

Let's Play with Art 3

Visual Art for Third Graders

SYLLABUS

For bilingual classes

RAJZ TANMENET 2020/2021-es tanév

Tanító: Jenei Mária

SYLLABUS

Let's Play with Art 3.

VISUAL ART FOR THIRD GRADERS

Lessons: 72 2 lessons/week

| Lesson | PRESENTATION | SKILL DEVELOPMENT | KEY TERMS/ VOCABULARY | ACTIVITIES/ TECHNIQUES <i>Some of the selected exercises are optional.</i> |
|--------|---|--|--|---|
| 1-2 | <p>Introduction</p> <p>Revision: Vocabulary of art</p> <p>-What do we need? - Means of drawing and painting -Pencils and felt-tip pens Shading techniques with graphite pencils, hatching, cross-hatching, stippling and stumping</p> | <p>Grouping school supplies: drawing and painting tools. Developing the proper use of drawing tools. Recognising that lines can have varying qualities. Developing drawing techniques using graphite pencils and felt tip pens. Learning to produce different shades.</p> <p>Developing communication skills in the target language. Over the course of the year students will be developing speaking, listening and reading comprehension skills as well as broadening active vocabulary.</p> | <p><i>means of drawings :</i> <i>watercolour set,</i> <i>tempera , water bowl, felt-tip pen, wax crayons, drawing paper, coloured pencil, paintbrush,...</i> <i>techniques:hatching , cross-hatching, stippling and stumping</i> <i>activities: draw, colour..</i></p> | <p>Collecting drawing and painting objects. GAME: What is in my hand? Miming activities: colour, draw, paint, glue, model, cut, fold Picture Dictionary: /p.6 Working with pencils and felt-tip pens p.7/2,3 p.8/4 p.9/6 <i>/ pencil, black fineliner</i></p> |

| | | | | |
|-----|---|---|---|--|
| 3-4 | <p>The elements of art/1 Introducing the elements of art/<i>line, shape(2D), form(3D) texture, color, value, space/</i> while drawing a teddy bear</p> <p>Visualization of real or imaginary location while completing the picture around the teddy</p> | <p>Developing creativity, visual memory, sense of form and decorating skills while collecting basic visual elements.</p> <p>Developing visual memory, imagination, sense of scale and proportion.</p> | <p><i>line, shape, form, colour, value, texture, space</i></p> <p><i>real, imaginary, view-point, proportion, visual expression, location</i></p> | <p>Working out together how we apply the elements of art when we draw something. p.10,11,12</p> <p>A) Completing the picture and creating space around the teddy bear, which is on a self, in front of the window. What do you see inside and outside? p./13 /<i>graphite pencil, coloured pencil</i></p> <p>OR</p> <p>B) Illustrating real or imaginary locations on the base of literature reading experience. /<i>media is optional, for example: watercolor,</i></p> |
| | | | | <p>tempera, black marker for details and patterns</p> |
| 5-6 | <p>The elements of art/2 Studying the chart of the elements Definitions</p> | <p>Developing observation skills and visual memory through drawing examples of the elements of art.</p> | <p><i>line, shape(2D), form(3D) texture, color, value, space/</i></p> | <p>Drawing, or sticking in their own examples of the elements of art. p14/3</p> <p>Studying and learning definitions.p.15/4,5</p> |
| 7-8 | <p>Decorating with lines and colours Features of peacocks</p> | <p>Developing colour perception, decorating skills and sense of rhythm. Developing imagination and expressiveness, while using basic visual elements in the working process.</p> | <p><i>peacock, feather</i></p> | <p>Completing decorative feather patterns. p.16/1</p> <p>Designing colourful feathers for the peacock.17/2. <i>coloured pencil</i></p> |

| | | | | |
|-------|--|---|---|---|
| 9-10 | AUTUMN/1 Structures and colours of leaves Changes in nature over the seasons Apple tree | Developing observation, imitation and associative ability as well as imagination by drawing the form and structure of different leaves. | <i>leaf, shape, stalk outline, main vein, side veins, bark, branch, twig, nature, poplar tree, covering, overlapping,</i> | Drawing leaves. p.18/1, p.91/Appendix1. <i>black fineliner or black felt tip pen</i> Comparing and discussing landscapes p.19/4,5, Drawing how an apple tree branch changes over the seasons. p. 20/6. |
| 11-12 | Changes in nature over the seasons The life cycle of different plants Tree of the four seasons | Developing imagination and expressiveness, sense of form and decorating skills. | <i>changing, tree, canopy, trunk, branches, twig, bark, life cycle</i> | Studying the life cycle of different plants p.20/7 Drawing or painting the imaginary tree of the four seasons. p.21/9 <i>coloured pencil or tempera</i> |
| 13-14 | AUTUMN/2 Autumnal landscape Spatial relations: foreground, middle ground and background | Developing observation skills and visual memory. Observing spatial arrangements and balance. Developing sense of scale and proportion Developing colour perception and the use of colours by mixing | <i>foreground, middle ground, background, near, far, front, behind, small, big, covering, overlapping</i> | Studying and learning definitions. /p.23/1 A) Making a layered landscape p.23/ 2 Additional material: Texture drawing/p.22 OR B) Visiting a park or a garden and painting a landscape on the base of experience. p.18/3 |

| | | | | |
|-------|---|---|--|--|
| | | autumnal colours and expressing the mood of fall. Improving expressiveness. | <i>seasons, autumn, warm colours, parts of a tree</i> | <i>watercolour</i> |
| 15-16 | Wallpapers Autumn collage Halloween | Improving the ability to simplify natural forms into decorative motifs. Developing decorating skills and sense of rhythm. Getting to know the customs and celebrated events of the target language countries. Developing imagination and expressiveness. | <i>wallpaper, natural form, simplify, motif, rhythm, collage</i> <i>custom, scary, exaggeration</i> | Drawing a wallpaper design, using the natural shapes of autumn. p./24-25/4,6 <i>coloured pencil</i> OR Making an autumn collage. p.24/1,2,3 Making scary paper bag or balloon puppets. p./28 <i>paper bag, felt tip pens</i> |

| | | | | |
|-------|--|--|---|--|
| 17-18 | Book cover Comics | Developing compositional skills. Developing perceptive skills. Developing sense of form. Highlighting and zooming into important actions, settings, characters. | <i>setting, action, chapter, character, title, front cover, comics,</i> | Designing a book cover for a selected story book. p.29/1,2,3 Drawing comics in 8-10 small pictures of a selected chapter of a story book. Paying attention to the order of sequence. p.29/5 <i>coloured pencil</i> |
| 19-20 | Paintings Portrait, still life, landscape The colour wheel | Developing analytical skills and communication by talking about works of art and classifying them in painting genres. Developing experimental ability. Developing colour perception and the use of colours. Understanding the meaning of “abstract art”. | <i>landscape, portrait, still life, selfportrait, natural scenery,</i> | Learning about painting genres. p.3031/1,2,3 A) Painting the colour wheel. p.32/1,2,3, Appendix 3 <i>tempera</i> OR B) Making an abstract design. p.33/1 <i>wax crayons, tempera or watercolour</i> /Extra material in this topic: Geometric and organic shapes p.26-27 |
| 21-22 | Flags as signs of countries | Understanding that flags are national symbols with varied wide-ranging interpretations. | <i>Names of countries, flag, national, symbol, sign,</i> | p.34-35/1,2,3,4,6 |

| | | | | |
|-------|--|---|---|---|
| | | | <i>rectengular</i> | |
| 23-26 | Celebrating Christmas Christmas in painting | Developing analytical skills and communication by talking about a work of art /Nativity scene by Gerard David/. Observing figures, activities, spatial arrangements and balance in paintings. Becoming familiar with the customs and symbols of Christmas. | <i>festive season, Christmas Eve, names of Christmas symbols, Christmas words, Christmas wishes</i> | p.38-39/ 1,2,3 p.41/2 Designing a Christmas card and decorating it with Christmas words p.42/3,4 <i>coloured pencil, felt tip pen</i> |

| | | | | |
|-------|--|--|---|--|
| 27-28 | Christmas bag Christmas symbols | Developing aesthetic awareness. | <i>Symbols of Christmas Christmas wishes.</i> | Designing the decoration of a Christmas bag. p.43 Decorating a plain paper bag for a Christmas present. <i>Mixed media: coloured pencil, wax crayon, or coloured paper in the colours of the festive season (red, yellow, green, gold, silver), used wrapping paper decorated with Christmas symbols, scissors, glue....</i> |
| 29-30 | The human figure. Ideal proportions at various ages. Front view, side view, back view | Developing observation, sense of proportion, visual memory, imaging, expressiveness. | <i>Parts of the body, front view, side view, back view</i> | Parts of the human body. p.44/2 Studying the ideal proportions at various ages. p.45/3 A) Drawing a little boy and his pet from side view or front view. OR B) " My friend and me " pg.45/5 <i>graphite pencil, coloured pencil</i> |
| 31-32 | The human figure in motion | Understanding relationships between the parts and the whole of a complex form. | <i>motion, movement, motion picture, movement phase, imaginary, real,</i> | Studying the human figure in motion. p.48/1,2 Drawing the walking steps of a favourite cartoon character. p.48/3 |

| | | | | |
|-------|-------------------------------|--|--|--|
| | | Developing observation, sense of proportion, visual memory, imaging, expressiveness. Developing visual fantasy. | <i>spatial relations,</i> | Completing the silhouette figures and drawing the foreground and background. p.49/4 <i>graphite pencil, coloured pencil</i> |
| 33-34 | The human head Silhouettes | Developing observation, sense of proportion. Understanding relationships between the parts and the whole of a complex form. | <i>parts of the head, front view, side view, back view</i> | Trying to draw Paul's facial features in the silhouettes.p.50/1 Completing silhouette heads with facial details.p.50/2 <i>graphite pencil</i> |

| | | | | |
|-------|---|---|--|---|
| 35-36 | Feelings Expressing “good” or “bad” with colours and facial expression | Identifying moods, feelings, and emotions generated by masks. Expressing emotions with colours and mime. Developing colour perception and the use of colours by expressing good or bad with colours and facial expression. Recognizing and applying the effects of colours to express different moods. | <i>feelings, emotions, emoticon, mood, mime</i> | p.52/1,2,3 A) Completing the masks of positive and negative main characters in a play or a movie. / Appendix4/pg.97 Designing dresses for the main characters. <i>Mixed media: coloured pencil/ coloured paper, textile, etc...</i> OR p.53/4,5,6 B) Paraphrasing the painting of Modigliani/ “Little girl in a blue dress” <i>tempera, or watercolour</i> |
| 37-38 | Modern media TV programmes My daily schedule | Developing the ability of highlighting and zooming into important actions, settings, characters. Expressing balance in the composition. | <i>cartoon, sport, documentary, news, quiz programme, roleplay, screen,</i> | p.54/1,2 Forming groups and acting out different TV programmes in a role play. Drawing the most important events of a day in pictures. p.55/1 <i>media is optional</i> |
| 39-40 | The habits of media usage | Developing the awareness of media content and usage. | <i>media, tv, radio, internet, newspaper,</i> | Free discussion about media experiences. For example TV programmes and |
| | Media experiences | | <i>videogame, film, news, cartoons, documentaries, sports, Quiz programmes</i> | animation films, television series, magazines, etc... Drawing a picture about a favourite TV programme. |

| | | | | |
|-------|--|--|---|--|
| 41-42 | Advertisement TV commercials. Designing posters or leaflets for a product and promoting the product with a role play | The adequate use of expressive visual elements in visual communication through gestures and mime. Developing communication skills by interpreting visual signs such as mime and gestures. | <i>poster, leaflet, advertisement, commercial, advertising campaign, performance, gesture</i> | p.58-59/1,2,3,4,6 Designing an advertisement for a favourite toy or making an invitation card for a birthday party. <i>media is optional</i> p.59/5 Making a commercial scene, promoting a toy or other items. <i>(group work /Recording on a mobile phone)</i> |
| 43-44 | The usage and role of social media Online communication Safe internet usage | Selective awareness of media content. Developing reading and speaking skills in addition to vocabulary in different types of media. | <i>internet, website, online communication, chat message, comment</i> | Discussing the social role of modern media. Talking about online communication, how kids can keep themselves safe on Facebook. Talking about cyberbullying detection, prevention, and response strategies. Discussing private data protection. Comparing live and online communications through role play. Visiting child -friendly websites proper for the age group. |
| 45-46 | Houses | Understanding relationships between form and function and its distributions. | <i>types of houses</i> | p.60/1,2,3,4,5 Drawing a dream house in the workbook or painting it on a separate drawing paper. <i>coloured pencil or tempera</i> |
| 47-50 | Rooms in the house/1 | Becoming familiar with space organization. Developing the ability to create a usable and | <i>layout, crosssection, rooms in the house</i> | p.63/1,2 Furnishing the missing rooms in the crosssection of a house. |

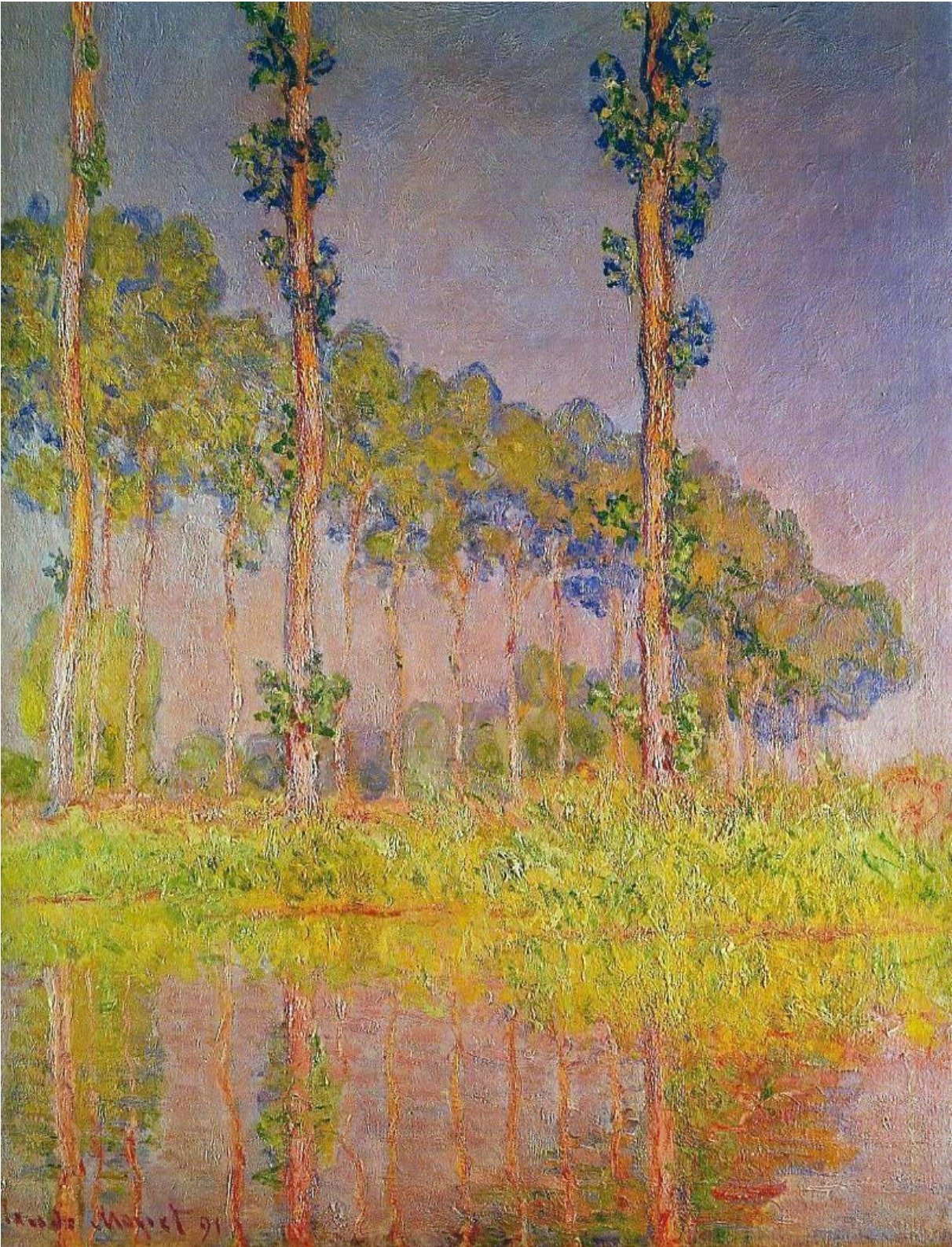
| | | | | |
|--|--|--|--|---|
| | | practical spatial arrangement in the different rooms of a house. Identifying spatial relationships in space. Developing the sense of proportion. | | Making furniture, using selected furniture templates and furnishing a room in a paper box. <i>coloured pencil, glue, coloured paper, ...</i> Appendix5./p.99-107 |
|--|--|--|--|---|

| | | | | |
|-------|--------------------------------|---|---|--|
| 51-52 | Rooms in the house/2 | Becoming familiar with spatial organization. Developing the ability to create a usable and practical spatial arrangement in the different rooms of a house. | <i>rooms in the house, names of furniture</i> | p.64/3,4,5,6 Furnishing the rooms of a house in its layout. Appendix 6/ p.107,109 <i>pencil, coloured pencil</i> |
| 53-54 | Easter egg decoration | Getting to know the old customs of Easter in Hungary. Identifying and applying colour contrasts. Identifying and using different decorative patterns and colour contrasts. | <i>complementary colour, folk motif, folk custom, cup, plate, traditional</i> | A)Colouring Easter egg designs.p.69/1 OR B)p.69/2 |
| 55-56 | Modelling houses | Developing designing and decorating skills. Developing visual fantasy and problem solving. Becoming familiar with spatial organization. | <i>Neverland, goblin, milk carton,</i> | p.66 A) Designing and decorating a house for a friendly, little goblin from a milk carton. OR p.66-67 B) Building an imaginary model street. (Appendix 7.) / <i>group work</i> |
| 57-58 | Folk art Forms and patterns | Improving the ability to simplify natural forms into decorative motifs. Developing decorating skills and sense of rhythm. Developing compositional skills and the sense of creating visual rhythms. | <i>folk motif, folk custom, cup, plate, traditional</i> | Designing and decorating a cup and plate p.70/1 |

| | | | | |
|-------|--|---|--|---|
| | Card for Mother's day | Developing sequence perception. Developing sense of beauty by creating greeting cards. Developing aesthetic awareness. | | Designing a nice greeting card for Mother's day.p.72/1 watercolour, fine-liner |
| 59-60 | Recycling old things | Understanding relationships between form and function. Developing problem solving. | <i>recycling, used, useless</i> | Making toys and other useful objects by recycling old things. p.67 |
| 61-62 | Bird's eye view Imaginary journey in a hot air balloon Fruit and Vegetable land | Improving imagination and creativity. Developing sense of scale while completing the picture drawing a scene from unusual point of view. | <i>bird's eye view, hot air balloon</i> | A) Drawing a city-scape from a hot-air balloon. p.68 OR B) Completing the picture about Broccoli Billy's holiday in Fruit and Vegetable city. p.80 <i>pencil, coloured pencil</i> |
| 63-64 | Become a great designer Hungarian folk art Transforming objects from nature into decorative motifs | Identifying and using the effects of colours and simplified decorative forms. Recognising and matching colors and decorative motifs in design. | <i>folk motif, trainer,</i> | Decorating a girl's trainers with Hungarian folk motifs. p.71/2 (Appendix 8.) Decorating an empty shoe box appropriate to the shoe design. p.71/3 <i>coloured pencil, felt tip pen</i> |
| 65-66 | Animals in our environment Animals and their habitats Characteristics of animals: appearance, texture of plumage, hair and fur,...sounds | Developing visual memory and sense of form. Developing sense of scale. Developing the sense of characteristic features. Expressing characteristics of animals. Expressing spatial relations. Developing compositional skills. | <i>names of animals, characteristics of animals, wild, domestic, habitat</i> | Listening and identifying the sounds of an animal farm. Animals. p.73/1,2,3,4 Completing the habitat of wild animals and drawing more animals in the picture. OR Completing the illustration of the habitat of farm animals with the favourites.p.74-75/5,6 |
| 67- | Animal profile cards | Developing visual memory and | <i>profile card,</i> | Making a profile card for a favourite |

| | | | | |
|-------|--|--|---|---|
| 68 | <p>Characteristics of animals, habitat, diet, appearance, interesting facts</p> <p>In the zoo Maps and signs</p> | <p>sense of form. Developing informational research skills.</p> | <p><i>appearance, description, diet, interesting fact,</i></p> | <p>animal. p.76/1,2</p> <p>Completing the map. p./79/1 Making an animal sculpture. / <i>modelling clay</i></p> |
| 69-70 | <p>Animal masks</p> | <p>Developing sense of animal characteristics. Developing self-discipline, cooperative and problem solving skills.</p> | <p><i>character, names of animals and characteristics, fable, role play</i></p> | <p>Designing and making masks for the main characters of a fable or a short story about animals. Performing the story in groups. p.77/1,2</p> |
| 71-72 | <p>Evaluation Review general knowledge and vocabulary of art</p> | <p>Developing speaking skills, selfknowledge and self-evaluation.</p> | | <p>Revision of art terms. p.81-83 Discussing the works of this year. Students receive feedback from the teacher and are encouraged to talk about their own learning through group discussion and self-reflection.</p> |

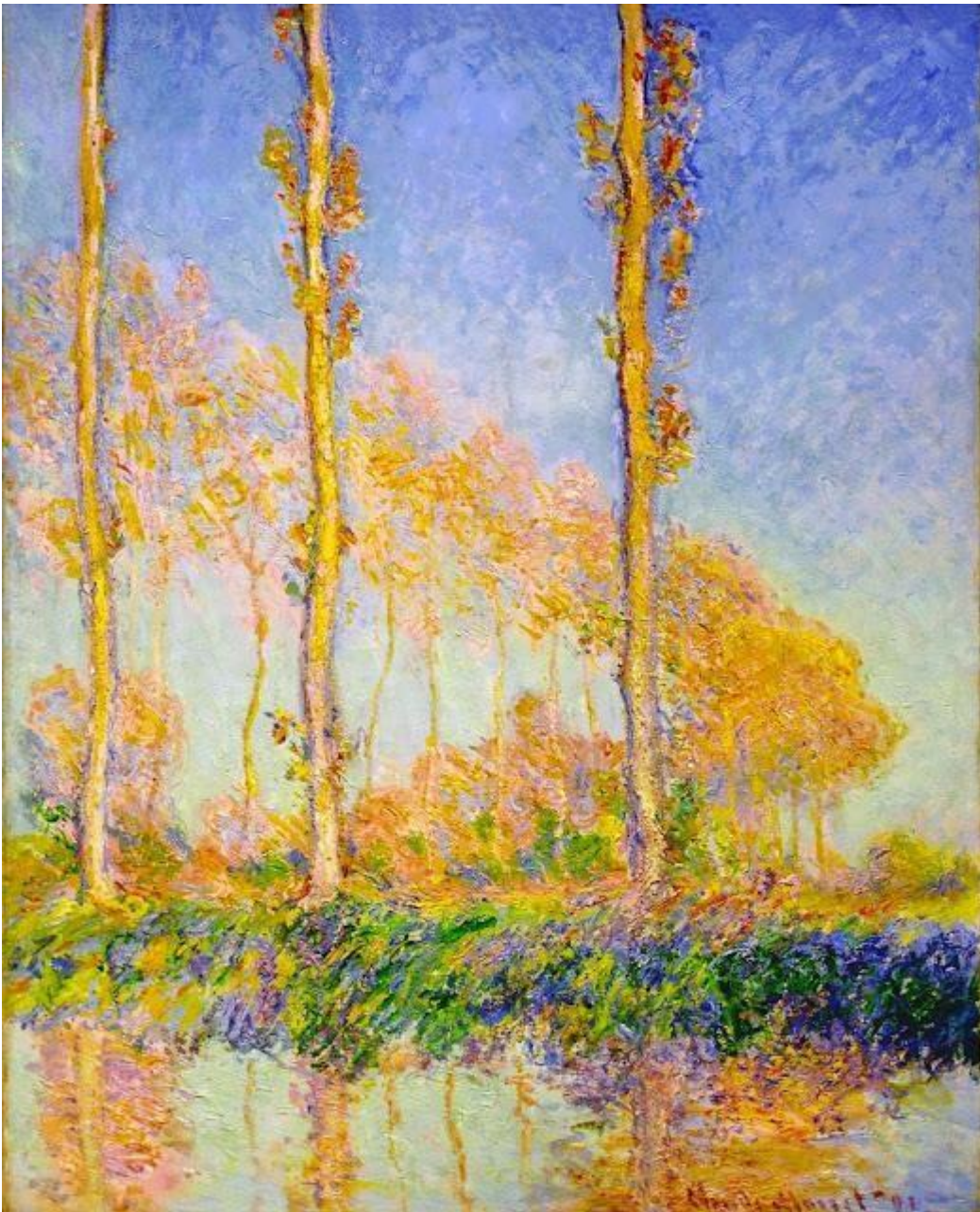
Claude Oscar Monet: Three Trees In Spring



Claude Oscar Monet: Three Trees In Summer



Claude Oscar *Monet*: Three Trees In Autumn



William Morris / Wallpapers





Henri Matisse: The Snail



Henri Matisse:*The Sheaf (cereal plants)*



Leonardo da Vinci: Lady with an Ermine

LA BELLE FERONNIERE
LEONARD D'AVINCH



Paul Cézanne: Still Life



Pieter Bruegel the Younger: Winter Landscape with a Bird Trap



Hans Holbein: Portrait of Henry VIII



Pieter Bruegel: The Hunters in the Snow



Pierre Auguste Renoir: Portrait of Julie Manet or Little Girl with Cat



Paul Cezanne: Still Life with Red Onions



Gerard David: Nativity



CELEBRATING CHRISTMAS

3 Where do you see them in the picture? Match these details to the foreground, middle ground or background.



BACKGROUND

MIDDLE GROUND

FOREGROUND

Conrad von Soest: *The Nativity*



Amedeo Modigliani: Little Girl in Blue

