

# VISUAL ART SYLLABUS

## RAJZ TANMENET

For bilingual classes

Class 1.

2020/2021

Book: Let's Play with Art 1  
*Visual Art for First Graders*

*Lessons: 74*  
*2 lessons/week*

Teacher: Jenei Mária

Lesson	<b>PRESENTATION</b>	<b>SKILL DEVELOPMENT</b>	<b>KEY TERMS/ VOCABULARY</b>	<b>ACTIVITIES/ TECHNIQUES</b> <b>Let's Play with Art 1.</b>
1-2	<p>"I am a first grader" My family Things to do: draw, colour..</p>	<p>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.</p>	<p>activities: draw, colour,... pencil, pattern, portrait, coloured pencil, sign What is this? This is a..</p>	<p>Find "things to do" logos in the book: draw, colour, paint. What do they mean? Let's Play with Art / p.6-7 Students draw about their family. <i>coloured pencil</i></p>
3-4	<p>Developing the vocabulary of art Picture dictionary What do we need? The world of colours</p>	<p>Grouping school supplies: drawing and painting tools. Developing colour perception and colour sensitivity in the visual environment. Developing communication skills in the target language.</p>	<p>modelling clay, watercolours, tempera, water bowl, felt-tip pen, wax crayons, drawing paper, coloured paper,... names of colours activities: draw, colour,...</p>	<p>Collecting drawing and painting objects. p.8 Game: What is in my hand? Colouring the painter's palette. /p.9-10  Game: What colour is it?  <i>coloured pencil</i></p>
5-8	<p><b>Mihály-napi készülődés</b> <b>Lines and patterns in the pictures</b></p>	<p><b>Preparing for St. Michael's Day</b> <b>Developing creativity, sense of form and decorating skills while using basic visual elements in the working process.</b></p>	<p><b>lines, patterns, names of fair elements, near, far, small, smaller, big, bigger</b></p>	<p><b>Making "portéka" for the fair, using decorative elements.</b></p>
7-8	<p><b>Mihály napi vásár</b> <b>shape, form and colour</b></p>	<p><b>St. Michael's Day</b> <b>Developing sense of form.</b> <b>Developing perceptive and decorating skills.</b> <b>Exploring the relationship between the parts and the whole of a form.</b></p>	<p><b>names of seen fruits, things, names of colours, mug, dwarf, shape, form</b> <b>activities: draw, colour, cut, paint</b></p>	<p><b>Pencil draw</b> <b>Drawing some of the fair elements and decorating them with patterns./p.14</b> <b>Drawing about St Michael's Day happenings.</b> <i>pencil, coloured pencil, felt tip pen</i>  <b>Rhyme: Apples, pears...</b> <i>coloured pencil, watercolour</i></p>

9-10	Lines and patterns Try your paintbrush.	Exploring sequences in nature and in the visual surroundings. Recognising that lines can have varying qualities and can create patterns, rhythms and textures. Recognizing and creating simple visual rhythms. Developing learning and communication skills. Developing interpretation of illustrations.	line: straight, wavy, dashed, dotted, zigzag, curly vase, scarecrow, pattern, patches  paint brush, water bowl, watercolour, tempera	Learning the names of different lines. Drawing different lines in the air and in the book. Talking about patterns on a tablecloth, on pottery./ Appendix 6. Decorating a vase with line patterns or decorating the scarecrow./p.12-13 <i>pencil, coloured pencil</i> Painting different lines and patterns using different brush strokes./p.11 <i>watercolour</i>
11-12	Blind drawing Our senses Colourful Autumn	Grouping objects from our environment through sense perception. Raising awareness of the connections of sense perceptions through their own experiences. Developing observation, imitation and associative ability as well as imagination by drawing the form and structure of different leaves.	sight, touch, smell, taste, hearing  leaf, shape, outline, warm colours	Game: Children try to draw objects blindfolded. They can use their four senses: touch, smell, taste, hearing./p.19  Drawing the shape and structure of leaves/p.20 <i>pencil, coloured pencils</i>
13-14	Parts of a tree Autumn tree	Developing observation skills and visual memory through expressing the mood of fall. Developing colour perception and the use of colours by mixing autumnal colours.	parts of a tree, trunk, canopy, autumn colours: red, yellow, orange, brown, green, foreground, background	Dressing up a tree in autumn colours /p.21 or Appendix 3  <i>finger print painting with watercolours, leaf prints or dry leaves and wax crayons</i>
15-16	Autumn landscape	Practising spatial organisation in a landscape. Developing awareness of how people and objects take up space in the picture. Showing some sense of scale. Improving visual fantasy, imaging and expressiveness.	autumn colours: red yellow, orange, brown, green, foreground, background, space sense of scale	Completing and colouring an autumn landscape/p.22 <i>coloured pencils</i>
17-18	Halloween	<b>Getting to know the customs and celebrated events of the target language countries through their symbolic objects.</b>	<b>Jack-o-lantern, pumpkin lantern, spider</b>	<b>Drawing and colouring the pumpkin face. Drawing a spider's web /p.24-25</b> <b>Rhyme: Pumpkins / Incy Wincy spider song</b>

19-20	The world of colours2 Colour values The blue castle	Developing colour perception and the use of colours. Learning to produce different shades of colours. Developing the proper use of drawing tools. Exploring the relationships between the parts and the whole of a complex form.	shades of colours, lighter, darker, shades of blue, window, door, tower, castle	Creating different shades of blue. Pointing to the door, windows,towers . Colouring the blue castle. /p.26 <i>coloured pencil</i>
21-22	Colour values The blue castle	Developing creativity, constructive and experimental ability. Creative usage of the basic visual elements.	window, door, tower, building blocks, Blue Kingdom, king	Constructing from paper building blocks. Building and decorating a new castle for the king of the Blue Kingdom/ p.27 Appendix 4
23-24	Cold or warm? Selecting cold and warm colours	Developing sensitivity to colour and tone in the visual environment. Becoming aware of the effects of warm and cool colours. Developing imagination, creativity and expressiveness.	cold colours , warm colours, sun, cloud, raindrops activities: draw, colour, paint	Miming hot and cold: sweating, shivering. Drawing or painting the shining Sun <b>or</b> stormy clouds with raindrops. Free composition: “My sunny day” OR “My rainy day” /p.28-29 <i>watercolours or coloured pencils</i> Rhyme: Rain, rain go away...
25-26	Primary colours Reduction of natural forms to patterns <b>Thanksgiving</b>	Developing experimental ability. Use of colour and tone to create rhythm. Exploring connections between visual and musical rhythms.	names of primary colours	Mixing primary colours./p.30-31 Drawing colour an fruit sequences <i>coloured pencil</i>
27-28	<b>Santa Claus</b> Spatial relations in the picture front-behind, small-big	<b>Developing imagination and problem-solving skills by illustrating a sleigh for Santa.</b> <b>Developing imagination, imaging and expression.</b>	<b>Santa Claus, sleigh, robe, sack, present</b> <b>foreground, background, front, behind, space, composition</b>	<b>Designing a magic sleigh for Santa Claus /p.32</b> <b>Colouring Santa and completing the picture. /p.33</b> <i>coloured pencil</i>
29-30	Christmas traditions Symbols of Christmas Christmas decoration	Developing observation and logical thinking. Being able to put the sequence of illustrations into order.	<b>Christmas card, pine tree, ornaments, ball, bell, present, snow, snowflakes</b> activities: draw, colour, cut, fold	<b>Making a Christmas card/p.34-35 Appendix 5</b> <b>Decorating balls, bells, snowflakes</b> <b>Appendix 6</b> <i>mixed media</i>

		<b>Developing creativity, sense of form and imagination. Becoming familiar with the customs and symbols of the festive season.</b>		
31-32	Trees in Winter	Developing observation, expression and ability of creating images. Being able to put the sequence of illustrations into order.	parts of a tree, snowflakes, foreground, background	Drawing or painting a tree in winter./p.37 <i>coloured pencil, wax crayon or oil pastel, tempera</i>
33-34	Clothes in Winter	Developing decorating skills, sense of form and rhythm. Developing manipulative abilities and observation	names of different clothes, dress up, decoration, pattern	Names of different winter clothes. Game: If you are wearing (a pullover/ a pair of jeans/etc) please stand up...  Decorating clothes with nice patterns Dressing up figures in winter clothes./p.38-39 Rhyme: Abracadabra... <i>coloured pencil</i>
35-36	The human figure: parts proportions, front view	Developing observation, sense of proportion, visual memory, imaging, expressiveness. Developing their skill to express their experiences by drawing about favourite winter activities.	Parts of the human body front view, side view, back view	Game: Show me your “back/side/front”. Students change their positions as the teacher asks. Drawing the human figure from the front. /p.40 <i>pencil</i> Free composition: My favourite winter activity/ p.41 Rhyme: Head, shoulders..
37-38	The head: parts and proportions Faces and feelings	Developing observation, sense of proportion. Expressing emotions with mime and gesture.	Parts of the face: eyes, nose, mouth, forehead, eyebrows, ears Emotions: happy, angry, sad, scared, sleepy	The human face./p.42 Miming different feelings. Drawing different emotions on the faces./p.43 Rhyme: Head, shoulders.. Students draw self- portrait using pocket mirrors. <i>pencil, coloured pencil</i>
<b>37-38.</b>	<b>Farsang - Forma: álarc és báb készítése</b>	<b>Form: making masks and puppets</b>	<b>Farsangi álarc festése és papírbáb készítése</b>	<b>Painting masks for the carnival and making paper puppets</b>
39-40	Geometric shapes <i>Valentines Day</i>	Developing perception and colour sensitivity. Developing creativity and visual fantasy.	outline, circle, triangle, square, pillow	Colouring pillow designs and drawing happy faces from geometric shapes p.44-45 <i>coloured pencil, felt tip pen</i>

41-42	Houses and homes	Understanding relationships between the parts and the whole of a complex form. Developing observation, sense of proportion and imagination.	Parts of a house: window, door, roof, chimney...	Completing and designing houses./p.46-47 <i>pencil, coloured pencils</i>
43-44	Modern media devices	Developing visual memory and self-expression skills by drawing earlier media experiences.	names of modern media devices	Identifying modern media devices. Talking and drawing about media experiences. p/48-49 <i>coloured pencils</i>
45-46	Story illustration 1	Understanding distinction between reality and fantasy. Developing creativity by drawing in an unusual picture area. Developing the proper use of drawing tools.	folk-tale, main character, characteristic form, characteristic colours, scene, names of the main characters: cock, old woman, Turkish emperor, treasure, cartoon, internet	Drawing a “story wheel” about the Hungarian folk tale. ” The Little Cock’s diamond half-penny” /p.50 Talking about the works in order of sequential events. <i>coloured pencils</i>
47-48	Story illustration: Puppets Character drawing	Developing memory and imagination. Developing character drawing and manual skills. Developing communication.	characteristic form, characteristic colours, scene, names of the main characters: cock, old woman, Turkish emperor, theatre	Making paper puppets of the main characters and performing the story. /p.51 <i>mixed media</i>
49-50	Treasure box	Developing creativity, sense of form and imagination.	form, function, decoration	Completing the treasure chest of the Turkish emperor. /p.52 <i>coloured pencils</i> Making a treasure box from an old plastic or paper box and decorating it. <i>mixed media</i>
51-52	Rhyme illustration Rhyme: There was an old woman..	Developing associative skills. Understanding the connection between form and function. Understanding differences between real and imaginary.	shoe house, parts of a house, form, function, real, imaginary	Completing a shoe house for the old woman and her children. /p.53 <i>coloured pencils</i> Designing a house from a milk container. <i>mixed media</i>
53-54	Apple Prints	Developing experimental ability and sense of rhythm. Developing visual fantasy. Discovering how simple prints could be further developed into a form.	printing, cold colours, warm colours, pattern, flower, butterfly, caterpillar	Children can choose among the ideas of apple print themes./p.54-55 <i>apple, tempera</i> Rhyme: Butterfly, butterfly...

55-56	Animal world	Making difference between real and imaginary creatures. Developing imagination and creativity by using previously acquired knowledge about animals.	names of animals, favourite animal, behind, characteristics	Guessing game: -Which animal is behind the door? Why?/ p.56 -What animal do you see in these creatures?/58 Collecting and learning names of animals. Students draw their favourite or an imaginary animal./p.59 <i>coloured pencil</i>
57-58	Animals and handprints in cave painting	Developing observation and communication skills. Practising printmaking techniques inspired by prehistoric images.	caveman, cave painting, handprint, names of animals	Talking about cave paintings. Making a handprint/p.60-61 <i>watercolours or tempera paints</i>
59-60	<b>Happy Easter</b> <b>Easter traditions</b> <b>Easter symbols</b>	<b>Developing creativity, experimental ability and decorating skills while applying basic visual elements in the working process.</b>	<b>Easter, spring, rabbit, motif, pattern, egg, chick, bunny</b>	<b>Collecting Easter cards.</b> <b>Talking about symbols of Easter</b> <b>Making a handprint chick or an Easter bunny with egg basket /p.62 <i>mixed media</i></b> <b>Decorating eggs and colouring the picture. / p.63</b> <b>/Rhyme: Humpty Dumpty...</b> <b><i>coloured pencil, felt tip pen</i></b>
61-62	Describing a painting Types of Painting: landscape, portrait, still life	Developing analytical skills and communication by talking about a landscape. Observing spatial arrangements and balance. Developing imagination, sense of scale and proportion.	landscape, foreground, middle ground, background landscape, portrait, still life	Describing a landscape: Spring in Mostar <i>by Csontvary</i> p./64 Completing a landscape. Title: Spring in the park. /p.65 Forming groups of painting genres: landscape, still life, portrait / Appendix 8. What do you see in these paintings? Which one do you like? Why?
63-64	<b>Flowers of Wonderland</b> <b>Happy Mother's Day</b> <b>Greeting card</b>	<b>Developing aesthetic awareness in the visual arts.</b> <b>Developing sense of beauty by designing flowers and greeting cards.</b>	<b>steam, leaf, petal greeting card, still life with flowers, Mother's Day</b>	<b>Designing flowers from Wonderland./p.66</b> <b><i>pencil, coloured pencil</i></b> <b>Designing a greeting card or painting a flower still life for Mother's Day /p.67</b> <b><i>felt tip pens, paint brush, watercolours</i></b>
65-66	Graphic work Comparison of coloured and black/white landscapes	Developing colour vision and colour sensitivity in the visual environment. Developing a sense of colour tones. Developing manual skills with appropriate pencil usage.	shades of a colour, colour value	Talking about coloured and black/white pictures./p.68 Shading activity in colours and black and white <i>pencil, coloured pencil</i>

67-68	Picture dictation	Developing visual memory, listening comprehension skills and sense of proportion.	street, house, shop, window, car, sky, airplane	Picture dictation: Drawing details in a picture. Free composition about a street with houses./p.69 <i>coloured pencil, felt tip pen</i>
69-70	Folk art motifs	Developing the ability of form-reduction. Exploring and completing visual rhythm of flower patterns in incomplete frames.  Developing sense of rhythm with clapping and drumming.	names of flowers: rose, forget me not, violet simplify, embroidery, pattern	Decorating table-cloths with flower patterns./p.70-71 <i>coloured pencil</i> Rhyme: Roses are red...
71-72	Letter-land	Developing visual fantasy. Developing decorative and associative skills while using basic visual elements.	alphabet, letter	Designing funny letters./p.72-73 <i>coloured pencil</i>
73-74	EVALUATION "Our works this year" General overview	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.