

Comenius Angol-Magyar Két Tanítási Nyelvű Iskola

SYLLABUS for Visual Art Fourth Graders

2022/2023-as tanév

Number of lessons: 74

36 weeks

Teacher: Nagy-Turcsányi Ágnes

Book :Let's Play with Art 4

SYLLABUS

Let's Play with Art 4.

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 Revision: Vocabulary of art What do we need? My summer vacation diary</p> <p>-Drawing and painting tools -Discussing Petra's vacation diary.</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>painting and drawing tools: watercolour set, tempera, water bowl, felt-tip pen, wax crayons, drawing paper, coloured pencil, paintbrush, ...</i> <i>vacation diary, travel diary, summer camp, memories</i></p>	<p>Collecting names of drawing and painting tools. GAME: What is in my hand? Miming activities: colour, draw, paint, glue, model, cut, fold What do we need? Class discussion: summer vacation Drawing a vacation or travel diary/ / pencil, coloured pencil p.6-9</p>

3-4	Imaginary creatures	<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>outline, pattern, rhythm, real, imaginary, visual expression imaginary fabulous, creature, pattern, covering, overlapping</i></p>	<p>Making an imaginary creature using the outline of the word, 'Art'. Discussing steps of method. / p.10-11 <i>/coloured pencil, felt tip pens</i> OR Completing the imaginary meadow with special plants and fabulous animals. <i>/graphite pencil, coloured pencil</i> p.19</p>
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5-6	Products for Mihály-nap.	Developing visual memory, imagination, sense of scale and proportion.	<i>line, shape(2D), form(3D) texture, color, value, space/</i>	Drawing, or sticking in their own examples of the elements of art.
7-8	THE ELEMENTS OF ART Defining line, shape(2D), form(3D) texture, colour, value, space/ Moods of colours/ colours and facial expressions	Developing colour perception, decorating skills and sense of rhythm. Developing imagination and expressiveness, while using basic visual elements in the working process.	<i>line, shape(2D), form(3D) texture, colour, value, space/ real, imaginary, view-point, proportion, visual expression, location</i>	-Defining the elements of art. - Working out together how we apply the elements of art when we draw something. Completing the vase and apple using the elements of art. /graphite pencil, coloured pencil Guessing the mood of colour splashes and drawing their faces. /graphite pencil or black pencil p.14-17
9-10	AUTUMN/ Fall landscape / based on a winter landscape. Spatial relations: foreground, middle ground and background Imaginary tree Famous paintings with unique tree motifs. Tree motifs in folk art.	Developing observation, imitation and associative ability as well as imagination by drawing the form and structure of different leaves.	<i>foreground, middle ground, background, near, far, front, behind, small, big, covering, overlapping, seasons, autumn, warm colours, parts of a tree, leaf, shape, outline, bark, branch, twig, nature,</i>	Drawing or painting an imaginary fall landscape based on a winter landscape photo. OR Visiting a park or a garden and painting a landscape based on the experience. Media is optional: coloured pencil, watercolour set, tempera paint, wax crayon OR Completing the imaginary tree. Internet search: Famous paintings with unique tree motifs. Examples of tree motifs in folk art. fine-liner, felt tip pen, coloured pencil, p.18-21
11-12	Falling leaves	Developing imagination and expressiveness, sense of form and decorating skills.	<i>leaf, shape, stalk, outline, main vein, side veins, visible, covering, overlapping, simplify, design, composition,</i>	Making a decorated composition of leaves. Decorating with lines, different patterns and colours. Discussing steps of method. graphite pencil, coloured pencil, black fine-liner or black felt tip pen, watercolour set p. 22-23

			<i>balance, rhythm, pattern</i>	
13-14	Falling leaves	Developing imagination and expressiveness, sense of form and decorating skills.	<i>leaf, shape, stalk, outline, main vein, side veins, visible, covering, overlapping, simplify, design, composition, balance, rhythm, pattern</i>	Making a decorated composition of leaves. Decorating with lines, different patterns and colours. Discussing steps of method. graphite pencil, coloured pencil, black fine-liner or black felt tip pen, watercolour set p. 22-23

15-16	<p>CHANGES IN NATURE The life cycle of different plants</p> <p>Animation/ flip book</p>	<p>Improving the ability to simplify natural forms into decorative motifs. Developing decorating skills and sense of rhythm.</p> <p>Getting to know the customs and celebrated events of the target language countries. Developing imagination and expressiveness.</p>	<p><i>tree, canopy, trunk, branches, twig, bark, changing, life cycle, sequence, stage, seed, seedling, growing, growth, flip book series of pictures</i></p>	<p>Studying the life cycle of different plants. Making a flip book. OR Drawing the life cycle of a fruit tree. Drawing how an apple tree changes over the years. graphite pencil, coloured pencil p.24-25</p>
17-18	<p>COLOUR THEORY My eye-catching handprint</p>	<p>Developing compositional skills. Developing perceptive skills. Developing sense of form. Highlighting and zooming into important actions, settings, characters.</p>	<p><i>colour wheel, primary colour, secondary colour, tertiary colour complementary, dominating colour,</i></p>	<p>Defining colour themes on the Colour Wheel and applying them in practice. Identifying colour themes on famous paintings. Making an abstract design with colour contrast. p.26-29</p>
19-20	<p>TYPES OF PAINTING</p> <p>portrait, still-life, landscape, urban landscape, abstract, genre</p>	<p>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”.</p>	<p><i>landscape, portrait, still life, selfportrait, natural scenery,</i></p>	<p>Identifying and defining painting genres. Collecting artwork information next to the artwork. Painting or drawing a type of paintings in the student’s style. Media is optional/ watercolour, tempera, wax crayon, coloured pencil, mixed media. p.30-33</p>
21-22	<p>SCULPTURE The relief sculpture, and the free-standing sculpture</p> <p>Media/Materials in sculpture</p>	<p>Developing analytical skills and communication by talking about works of art.</p>	<p><i>sculpture, sculptor, model, carve, cast, stone, wood, marble bronze, clay , relief, rounding rolling,</i></p>	<p>Talking about the art of sculpture. Artist/ Activity/ Artwork What can you do with modelling clay? Talking and learning about the technique. Expressing “happiness”, “helpfulness”, “laziness,” or” friendship” in</p>

			<i>squeezing, scratching, piece of art</i>	the form of a sculpture. modelling clay. p.34-35
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23-26	Celebrating Christmas	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, symmetry, names of Christmas symbols,</i>	Making cut out Christmas balls. Steps of method. Forming a Christmas tree shape from cut out paper Christmas balls on the wall of the classroom. scissors, drawing sheet, coloured pencil, felt tip pen p.38-41
27-28	TRADITIONAL INDONESIAN BATIK Paper batik design	Developing analytical skills and communication by talking about a work of art /Nativity scene.	<i>traditional, Indonesian, wax, wax-resistant dying technique, craft women</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	LETTERLAND Christmas symbols Illuminated manuscript	Developing observation, sense of proportion, visual memory, imaging, expressiveness.	<i>Christmas wishes, Christmas symbols illuminated letter, handwritten, manuscript, light up, initial, radiant, miniature, printing press</i>	Learning about illuminated manuscripts. Making an illuminated letter using the first letter of a Christmas word. Using the symbols of Christmas in decoration. Size/ A4 or A3 silver and gold markers, felt tip pens p-42-46

31-32	BECOME A FASHION DESIGNER	Developing observation, sense of proportion, visual memory, imaging, expressiveness. Developing visual fantasy.	<i>fashion designer, outfit collection, accessories, belt glasses, watch, backpack earring, bracelet, headband necklace</i>	Designing outfits for school children for special events or activities. Pair work: What is your model wearing? coloured pencil, felt tip pen p.47-49
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33-34	PLACES IN A TOWN Shoe box city Model district with pop-up buildings.	Developing the ability of highlighting and zooming into important actions, settings, characters. Expressing balance in the composition.	<i>station, bank, cinema, sport centre, post office, library, police station, cafe shop, fire station, hospital, church, supermarket, theater, public building, private building,</i>	Learning names of places in a town. Designing shoe box buildings. Forming a model town from the shoe box buildings. group work OR Making a model district with pop-up buildings. shoe-box, markers, coloured paper, construction paper, glue stick, scissors, small toys: cars, Lego figures, etc. p.50-53, 59
35-36	PLACES IN A TOWN Shoe box city Model district with pop-up buildings.	Developing the ability of highlighting and zooming into important actions, settings, characters. Expressing balance in the composition.	<i>station, bank, cinema, sport centre, post office, library, police station, cafe shop, fire station, hospital, church, supermarket, theater, public building, private building</i>	Learning names of places in a town. Designing shoe box buildings. Forming a model town from the shoe box buildings. group work OR Making a model district with pop-up buildings. shoe-box, markers, coloured paper, construction paper, glue stick, scissors, small toys: cars, Lego figures, etc. p.50-53, 59

37-38	HOUSES IN THE STYLE OF HUNDERTWASSER	Developing the ability of highlighting and zooming into important actions, settings, characters. Expressing balance in the composition.	<i>architect, architectural style, onion dome, column, unusual, decoration, frame, resident, ecologist, preserve, spiral, lollipop, vivid</i>	Studying Hundertwasser's architecture and painting. Drawing or painting a dream house in Hundertwasser's style. coloured pencil, felt tip pen, watercolour p-54-57
39-40	Study room in Hundertwasser's style	Expressing balance in the composition.	<i>names of furniture</i>	Designing furniture and other household objects in his style to furnish his imaginary study room. Modelling one of the designed items in 3D from recycled items. Media is optional. p.58 OR Designing a household robot of the future. Building it from useless boxes and other found objects. p.71

41-42	THE HUMAN FIGURE The human head / My selfie My best friend's profile card	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>parts of the head appearance personality subject</i>	Describing people Taking a selfie and drawing it. OR Drawing their best friend. mobile phone, graphite pencil, coloured pencil p.60-61
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43-44	JESTER COSTUME FOR CARNIVAL TIME	Improving the ability to simplify natural forms into decorative motifs.	<i>court jester, multi-coloured entertainer, medieval, Renaissance, household, nobleman, pointed shoes, royal robe, breeches</i>	Learning about court jesters. Completing and colouring a jester's costume. Drawing a new costume design. OR Designing a jester's hat. coloured pencil, felt tip pen, scissors p.62-63
45-46	THE HUMAN FIGURE IN MOTION Silhouette collage	Developing visual memory, imagination, sense of scale and proportion.	<i>front view, side view, top view names of sports activities</i>	Imitating and identifying different sports activities. Students draw themselves in different poses. Making a silhouette collage. pictures of figures playing a sport, coloured paper, scissors, glue stick p.64-67
47-50	FRONT VIEW, SIDE VIEW AND TOP VIEW Animal cartoons Houses MAPS AND SIGNS Treasure Island	Identifying spatial relationships in space. Developing the sense of proportion.	<i>front view, side view, top view names of animals continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, ocean, equator, astronomer, planet, temperature, Names of imaginary places</i>	Analyzing and identifying front view, side view, and top view. Drawing a favourite toy from different views. Drawing animal cartoons from different views. graphite or coloured pencil p.68-70 Designing and drawing continents, islands and creating signs on the surface of an imaginary planet. /pair work OR Completing the faded map of a Treasure Island coloured pencil p.72-74

51-52	EVENT POSTERS My birthday invitation card	Developing observation, sense of proportion, visual memory, imaging, expressiveness. Developing visual fantasy.	<i>invitation card, event, data, attention, subject matter, image, headline, letter fonts, poster</i>	Collecting data from event posters. Studying and talking about subject matter, used images, headlines, colours and letter fonts. Making an event poster for a school event. OR Making an invitation card for birthday. Media is optional p.76-77
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>Easter symbols</i>	Designing an Easter card and decorating it with the symbols of Easter. OR Completing the decoration on Easter egg designs. coloured pencil, felt tip pen p.78-79
55-56	ORCHARD IN BLOOM	Developing designing and decorating skills. Developing visual fantasy and problem solving.	<i>foreground, middle ground, background, near, far, front, behind, small, big, covering, overlapping</i>	Studying the painting “Primavera” /by Claude Monet. Talking about the use of artistic elements in his style. Imagining grandma’s orchard in spring and painting it watercolour or tempera paint p.80
57-58	COMICS	Highlighting and zooming in on important actions, settings and characters. Expressing balance in the composition.	<i>comic strip, newspaper, comic book, comic incident, adventure, mystery story, horizontal strip, character, simplicity, highlighting, zooming</i>	Completing a comic strip. “The Adventurous Treasure Hunt” Paying attention to the order of sequence. graphite pencil, coloured pencil p.81

59-60	<p>GEOMETRIC SHAPES Tangram puzzle</p>	<p>Understanding relationships between form and function. Developing problem solving.</p>	<p><i>rectangle, parallelogram, oval, puzzle game, tangram, originate, China, medium-sized, rearrange, rotate, flip over</i></p>	<p>Completing tangram figures. /“How to make a set of Tangrams” tutorial on the internet./ Making a tangram set and forming animals. p.82-83</p>
61-62	<p>TV PROGRAMMES Media experiences The usage and role of social media PURPOSE OF MEDIA - inform -entertain - persuade The habits of media usage</p>	<p>Improving imagination and creativity.</p>	<p><i>nature documentary, sports, news, quiz show, game show, weather forecast, music programme, commercial, talk show, talent show, comedy, cartoon media, communicate printed media, digital media tv commercial, flyer, cartoon, comic, newspaper, talent show, event poster, nature documentary purpose, entertain, inform, persuade, media sources</i></p>	<p>A) Free discussion about media experiences. Identifying TV programmes. Forming groups and role playing different TV programmes. Drawing a scene on the TV screen: “I am a talent show contestant” OR “I am a character of my favourite movie” coloured pencil p.84-85 B) Collecting and drawing examples of digital and printed media. -What do you use them for? -How frequently do you use them? Talking about the main purposes of using media. / Giving examples. p.86-87</p>

63-64	PURPOSE OF MEDIA Advertising media	Developing analytical skills and communication by talking about advertising. Developing informational research skills.	<i>electric board, magazine, poster, travel brochure, billboard, TVcommercial, flyer, newspaper, sandwich man, sky advertising, advertisement,</i>	Collecting and naming different types of advertising. Why is it necessary to advertise? Advantages and disadvantages. Talking about TV commercials.
65-66	Creating and advertising a new product	Developing observation, sense of proportion, visual memory, imaging, expressiveness. Developing visual fantasy.	<i>advertise, tempt, brand, company, differentiate, competitor, service, product</i>	Creating and advertising a new product. Designing an advertising poster. individual/ pair or group work Media is optional Making a commercial scene, promoting a new product... /group work /Recording on a mobile phone) p.88-91
67-68	For my environment	Developing visual memory and sense of form. Developing informational research skills.	<i>environment, recycle, reuse, reduce, image placement, grab attention, awarenesss environmental protection, eye-catching</i>	Talking about environmental protection. Why is it very important? Giving and collecting examples. Internet search: Short films, posters of environmental protection Decorating a T-shirt. Creating awareness for environmental protection with the decoration. (image, colours and text) Media is optional p.92

69-70	BE INTERNET SMART The habits of media usage Online communication Safe internet usage	Developing sense of animal characteristics. Developing self-discipline, cooperative and problem solving skills.	<i>media, communicate internet, online communication, chat message, comment, e-mail address, password, link, web page, download, share, online, block, stranger</i>	Discussing the social role of modern media. Talking about online communication, how kids can keep themselves safe on Facebook. Talking about cyberbullying identification, 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.
71-72	Evaluation Review general knowledge and vocabulary of art	Developing speaking skills, selfknowledge and self-evaluation.		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 selfreflection