**Let’s Play with Art 2**

Visual Art for Second Graders

SYLLABUS

For bilingual classes

Kovácsné Gaál Éva

Lessons: 74 2 lessons/week

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| Lesson | PRESENTATION | SKILL DEVELOPMENT | KEY TERMS/ VOCABULARY | ACTIVITIES/ TECHNIQUES |
| 1-2 | **Introduction**  **Spatial relations** in the picture  Free composition: Summer vacation  **Revision: Vocabulary of art**  -Things to do: draw, colour..  -What do we need?  -Means of drawing and painting | Developing observation and visual communication skills.  Developing the skills to express their experiences through different art forms. Developing the perception of diagrams, illustrations and figures in the book.  Grouping school supplies: drawing and painting tools.  Developing communication skills in the target language.  Over the course of the year students will be developing speaking and listening comprehension skills as well as broadening active vocabulary. | foreground, middle-ground, background,  near, far, small, big, overlapping, covering  means of drawings : watercolour set tempera ,  water bowl,  felt-tip pen,  wax crayons,  drawing paper,  coloured pencil, paintbrush,…  activities: draw, colour.. | *Some of the selected exercises are optional* Free composition:  “My Summer vacation”  /Students draw a picture about their vacation./  Let’s play with Art 2./ p.7  /*coloured pencil*  Collecting drawing and painting objects.  GAME: What is in my hand?  What is this? / What are these?  What colour is it?  Find “things to do” logos in the book: draw, colour, paint. What do they mean?  Miming activities: colour, draw, paint, glue, model, cut, fold  Picture Dictionary: What do we need? /p. 8 |
| 3-4 | **The world of colours**  **The Blue Kingdom** | Developing colour perception and colour sensitivity in the visual environment.  Learning to produce different colour tones.  Developing imagination, sense of scale and proportion. | names of colours  shade of colour, tone, foreground, middle-ground, background,  near, far, small, big, overlapping, covering | Playing with coloured cards.  What colour is it?  Colouring the balloons. /p.9  Rhyme: If you are wearing red today…  Drawing the garden and palace of the Blue king.  /*coloured pencil* |
| 5-6 | **Playing with the paintbrush**, using different brush strokes while listening to music. | Developing experimental ability and sense of rhythm.  Exploring connections between visual and musical rhythms. Developing the proper use of drawing and painting tools. Developing visual fantasy. | music, brush stroke spill, turn into, spot,  feelings: sad, happy | Listening to music and dancing.  Painting to music. Using different brushstrokes as students listen to music.  Expressing emotions by colour selection.  Making painting spots on a paper and turning them into figures. p.11  / *watercolours, coloured pencil* |
| 7-8 | **Lines, shapes and forms** | Recognising that lines can have varying qualities and can create  patterns and rhythms.  Developing creativity, sense of form and decorating skills while using basic visual elements in the working process. | Types of lines: wavy, straight, curved, dotted, dashed, curly, zigzag  line, shape, form | Drawing different lines./ p.14  Completing drawings./ p.12  Designing an object from a circle and decorating it with nice patterns using lines and shapes. /p.13  *pencil, coloured pencils or felt tip pens* |
| 9-10 | **Colours of Autumn**  **Autumn tree**  Spatial relations in a landscape | Developing observation skills and visual memory through expressing the mood of fall.  Developing colour perception and the use of colours by mixing autumnal colours.  Improving visual fantasy, imaging and expressiveness. | Colours of Autumn: red yellow, orange, brown, green, leaf, shape, outline,  Parts of a tree: tree trunk, canopy, branch, twig | Painting autumn trees in a row./OR/ *Collecting leaves, seeds, berries* and creating patterns, figures or pictures with them./ p.16  Transforming leaf-prints into goblins and other imaginary creatures.  *crayons, thick paint brush, fine brush, ear-sticks, or: leaves, seeds and berries* |
| 11-12 | **Autumn leaf**  Studying the structure of a leaf  Spatial relations | Developing observation, imitation and associative ability as well as imagination by drawing the form and structure of different leaves. | outline, main vein, side vein, surface, pattern, covering,  overlapping, front, behind | Creating shelter for the beetles with leaf-rubbing. / appendix 1/p.87  “Hide the beetles among the leaves”  Completing and colouring leaves. p.17  */crayon, coloured pencil* |
| 13-14 | **Fruits and Vegetables** | Improving visual fantasy, imaging and expressiveness.  Developing colour perception. | Names of fruits and vegetables | Drawing vegetable and fruit cartoons/p.23-24  Picture dictation: Drawing Fruity Clown/ p.20-21 |
| 15-16 | **Halloween** | Getting to know the customs and celebrated events of the target language countries through their symbolic objects. | Halloween, costume, pumpkin, lantern, scary, | Drawing a costume for Halloween.  OR/ Making a jack-o-’lantern mask.  Drawing scary faces./ p.24-25  *coloured pencil* |
| 17-18 | **Water-world** | Developing imagination and expressiveness, sense of form and decorating skills while using basic visual elements in the working process. | real, imaginary, fish, starfish, snail, octopus turtle, submarine, plant, , underwater,  small, big, front, behind, | Painting about an imaginary underwater-world. Book/ p.26-27  *mixed media* |
| 19-20 | **The Colour-Wheel**  **Primary and Secondary Colours**  **Cold and Warm Colours** | Developing experimental ability. Developing colour perception and the use of colours.  Developing sensitivity to colour and tone in the visual environment. Becoming aware of the effects of warm and cool colours. | primary and secondary colours, cool and warm colours, collage | Mixing primary colours. p.28-29  Making a cool-warm coloured paper collage.  OR/Finishing and colouring the children’s room. p.30-31  Observing the Colour Wheel  *tempera, coloured pencil,*  *coloured paper, glue* |
| 21-22 | **Christmas stocking**  **Christmas Day** | Becoming familiar with the customs and symbols of the festive season.  Developing decorating skills, sense of form and rhythm | Christmas stocking, gift, toy, candy, angel, Santa Claus, hang,  ornament, ball, bell, star, garland, pine tree, drum, doll, | Decorating a Christmas stocking. p.32  Making a Christmas card.p.34  *mixed media* |
| 23-24 | **Water- resistant snowflakes**  **Snowflake fairy** | Developing experimental ability. Developing imagination and expression. | snowflake, candle,  fairy | Inner picture about Snowflake Fairyland where beautiful snowflake fairies live.  OR/ Designing a beautiful snowflake fairy wearing a nice dress, using water-resistant snowflake technique.p.33  *mixed media* |
| 25-26 | **Clothes in Winter** | Developing manipulative abilities and observation.  Developing decorating skills and sense of rhythm. | pullover, jacket, jumper, boot, cap, coat, glove, laced boot, scarf, trousers decoration, pattern, accessories | Decorating and designing winter clothes and accessories.  Game: If you are wearing a pullover/ a pair of jeans today…..please stand up,…clap your hands,….jump,…, say hello,…  p.36-37  *coloured pencil, wax crayon* |
| 27-28 | **The human figure**  **The human figure in motion.** | Developing observation, sense of proportion, visual memory, imaging, expressiveness.  Developing their skill to express their experiences by drawing about PE class activities. | parts of body, front view, side view, back view | Connecting the body parts to the figure.  Drawing the human figure from the front and side.  Game: Show me your “back/side/front”.  Students change their positions as the teacher asks.  Free composition: My PE class.  Song: Head and shoulders...  Game: Touch your head, touch your knee,.  p.38-39  *coloured pencil* |
| 29-30 | **The human head: proportions, faces and feelings.** | Developing observation, sense of proportion.  Understanding relationships between the parts and the whole of a complex form.  Expressing emotions with mime and gesture. | parts of the head: hair, forehead, eye, eyebrow, eyelash, nose, nostril, mouth, lip, chin, ear | Connecting the words to the parts of the head.  Completing faces in different ways.  Drawing inner pictures about family members and relatives. Or/ painting a self-portrait.  Game: Touch your..  Describing students.  p.42-43  *coloured pencil, wax crayon, watercolour* |
| 31-32 | **Feelings**  **Portrait painting** | Developing observation, sense of proportion.  Developing their skill to express their experiences by drawing about happy and sad memories.  Identifying moods, feelings, and emotions generated by a work of art.  Expressing emotions with mime and gesture.  Developing skills for describing and explaining their works. | parts of the head: hair, forehead, eye, eyebrow, eyelash, nose, nostril, mouth, lip, chin, ear,  emotions: happy, angry, sad, scared, sleepy | Guessing game: Describing students from the classroom. Talking about famous portraits. Picture dictation: feelings.  Kate is happy. She has long, straight hair…  Drawing fingertip heads, expressing different emotions.  Drawing or painting about an event or experience, when the student was happy or sad.  Game: Expressing emotions with mime and gesture.  p.44-45  *crayon or tempera* |
| 33-34 | **Toys Store** | Developing observation, sense of scale and proportion. | names of favourite toys, | Completing the toy’s store window.  Students bring their favourite toys to class and draw them.  p.41  *coloured pencil, felt-tip pen* |
| 35-36 | **Become a great designer** | Developing creativity, sense of form and imagination.  Understanding relationships between form and function, the parts and the whole.  Developing aesthetic awareness. | geometric shapes: triangle, square, circle, rectangle, oval, form, function | Designing objects from geometric shapes. /rectangle: van/ circle: ball etc…  Designing a school-bag.  p.46-47  *coloured pencil, felt-tip pen* |
| 37-38 | **Artworks** | Developing analytical skills and communication by talking about famous artworks. Observing spatial arrangements and balance.  Identifying similarities and differences in works of art.  /shape, form, colour, size, media,…./ | painting, sculpture, reproduction, photo | Observing and talking about 2D and 3D artworks. Classifying them into groups. p.48-49  Identifying line, shape, colour and repetition in works of art.  Identifying media used in a work of art  Examples: paint, clay,…  Producing a three-dimensional works of art  Examples: found-object sculptures, clay or modelling clay sculptures  *clay* |
| 39-40 | **Children’s game today** | Developing analytical skills and communication by talking about an artwork./ Children’s game by Peter Bruegel/  Observing figures, activities, spatial arrangements and balance. Developing imagination, sense of scale and proportion.  Developing associative skills. | names of children’s games: tag, hide-and-seek | Talking about children’s games.  Imitating some of the old games from Bruegel’s painting. /Children’s game/  Free composition about children’s games today.  p.50-51  *coloured pencil*  *or tempera on a separate sheet* |
| 41-42 | **Animals and their features**  **Graphic work** | Understanding the meaning of “texture” as a basic visual element. /Texture is how a surface of something feels or looks. /  Developing manual skills with appropriate pencil usage. | names of animals,  features of animals, dot, line, patch, form, texture, pattern, graphic method | Recognising animals. p.52  Graphic work with dots, lines and patches.  Decorating surfaces with repeated units. Completing the skin pattern. p.54-55  *pencil* |
| 43-44 | **Butterflies in reality and imagination.** | Exploring and observing symmetry in nature.  Developing imagination, decorating skills, sense of form and rhythm | symmetry | Decorating butterflies. p.56-57  OR/  Making butterfly shapes by folding the paper in half drawing half a butterfly and then cutting it out and decorating it.  *coloured pencil, wax crayon and watercolour* |
| 45-46 | **Animal farm** | Developing observation and imitation skills by drawing the form of different farm animals. Developing problem solving in craft work.  Understanding the relation between idea, choice of materials, craft techniques, form and colour. | names of farm animals | Making an animal farm in groups.  p.58-59  *coloured pencil, felt tip pen or wax crayon* |
| 47-48 | **Easter symbols and traditions** | Becoming familiar with the customs and symbols of Easter. | motif, pattern,  illustration, composition, emphasis, character | Decorating Easter eggs.  Song- illustration: Mary had a little lamb  60-61  *coloured pencil* |
| 49-50 | **Story illustration 1** | Developing imagination, visualization and expressiveness. Emphasizing the main character with colour, size or placement. | made-up story, fiction, still picture, motion picture, human sound, noise, thrill, silence, wolf, pig, straw, wood, stick, brick, blow, | Comparing means of media effects: sound and scene. Listening the English folktale: The Three Little Pigs. Watching the story on the internet. Describing the characters. Observing movement, gesture.  Completing the illustration in the workbook using the basic principles of design.  *coloured pencil*  p.63-64 |
| 51-52 | **Story illustration 2** | Developing character drawing and manual skills.  Developing communication.  Developing sense of form and imagination.  Developing visual memory  and expressiveness. | reality, imagination, made-up story, event | Making puppets of the main characters and acting out the story.  p.65  *media: optional* |
| 53-54 | **Flower still life** | Developing sense of beauty by designing flowers. | still life, vase, stem, leaf, petal, names of flowers | Drawing or painting a still life of flowers.  *wax crayon or oil-pastel, watercolour* |
| 55-56 | **Mother’s Day** | Developing analytical skills and communication by talking about a mother and child painting. Developing aesthetic awareness  in the visual arts.  Developing sense of beauty by creating greeting cards. |  | Talking about mother and child portraits and paintings.  Making a card for Mother’s day  *media: optional* |
| 57-58 | **Signs and their meanings** |  |  | Collecting traffic signs.  Rooms in the school building. Designing signs for the gym, dining room, computer lab, library  p.68-69  *felt tip pen* |
| 59-60 | **School bus** | Developing visual memory, imaging and expressiveness.  Understanding connection between form and function.  Developing safe and proper use of basic tools, materials, and supplies | names of vehicles, form, function | Drawing a school bus in a given picture area. p.69  *coloured pencil*  OR/ Modelling and decorating  an imaginary vehicle.  *materials: optional / found objects, cardboard tubes, paper box, etc.* |
| 61-62 | **Modern media devices** | Becoming familiar with the modern media devices and their usage. | TV, programme, computer, video camera, smartphone, internet, website, chat, video-game | Talking about modern media devices and their usage.  Free composition: My favourite programme on TV.  p.70-71  *coloured pencil* |
| 63-64 | **Media experiences** | Developing awareness of media usage.  To help kids make wise media choices.  Understanding the differences between fiction and reality through media experiences and real life experiences. | video-game, cartoon,  theatre, cinema, newspaper,  comics, book | Talking about videogames and cartoons.  /theme, activities, characters /  Comparing the created imaginary world of videogames and cartoons with real life experiences.  Drawing about a media experience.  *media: optional* |
| 65-66 | **Houses and skyscrapers** | Identifying the technique of spatial relationships, including foreground, middle ground, and background.  Example: identifying overlapping shapes that create depth in a landscape.  Developing sense of scale. | spatial arrangement, foreground, middle-ground and background  near, far, small, big, covering, overlapping, depth | Free composition: A modern cityscape in the future.  p.72  *media: optional* |
| 67-68 | **The little mole’s home** | Understanding differences between the real and imaginary world.  Developing aesthetic awareness. | names of furniture, function, | Furnishing the little mole’s home.  p.73  *coloured pencil* |
| 69-70 | **Designing letters** | Developing visual fantasy.  Developing decorative and associative skills while using basic visual elements. | alphabet | Designing letter figures.  p.75  *coloured pencil or felt tip pen* |
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| 71-72 | **Dream world** | Improving creativity, visual fantasy, imaging and expressiveness. | reality, fantasy, imagination | Free composition. p.76  *coloured pencil, felt tip pen* |
| 73-74 | **Evaluation** | Developing speaking skills, self-knowledge and self-evaluation.  Students receive feedback  from the teacher and are encouraged to talk about their own learning through group discussion and self-reflection. | Review general knowledge and vocabulary of art | Discussing the works of this year. |