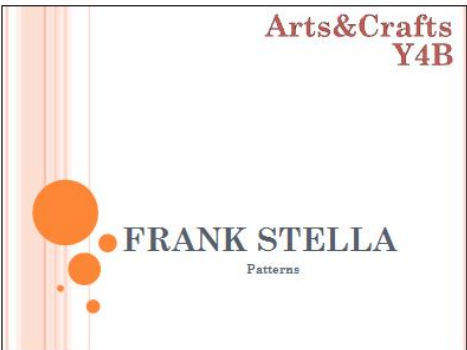


ARE YOU CURIOUS NOW TO SEE HIM IN ACTION??

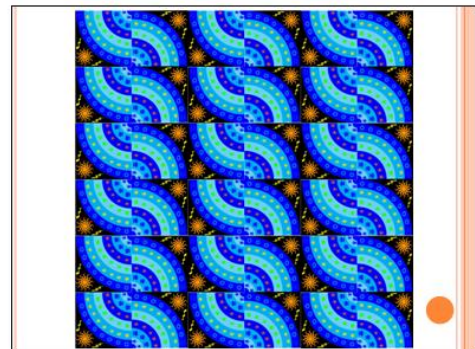
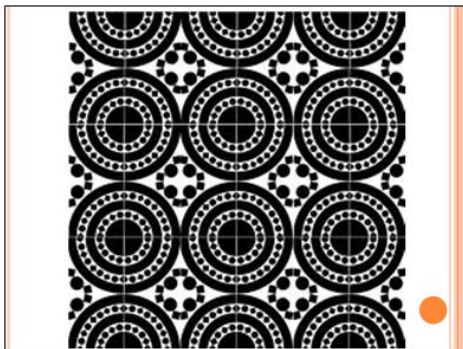
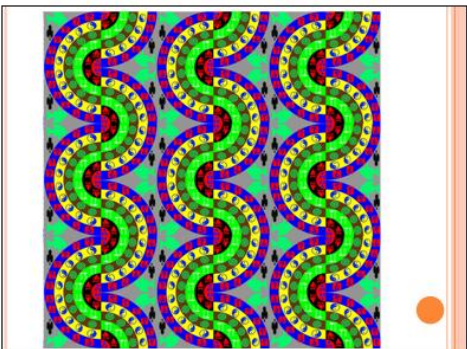
[CLICK HERE TO WATCH THE VIDEO](#)



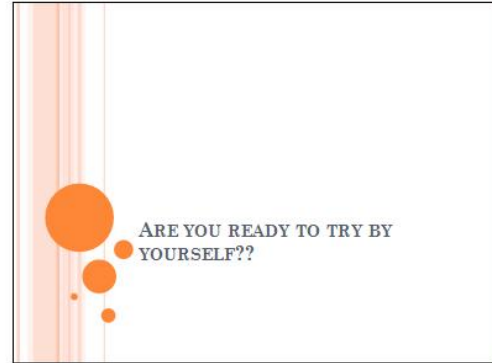
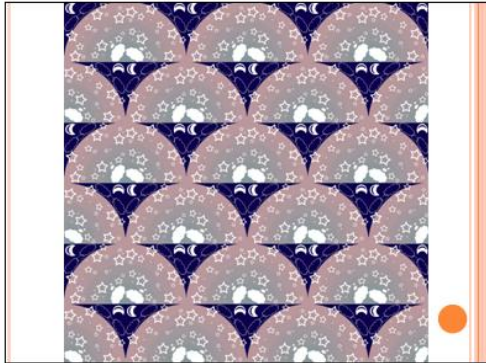
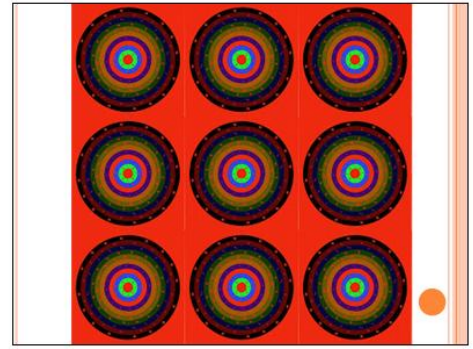
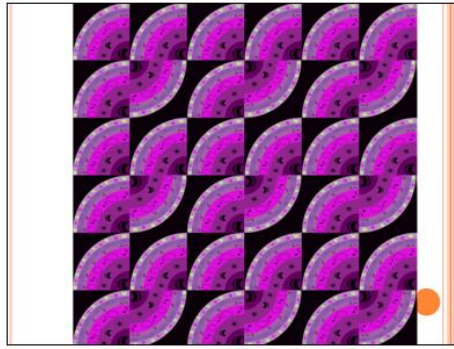
7.3.3 Unit 3  
FRANK STELLA



WE ARE GOING TO SEE SOME EXAMPLES OF HIS WORK WITH PATTERN







## PATTERNS

**PATTERNS FROM DIFFERENT TIMES AND CULTURES**

**Arts&Crafts Y4B**

- We are going to develop images using repeating patterns

Let's see some examples of patterns first!

Ceramic, Syria. 17<sup>th</sup> century

Floorcover, Turkey. Early 16<sup>th</sup> century

Fretwork: a piano front

Egyptian wall carving





Russian straw inlay (box lid)



Russian wood inlay (box lid)



Children's work



Patterned fabric painting



Collage showing different arrangements of the same shapes



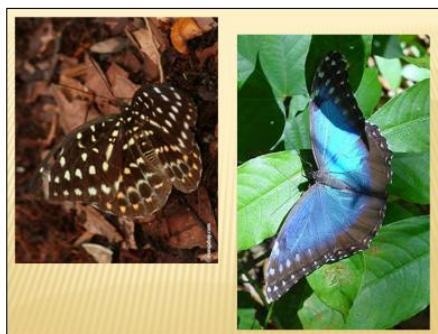
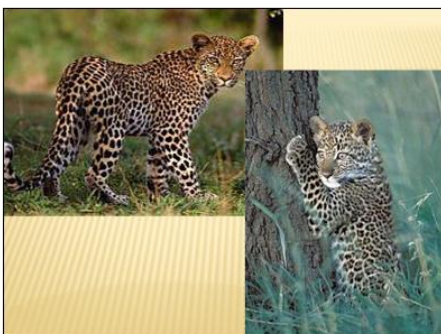
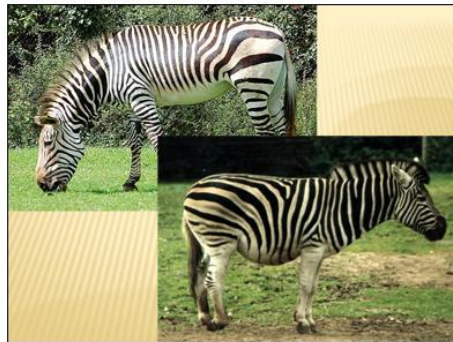
A second arrangement of shapes have been added to the first one

NOW, IT'S YOUR TURN!!

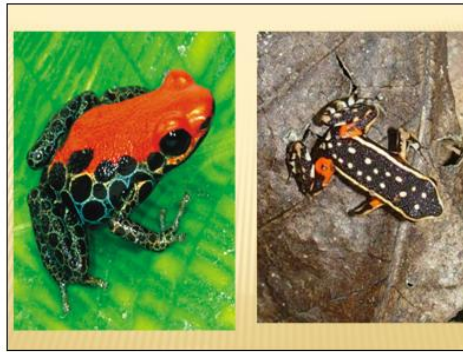
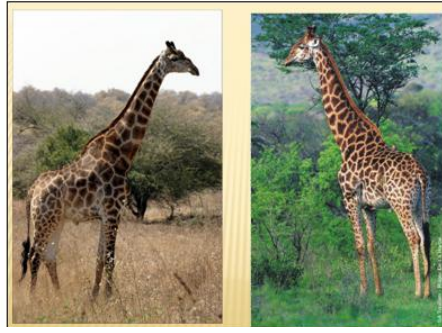
*ANIMAL PRINTS*

ANIMAL PATTERNS

Arts&Crafts  
Y4B








7.3.4 Unit 4  
FRANK GEHRY AND CLAES OLDENBURG

FRANK GEHRY  
AND  
CLAES OLDENBURG

INTERESTING  
ARQUITECTURE

Arts&Crafts  
Y4B

FRAN GEHRY

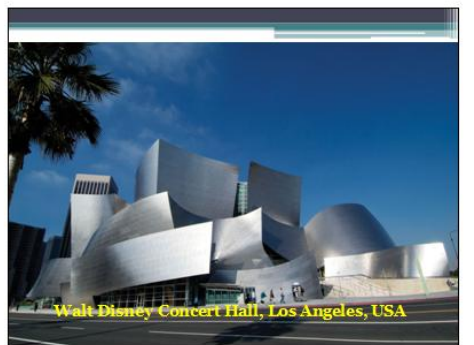
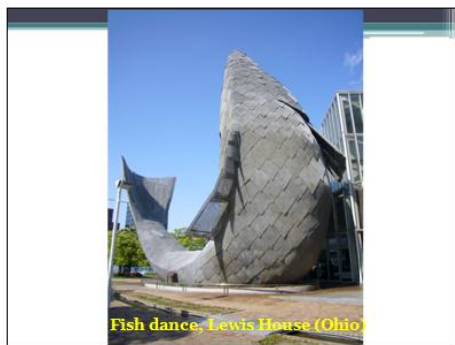


WHO IS FRANK GEHRY?


- NATIONALITY
  - ✓ Canadian-American
- JOB
  - ✓ Architect
- INTERESTING FACT
  - ✓ His buildings, including his private residence, have become tourist attractions

Let's have a look at them!





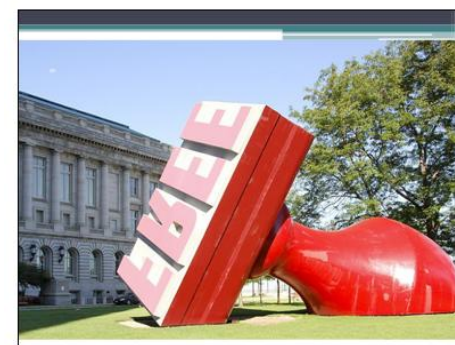
CLAES OLDENBURG



WHO IS CLAES OLDENBURG?

- NATIONALITY
  - ✓ Swedish
- JOB
  - ✓ Sculptor
- INTERESTING FACT
  - ✓ He likes doing very large replicas of everyday objects

Let's have a look at them!







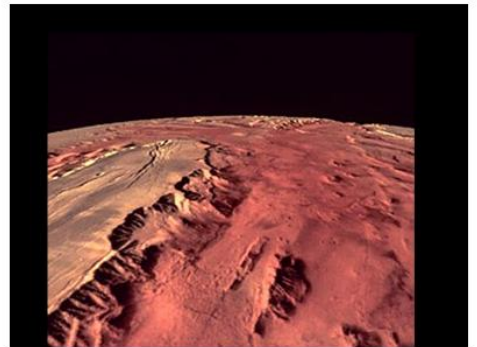
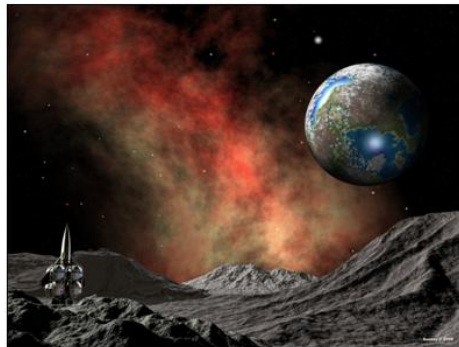
NOW, IT'S YOUR TURN!

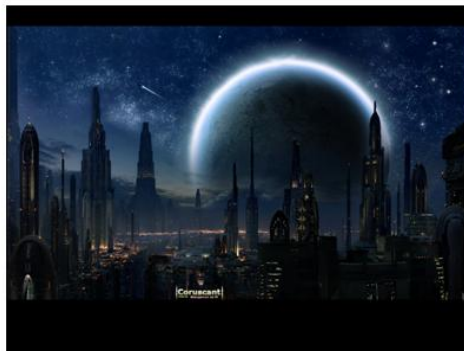
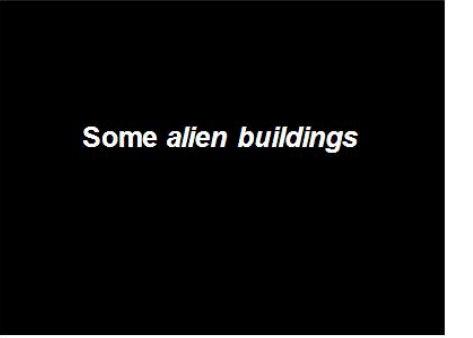
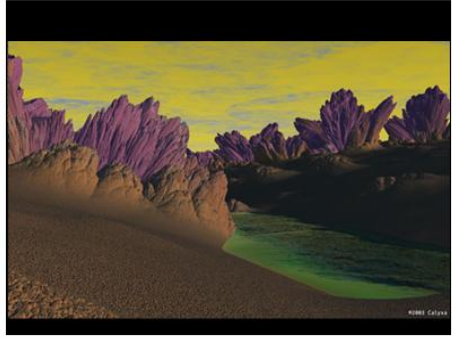
*PLANET SURFACES AND BUILDINGS*

**DIFFERENT PLANET SURFACES**

Think about...

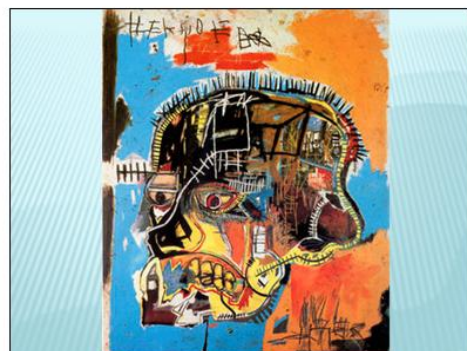
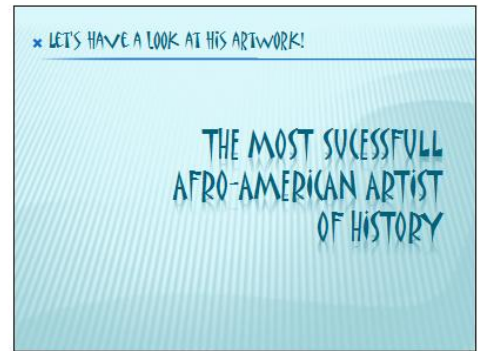
- What planet could it be?
- What kind of buildings could we find there?



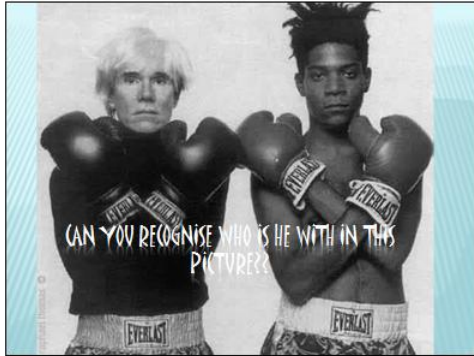




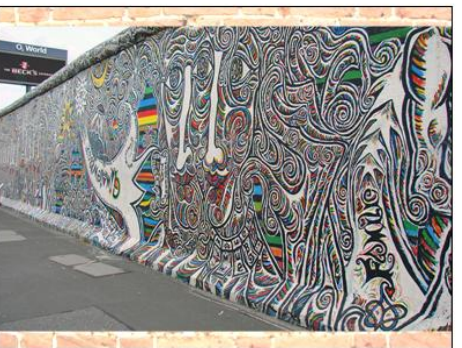
7.3.5 Unit 5  
 JEAN-MICHEL BASQUIAT



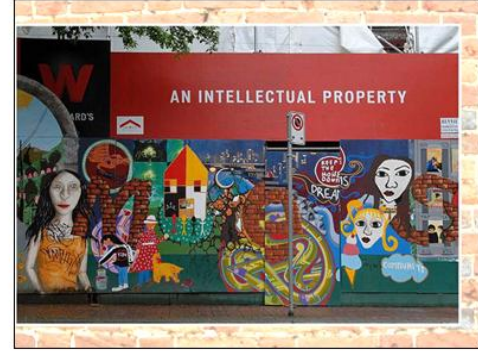




GRAFFITI ART-WALLS











STENCILS AND BANSKY

# STENCILS

Arts&Crafts  
Y4B

- STENCILS ALLOW YOU TO REPEAT IDENTICAL IMAGES.
- STENCILLING ALLOWS YOU TO CREATE AN IMAGE QUICKLY.
- STENCILLING IS A PRINTING TECHNIQUE.

**ON PAPER DESIGN A SIMPLE STENCIL OF A BOAT AND CUT IT OUT**

**PRINT YOUR STENCIL INTO YOUR SKETCHBOOK USING THE STIPPLE TECHNIQUE**

**\*REMEMBER HAVE YOUR PAINT AS DRY AS POSSIBLE**

**HAS YOUR STENCIL WORKED?**  
**WHY HAS IT WORKED?**  
**WHY HASN'T IT WORKED?**

**TO MAKE A STENCIL YOU CUT HOLES IN A SHEET OF PLASTIC, CARD OR METAL**

**INK OR PAINT IS THEN APPLIED TO THE SURFACE THROUGH THE OPEN SPACES**

**YOU CAN BUY STENCILS FOR LETTERING WHICH ARE USEFUL FOR HEADINGS. THESE OFTEN BREAK LETTERS INTO SECTIONS SO THAT THE CENTRE OF CLOSED LETTERS IS NOT LOST.**

**ABCDEFGHIJKL MNOPQR  
STUVWXYZ**

**FOR EXAMPLE ○ BECOMES ○ IF IT WAS NOT SPLIT INTO 2 HALVES THE CENTRE CIRCLE WOULD BE LOST AND WOULD FALL OUT.**

**NOW REMAKE YOUR BOAT STENCIL. TRY AND IMPROVE ON YOUR FIRST DESIGN**

**INCLUDE A PORTHOLE AND A FLAG!**

**IS YOUR NEW STENCIL BETTER? IF SO WHY?**

**LET'S OBSERVE SOME FAMOUS STENCILS WORKS FOUND IN THE STREETS!**

**BY BANSKY, A FAMOUS ENGLISH GRAFFITI ARTIST, POLITICAL ACTIVIST, FILM DIRECTOR, AND PAINTER**







7.3.6 Unit 6  
ECO DESIGNS



• Make something new by using materials that make our everyday waste and that still have many years of life

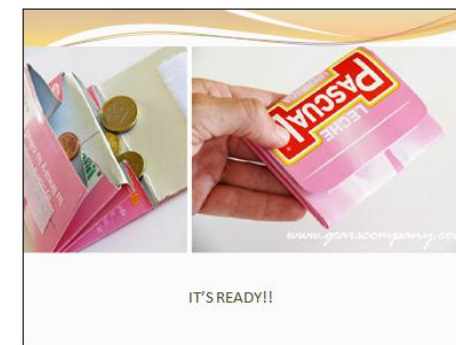
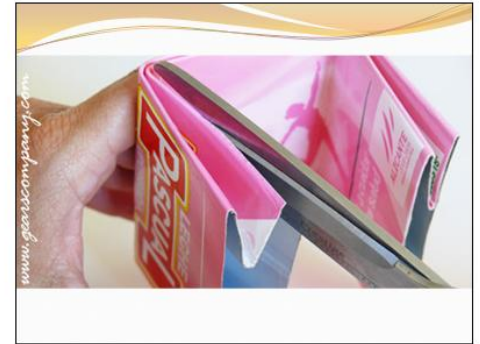
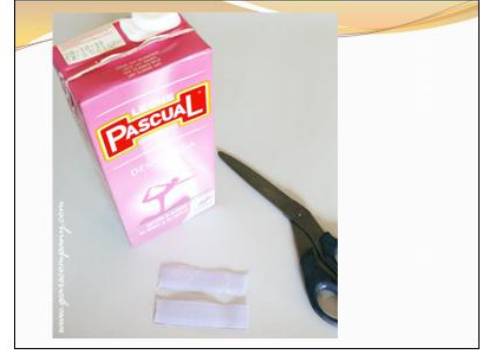
Let's see some examples!



# What can you do with your brick?

Choose one of these ideas to practice today!

## 1. WALLETS



## 2. BASKETS

**Project 10: Weave with Lois Walpole**  
A step-by-step guide to creative weaving.

**You will need:**

- clothes pegs
- measuring tape
- coloured string
- hole punch
- scissors
- stapler
- ruler
- pen

- 1 Fasten your materials
- 2 Cutting the strips
- 3 Beginning to weave
- 4 Forming the sides
- 5 Finishing the sides
- 6 Laying strips
- 7 Finishing bottom

◀ Exit      next ▶

[LOIS WALPOLE CAN TEACH YOU](#)      ←      Click here!



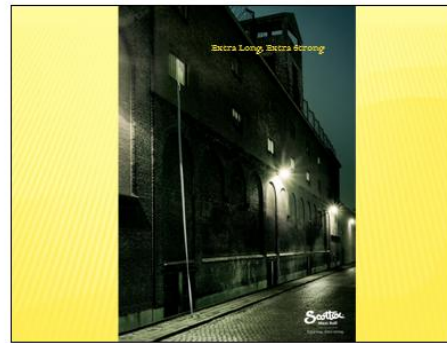
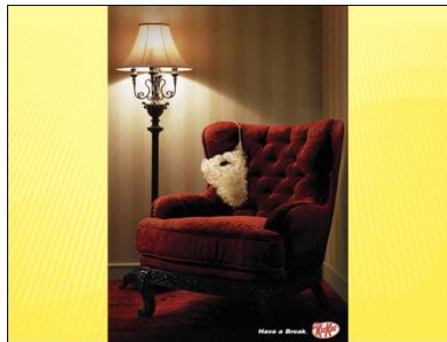
7.3.7 Unit 7  
ADVERTISEMENT



LET'S SEE SOME EXAMPLES OF RANDOM ADS

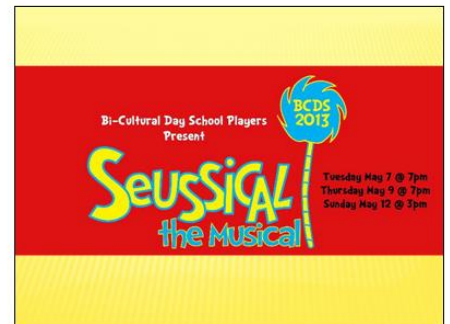
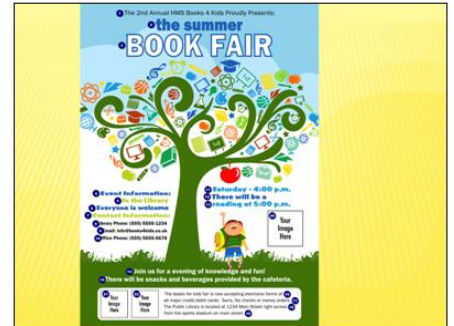
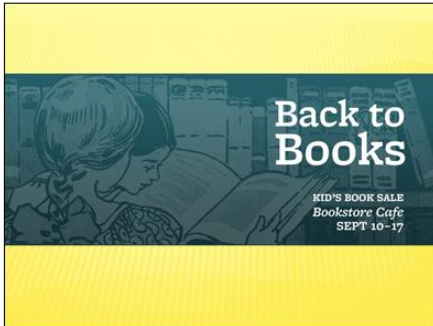
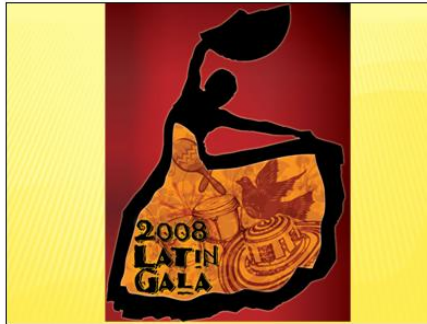
Take notes in your sketchbook:

- ✗ What makes it special?
  - + Humour
  - + Pictures
  - + Other features
- ✗ Which ones do you like most? Why?
- ✗ Ideas you like about them



**NOW, LET'S SEE SOME EXAMPLES OF EVENTS ADS**

- ✗ You will have to create a poster promoting the Living Together week in the school
- ✗ Take notes in your sketchbook about the ideas you like, you don't like, some characteristics you think are important, etc.



**IT'S YOUR TURN!**

- ✗ In groups of three people, decide:
  - + What text do you think is needed in the poster?
  - + What do you want to represent?
  - + Which role is each one of the group having?
  - + More ideas...
- ✗ Start with your creation!




7.3.8 Unit 8  
JOAN MIRÓ



WHO WAS JOAN MIRÓ?

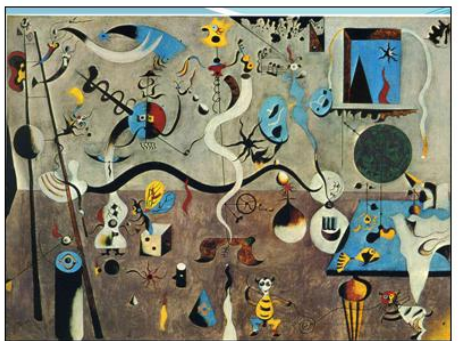
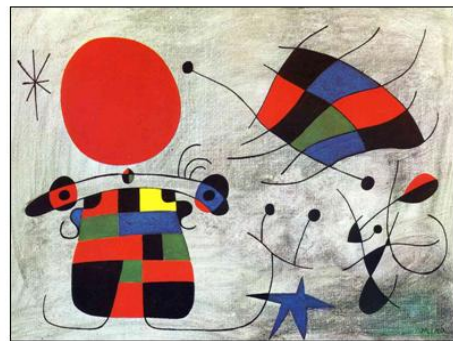
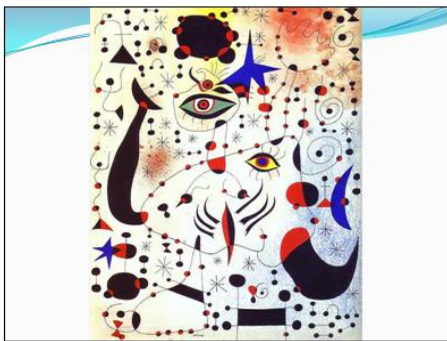
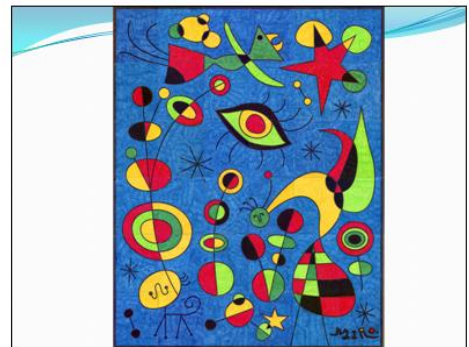
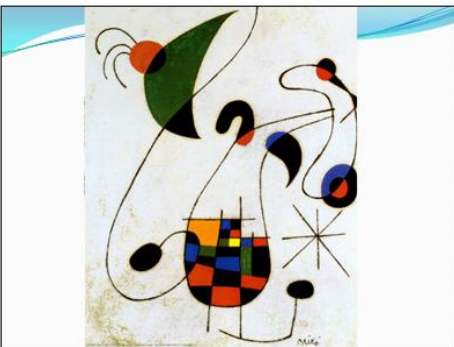
NATIONALITY  
Spanish

JOB  
Painter  
Sculptor  
Ceramicist



Let's have a look at his paintings!

- Pay attention to... and take graphic-notes in your sketchbook!
- Colours
- Shapes
- Lines



Now, it's your turn!