

Comenius Angol-Magyar Két Tanítási Nyelvű Iskola

Let's Play with Art 2
Visual Art for Second Graders

SYLLABUS

(Tanmenet)

2018/2019-as tanév

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Lesson	PRESENTATION	SKILL DEVELOPMENT	KEY TERMS/ VOCABULARY	ACTIVITIES/ TECHNIQUES /LINKS
1-2	<p>“I am a Second Grader” My Summer Vacation Things to do: draw, colour. Picture dictionary What do we need?</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. Over the course of the year students will be developing speaking and listening comprehension skills as well as broadening active vocabulary.</p>	<p>activities: draw, colour,... pencil, pattern, portrait, coloured pencil, sign What is this? This is a.. watercolours, tempera, water bowl, felt-tip pen, wax crayons, drawing paper, coloured paper,....</p>	<p>Let’s Play with Art 1.</p> <p><i>Some of the selected exercises are optional</i> 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 theirself. Students draw their summer vacation. <i>coloured pencil</i></p>
3-5	<p>Developing the vocabulary of art The world of colours The Blue Kingdom Game with the Paintbrush</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>Names of colours activities: draw, colour,... background, foreground, middle ground, king, queen, tower, window, door, castle, brush stroke, spill, turn into</p>	<p>Collecting drawing and painting objects. p.8 Game: What is in my hand? Colouring balloons. /p.9 Game: What colour is it? Turning paint spill into figures. Rhyme: If you are wearing red today... <i>coloured pencil</i></p>
6-8	<p>Lines, Shapes and Forms Lines and Patterns.</p>	<p>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</p>	<p>line: straight, wavy, dashed, dotted, zigzag, curly vase, scarecrow, pattern, patches</p>	<p>Learning the names of different lines. Decorating a circle using different design./p.13 Drawing different lines in the air and in the book./p.14 Decorating a T-shirt and skirt with line patterns./p.15 <i>pencil, coloured pencil</i> Decorating a circle using different design</p>

illustrations.
Sense of rhythm development.

9-10	Colours of Autumn	Developing perceptibility while comprehending the task. Developing creativity, sense of form and decorating skills while using basic visual elements in the working process.	leaf rubbing, seed, berry, remind, print beetle	Making landscape collage./p.16-17 APPENDIX 1. Drawing about an imaginary underwater journey. <i>wax crayons, coloured pencil, glue stick, sheet of paper, berries, leaves</i>
11-12	Magic Fruit Tree Shape, form and colour. Four Seasons	Developing observation skills and visual memory through expressing the mood of fall. Developing colour perception and the use of colours by mixing autumnal colours	Tree, leaf, canopy,brunch.season, summer,autumn,winter, spring activities: construction paper,crayons,tempera paint, paint,print,draw,colour.	Dressing up a tree in autumn colours with printed fruits and leaves. Dressing up trees in different sesons /p.18-19 <i>watercolour fruit prints, leaf prints and wax crayons</i>
13-14	Fruits and Vegetables Picture Dictation	Grouping and selecting objects from the picture. Raising awareness of the similarity of fruits shapes and sensory organs Developing dialogue skills while work in pairs.	grow,collect,mushroom, pumpkin,strawberry,corn, tomato,plum colour	Rhyme:Two Little Apple /p.20 Colouring a Fruity Clown. /p.21 <i>coloured pencil,</i>
15-16	Vegetable and Fruit Cartoons	Developing observation skills and visual memory through expressing a landscape and create imaginary fruit and vegetable people.	cartoon, garlic, bean,cucumber,broccoli	Drawing and colouring fruit and vegetable people/p.22-23 <i>grafit and coloured pencils</i>
17-	Halloween	Getting to know the customs and	Jack-o-lantern, pumpkin	Rhyme: Trick or treat?/p.24-25

19		celebrated events of the target language countries through their symbolic objects.	lantern, spider,vampire, costume,witch,ghost,trick, treat,scarry	Making a jack-o'-lantern mask. <i>coloured pencils,paint, paint brush,glue,scissors,paper plates,crayon, yarn, hole punch</i>
20-21	Waterworld	Developing receptibility while comprehending the task. Developing creativity,sence of form and decorating skills while using basic visual element in the working process.	outline, detail, sea plant, in front of, behind, bis, small fish, crab,shell, snail,turtle,see horse,plant	Drawing and colouring see plants.Painting an under see pictures using water colours./p.26-27
22-23	The Colour Wheels	Developing colour perception and the use of colours. Learning primary and secondary dolours. Developing the proper use of drawing tools.	colour wheel, primary colour, secondary colour, magician, magic,neighbour	Creating seconday colours Pointing colour wheels. /p.28-29 APPENDIX 4 <i>water colour ,paint brush</i>
24-25	Cool 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, light,dark, collage, friendly activities: draw, colour, paint	Colouring cool and werm flowers Making a cool/warm paper collage./p.30 Creating a warm, friendly children's room. /p.31 <i>coloured pencils,glue stick, magazines,scissors</i>

26-27	Winter: Christmas Sticking Water-resistant Snowflakes	Developing imagination and decorating skills by colouring a Christmas Stocking.	Santa Claus, sleigh, robe, Sticking, socks, bag Great Britain, Christmas Eve, Father Christmas, gift, present, toy, candy, coin, arrive, get	Designing a Christmas Stocking /p.32 Cutting out paper snowflakes, and making water-resistant snowflakes using crayon and watercolour./p.33 <i>Water paint, white crayon , paper towel</i>
28-30	Christmas Day Symbol of Christmas: Christmas Tree	Developing observation and logical thinking. Being able to connecting words and Christmas objects Developing creativity, sense of form and imagination. Becoming familiar with the customs and symbols of the festive season.	Christmas card, Christmas tree, ornaments, girland, bell, angel, drum, doll, Teddy bear, candle snowflakes activities: draw, colour, cut, fold	Making a Christmas Tree/p.34-35 Appendix 2 <i>Scissors, coloured pencil.</i>
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. <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, woolly hat, coat, trousers, boot glove, jacket	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/p.36-37 <i>coloured pencil</i>
35-36	The human figure: parts proportions, front view	Developing observation, sense of proportion, visual memory, imaging, expressiveness.	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.38-39 <i>pencil</i>

37- 38	The human figure Toy Story	Developing their skill to express their experiences by drawing about favourite activities.	waist, had, neck, belly, arm, hand, leg, foot/feet elbow, chest	Free composition:exercises on PE class and children in the playground. Toys on the shelf./p.40-41 Rhyme: Head, shoulders.. <i>pencil, coloured pencil</i>
39- 40.	Faces and Feelings My Photoalbum	Developing observation, sense of proportion. Expressing emotions, with mime and gesture.	Parts of the face:eyes, nose, mouth,forehead,eyebrows ears,	Drawing self-portrait and family picture. p.42-43 <i>coloured pencil,</i>
41- 42	Feelings	Developing observation, sense of proportion. Expressing emotions, with mime and gesture.	Feeling, happy, angry, sad, scary, sleepy	Picture dictation. Fingertip heads with details./p.44-45 <i>pencil, coloured pencils</i>
43- 44	Become a Great Designer	Developing perception and colour sensitivity. Developing creativity and visual fantasy.	Geometric shapes:circle, circle, triangle, rectangle,oval,trace, outline, pillow desing,	Pillow and school bag design p/46-47 <i>coloured pencils</i>
45- 48	Artwors/Paintings	Understanding distinction between reality and fantasy. Developing imagination, sense of scale and proportion.	Artwork, painting, statue, building, game, play, old	Making album from picture cut outs-Appendix 5. /p.48-49 Details drawing from a picture.50-51 <i>coloured pencils,glue</i>
49- 50	Animals	Developing imagination and creativity by using previously acquired knowledge about animals. Developing character drawing and manual skills.	characteristic form, characteristic colours, deer,cat,cow,giraffe,fox,d og,pig,elephant,chicken,s nail,mouse,horse,tail	Mathing animal body and head. Appendi 6 Making favourite animal from modelling clay. /p.52-53 <i>Scissors, glue,modeling clay.</i>
51- 54.	Graphic Work/Butterflies	Developing colour vision and colour sensitivity in the visual	Shades of a colour, colour value.	Matching animal bodies and patterns /p.54-55 Colouring butterflies./p.56-57 <i>coloured</i>

		environment.	Grafic work, dot, line patch	<i>pencils,wax crayon,watercolours</i>
55-56	Animal Farm Rhyme: Old MacDonald	Developing associative skills. Understanding the connection between form and function. Understanding differences between real and imaginary.	Hen, duck, sheep	Making animal farm with templates. Appendix 8. /p.58-59 <i>coloured pencils</i> <i>Scissors, glue, coloured paper.</i>
57-58	Spring:Easter Eggs Easter traditions and symbols	Developing crativity, experimental ability and decorating skills while applying basic visual elements in the working process.	Egg. lamb	Painting lambs with fingerprints./p.60-61 <i>tempera</i> Rhyme Illustration: “Mary had a little lamb”
51-52	Story illustration	Understanding distinction between reality and fantasy. Developing creativity by drawing a scene from a favourite fairy tale.	Fairy tale, placement, wolf, straw, wood, stick, brick, blow.	Drawing favourite characters from fairy tale./ p.62 Completing “The Three Little Pigs” folktale./63-64 Making a “pig house”Appendix 3 <i>coloured pencil,scissor,glue,wax crayon</i>
59-60	Flower Still Life/ Mother’s Day	Developing sense of beauty by designing flowers and greeting card.	Laburnum, violet, garden, flower, still life, vase, Mother’s Day, greeting card	Making fingerprint flowers/p.66-67 <i>watercolours or tempera paints</i>
61-62	Signs and their Meanings	Understanding the connection between traffic sings forms, colours and meanings. Developing creativity by designing new door signs.	Sign, bus stop, traffic sign, gym, dining room, computer lab, library.	Collecting Easter cards. Talking about symbols of Easter Making a handprint chick or an Easter bunny with egg basket /p.68-69 <i>coloured pencil, felt tip pen</i>
63-64	Modern Media Devices	Developing visual memory and self-expression skills by drawing earlier media experiences.	Screen, television, video camera, photo camera, MP3 media player, table	Identifying modern media devices. Talking and drawing about media experiences./p.70-71 Coloured pencil

		Understanding electricity and information safety.	computer, mobile phone, laptop	
65-66	Skycrapers and Imaginary Homes	Understanding relationships between the parts and the whole of a complex form. Developing observation, sense of proportion and imagination.	skyscraper, real, imaginary, furnish, mole	Drawing buildings and background./p.72 <i>pencil, coloured pencil</i> Designing an imaginary home with furniture for a little mole. /p.73 <i>felt tip pens, coloured pencil</i>
67-68	Letter Land	Developing visual fantasy, decorative and associative skills while using basic visual elements.	alphabet, letter	Talking/singing about alphabet. Designing names with funny, unique letters/p.74-75 <i>pencil, coloured pencil</i>
69-70	Dream World	Developing creativity, sense of form and imagination.	crystal ball	Drawing imaginary World./p.76-77 <i>coloured pencil,</i>
71-72	Picture dictation	Developing visual memory, listening comprehension skills and sense of proportion		<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.