

## **OBJECTIVES AND COMPETENCIES**

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- a) Know and appreciate the norms and values necessary for coexistence. Participate actively as a citizen, respect human rights and understand the importance of a pluralist and democratic society.
  - Social and Civic competencies
  
- b) Develop a work ethic based on both individual and teamwork. Understand the importance of learning and a responsible attitude towards studying. Develop critical thinking skills, personal initiative, creativity and an entrepreneurial spirit.
  - Learning to learn
  - Initiative and entrepreneurship
  - Social and Civic competencies
  
- c) Resolve conflicts in a peaceful and constructive manner in both family and social groups.
  - Social and Civic competencies
  - Initiative and entrepreneurship
  
- d) Be familiar with, understand and respect different cultures and the differences between people, the importance of gender equality and equal rights for people with disabilities.
  - Social and Civic competencies
  
- e) Understand and use the Spanish language appropriately as well as the co-official language of the corresponding autonomous community where relevant. Develop an appreciation for and an interest in reading.
  - Linguistic competency
  
- f) Learn at least one foreign language and have the ability to express and understand simple messages in everyday situations.
  - Linguistic competency
  
- g) Develop basic Maths skills, begin to solve problems using mathematical calculations and work with geometry and estimations, applying these skills to everyday life.
  - Mathematical competency and basic competencies in Science and Technology
  
- h) Understand the fundamentals of Natural Science, Social Science, Geography, History and culture.

- Mathematical competency and basic competencies in Science and Technology
  - Social and Civic competencies
  - Cultural awareness
- i) Begin to use information technologies to facilitate and enhance learning, applying critical thinking skills to assess information.
- Digital competency
- j) Use different artistic styles to begin to create visual and audiovisual pieces.
- Cultural awareness
  - Social and Civic competencies
- k) Know the importance of hygiene and health, accept your own body and that of others, respect differences and use physical education and sport as a means of personal and social development.
- Mathematical competency and basic competencies in Science and Technology
  - Initiative and entrepreneurship
  - Social and Civic competencies
- l) Value, respect and care for the animals that share our environment.
- Mathematical competency and basic competencies in Science and Technology
  - Social and Civic competencies
- m) Be pleasant and treat others with kindness. Understand that violence, prejudice and sexist stereotypes are unacceptable.
- Social and Civic competencies
  - Initiative and entrepreneurship
- n) Learn about road safety and the importance of respect in preventing traffic accidents.
- Social and Civic competencies

# **COURSE SYLLABUS – FIRST TERM**

September to December

## **INTRODUCTION**

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In this first term we will review and build on the knowledge of Arts and Crafts that the pupils acquired in previous grades.

Special emphasis will be placed on observing the techniques used to create images in perspective, drawing, colouring and other techniques the pupils are already familiar with, the use of the chiaroscuro technique to create light and shadows and the use of other materials we can use in our artistic compositions. Through the activities proposed, the pupils will also develop awareness of different artists and the importance of protecting and conserving our national patrimony.

## **METHODOLOGY**

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Experiments with techniques for drawing to scale on squared paper  
The use of new technological resources to analyze images  
Observation of the artistic possibilities the natural elements offer us  
Exploration of the materials and techniques used in works of art  
Creative techniques en arts and crafts

## **CONTENTS**

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Experimenting with warm and cold colours to draw and add depth to different habitats.  
Experimenting with wax crayons to create depth and volume in fruit  
Recreating a technological work of art  
Using a lead pencil to shade and give volume and dimension to a sculpture  
Using spatial reasoning and social awareness to create a Halloween flyer  
Using light and shade to create volume and depth in a landscape  
Experimenting with stamping techniques to create flowers  
Drawing to scale to reproduce a landscape  
Drawing an imaginary animal using the lines proposed  
Exercising precision in cutting out and pasting geometric forms  
Designing a 3D geometric sculpture from recycled materials  
Punching out and pasting geometric shapes to make a Christmas decoration

## **EVALUATION CRITERIA**

1. Can create natural environments using warm and cold colours to create a sensation of depth.
2. Can mix and apply different colouring materials and describe the results.
3. Appreciates the new technological resources as an important means for drawing and designing.
4. Can use the chiaroscuro technique to create depth and volume in a drawing.
5. Appreciates the importance of publicity and flyers as an important means of communication.
6. Can create images using the stamping technique.
7. Can identify and draw the basic elements to scale correctly and creatively.
8. Is aware of the importance of taking good care of classroom materials and developing strategies to strengthen creative skills.
9. Can identify the techniques for creating images in perspective.
10. Can make a sculpture using recycled materials.
11. Can cut out, fold and paste pieces correctly to make three dimensional objects.

## **LEARNING STANDARDS**

- 1.1. Creates compositions that transmit different sensations using natural elements.
- 2.1. Applies the mixture of primary colours with black and white correctly.
- 3.1. Draws animals using pictures made with computer programmes as a guide.
- 4.1. Creates a sensation of volume in a picture using the chiaroscuro technique.
- 5.1. Designs and creates a publicity flyer.
- 6.1. Analyzes the possibilities of the stamping technique, experiments and applies new materials creatively.
- 7.1. Applies spatial techniques and uses squared paper correctly to draw to scale.
- 8.1. Combines colours and applies them correctly to create an original and aesthetic composition.
- 9.1. Identifies the visual effects and techniques for creating images in perspective.
- 10.1. Appreciates the importance of the resources and materials used for creating a sculpture.
- 11.1. Cuts out, folds and pastes different pieces correctly to design and make three dimensional objects.

## **COMPETENCIES**

### **CONTENTS AND ACTIVITIES PROPOSED TO DEVELOP THE PUPIL'S COMPETENCIES**

#### **Linguistic competency**

- To write short texts correctly and coherently.

- *Reading Plans:* To enjoy reading.
- To interpret the messages transmitted through images and describe them using the appropriate terminology.
- To comment on the activities proposed and relate them to social and cultural aspects.
- To understand the instructions to complete an activity.
- To understand and explain the different procedures in arts and crafts using the appropriate terminology.
- To understand and extract specific information from the instructions and informative texts in the activities proposed.

### **Mathematical competency and basic competencies in Science and Technology**

- To put into practise their knowledge of Science and Technology to solve problems and understand what is happening around them.
- To complete activities taking into account the proportion and location of objects in a composition.
- To relate mathematical knowledge and calculate correctly to draw to scale.

### **Digital competency**

- To understand the messages transmitted through different codes.
- To identify the icons and use the drawing and painting tools in their digital creations.

### **Learning to learn**

- To develop autonomous strategies to organize and learn the concepts proposed.
- *Multiple Intelligence:* To develop different multiple intelligence techniques.
- To memorize the different creative processes in order to put them into practise in future artistic experiences.
- To relate creative activities to expressing personal emotions and to their own internal and external world.

### **Social and Civic competencies**

- To show a positive attitude towards participating in established participative activities.
- *Values education:* To learn how to behave and appreciate the importance of personal values.
- To develop social and civic awareness and carry out activities related to the natural environment, Roman architecture and Prehistory.
- To achieve self-esteem and self criticism, respect other people's ideas and participation, respect the natural environment, follow a healthy lifestyle and share creative ideas.

### **Initiative and entrepreneurship**

- To generate and propose new ways of carrying out an activity.
- To value arts and crafts as a means of expression.
- To appreciate the combination of knowledge and entertainment as an

important source of learning.

### **Cultural awareness**

- To analyze different expressive forms of painting and to use colours aesthetically.
- To identify and value the cultural patrimony.
- To value the aesthetic characteristics of visual art.
- To recognize artistic creation as a means of expression and personal enrichment.

## **COURSE SYLLABUS – SECOND TERM**

January to March

### **INTRODUCTION**

In this second term, the pupils will have further practise with the techniques they are already familiar with and at the same time, develop new techniques and experiment with materials that we consider appropriate for this age group.

Special emphasis will be placed on developing awareness and drawing the proportions of the human figure in different activities. They will also strengthen the use of the ruler and the compass as a mathematical concept related to artistic compositions.

Through the activities proposed, we will continue with the different artists and styles such as Baroque and Cubism which have formed part of our cultural patrimony throughout history and will help the pupils identify each style in many works of art.

### **METHODOLOGY**

The line as a point of symmetry to draw the human figure

The use of the compass and ruler to create a geometric composition

Design and creation of an advertisement

Experiments with new techniques using soft wax crayons

### **CONTENTS**

Drawing and colouring a Baroque painting with coloured pencils

Creating an advertisement to promote healthy eating

Drawing the human face to strengthen the concept of symmetry

Creating depth and volume in the human figure

Cutting out pieces and completing a jigsaw puzzle  
Creating a geometric composition with a compass and a ruler  
Creating a scene from Irish Folklore with a pencil and hard wax crayons  
Experimenting with warm and cold colours to add depth to a seascape  
Recreating a painting using the papier collé technique  
Creating a 3D sculpture of the human figure with modelling clay  
Making a 3D greeting card and theatrical stage  
Designing and painting a seascape with water colours

## **EVALUATION CRITERIA**

1. Can identify Baroque and Cubism as artistic movements.
2. Appreciates the use of images as an important tool for designing an advertisement.
3. Can describe the human face using the appropriate vocabulary.
4. Can draw the human figure taking into account and calculating the size and proportions.
5. Appreciates the characteristics of architecture as an artistic manifestation.
6. Can create geometric designs by drawing with a compass and a ruler
7. Can use the new techniques for colouring with soft wax crayons and water colours creatively.
8. Can use lines and colours to create a sensation of movement or stillness in a picture.
9. Can create volume in a sculpture with modelling clay.
10. Can describe the appropriate materials and utensils and experiment with their possibilities to create an image with the collage technique

## **LEARNING STANDARDS**

- 1.1. Identifies the Baroque and Cubism periods as artistic movements.
- 2.1. Considers the use of images as an important tool for designing an advertisement and relates the images to the product and the message they convey.
- 3.1. Draws the human face taking into account its proportions and symmetry.
- 4.1. Draws the human body taking into account its proportions and symmetry.
- 5.1. Observes and appreciates the importance of the architectural manifestations in the environment.
- 6.1. Draws circles, angles, squares, rhombus and straight lines using a compass and a ruler.
- 7.1. Combines and analyzes the new colours achieved by using new techniques with soft wax crayons.
- 8.1. Draws a coastal landscape taking into account the size, proportions and the effects achieved by using the appropriate colours.
- 8.2. Combines and analyzes colours and uses them aesthetically in a composition.
- 9.1. Takes good care of the classroom materials and the available resources.
- 9.2. Creates a 3D sculpture of the human figure with modelling clay.

- 10.1. Uses the materials and resources to complete a collage activity correctly and creatively.

## **COMPETENCIES**

### **CONTENTS AND ACTIVITIES PROPOSED TO DEVELOP THE PUPIL'S COMPETENCIES**

#### **Linguistic competency**

- To write short texts correctly and coherently.
- *Reading Plans*: To enjoy reading.
- To interpret the messages transmitted through images and describe them using the appropriate terminology.
- To understand and explain the different procedures in arts and crafts using the appropriate terminology.
- To understand and extract specific information from the instructions and informative texts in the activities proposed.

#### **Mathematical competency and basic competencies in Science and Technology**

- To put into practise their knowledge of Science and Technology to solve problems and understand what is happening around them.
- To complete activities taking into account the proportion and location of objects in the composition.
- To relate mathematical knowledge and calculate correctly to draw to geometric compositions with a compass and a ruler.

#### **Digital competency**

- To understand the messages transmitted through different codes.
- To identify the icons and use the drawing and painting tools in their digital creations.

#### **Learning to learn**

- To develop autonomous strategies to organize and learn the concepts proposed.
- *Multiple Intelligence*: To develop different multiple intelligence techniques.
- To memorize the different creative processes in order to put them into practise in future artistic experiences.
- To relate creative activities to expressing personal emotions and to their own internal and external world.

#### **Social and Civic competencies**

- To show a positive attitude towards participating in established participative activities.
- *Values education*: To learn how to behave and appreciate the importance of personal values.
- To develop social and civic awareness and carry out activities related to the natural environment, architecture, publicity and a peaceful relationship as a fundamental value in society.
- To achieve self-esteem and self criticism, respect other people's ideas and participation, respect the natural environment, follow a healthy



lifestyle and share creative ideas.

### **Initiative and entrepreneurship**

- To generate and propose new ways of carrying out an activity.
- To value arts and crafts as a means of expression.
- To appreciate the combination of knowledge and entertainment as an important source of learning.

### **Cultural awareness**

- To analyze different expressive forms of painting and to use colours aesthetically.
- To identify and value the cultural patrimony.
- To value the aesthetic characteristics of visual art.
- To recognize artistic creation as a means of expression and personal enrichment.

## **COURSE SYLLABUS – THIRD TERM**

April to June

### **INTRODUCTION**

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Throughout this last term, emphasis will be placed on strengthening the concepts and new techniques the pupils have acquired in their fifth grade. All the contents proposed in previous terms will be reviewed and consolidated taking the perspective as a starting point to begin this third term where we also continue introducing the pupils to new artists in order to contribute and build on their knowledge of important artists and their works of art.

### **METHODOLOGY**

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Design and creation of a logo for a school advertisement

Appreciation of the different artistic styles and manifestations as a means of expression in society

Means of transmitting creativity, original ideas and expressing feelings and sensations spontaneously

Transformation of spaces using spatial calculations and perspectives

### **CONTENTS**

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Experimenting with the perspective and shading to create a chessboard

Experimenting with design and typography to create a logo

Drawing a dolmen and learning about historical traditions

Experimenting with abstract designs and recreating a work of art

Reading a poem and drawing a landscape for the poem  
Creating a black and white pencil sketch using Picasso's pictures as a guide  
Experimenting with geometric patterns to create a Mudejar design with a compass and a ruler  
Drawing a picture in perspective  
Reading, learning and performing a play  
Creating a design with recycled materials and the Dadaist technique  
Using water colours, temperas and felt-tip pens to create a portrait  
Sketching and painting a still life  
Creating an animal portrait with mixed media

## **EVALUATION CRITERIA**

1. Can apply colours creatively to achieve the necessary visual effects.
2. Can design and color a logo creatively.
3. Awareness of the dolmen as a cultural expression in human history.
4. Awareness of the importance of participating actively in the classroom, taking care of classroom materials and resources and developing creative and original ideas.
5. Awareness of the importance of sketching as the first step for creating a composition.
6. Can draw the basic geometric shapes with a compass and a ruler.
7. Can express personal opinions about the different artistic manifestations.
8. Can use the corresponding tools to draw geometric forms and the perspective.
9. Can use oral communication effectively in a theatrical performance.
10. Awareness of the importance of showing interest and initiative in one's own and fellow students' work.
11. Awareness of the importance and possibilities of recycled materials in the art class.
12. Can recreate an image using the mixed technique of temperas and coloured pencils.

## **LEARNING STANDARDS**

- 1.1. Creates compositions using the chiaroscuro technique and new textures.
- 2.1. Finds a logo and creates a new one for his/her school.
- 3.1. Values the dolmen as a cultural expression in human history.
- 4.1. Creates compositions that transmit emotions and sensations using the basic materials and resources.
- 5.1. Uses a sketch as the first step for creating a composition.
- 6.1. Draws the basic geometric shapes with a compass and a ruler.
- 7.1. Expresses personal opinions about the different artistic manifestations.
- 8.1. Creates the visual effects in a perspective to draw a landscape creatively.
- 8.2. Uses the horizontal line and vanishing point to create a sensation of depth in an illustration.

- 9.1. Participates creatively and helps to organize a theatrical performance.
- 10.1. Shows interest in his/her own and fellow students' work.
- 11.1. Respects and takes good care of classroom materials and the classroom itself.
- 12.1. Analyzes and draws animals using the mixed technique of temperas and coloured pencils.

## **COMPETENCIES**

### **CONTENTS AND ACTIVITIES PROPOSED TO DEVELOP THE PUPIL'S COMPETENCIES**

#### **Linguistic competency**

- To write short texts correctly and coherently.
- *Reading Plans*: To enjoy reading.
- To interpret the messages transmitted through images and describe them using the appropriate terminology.
- To comment on the activities proposed and relate them to social and cultural aspects.
- To understand and explain the different procedures in arts and crafts using the appropriate terminology.
- To memorize and act out a play correctly and coherently.
- To read and understand the symbolic values transmitted through a short text from *Don Quijote de la Mancha*.
- To understand and extract specific information from the instructions and informative texts in the activities proposed.

#### **Mathematical competency and basic competencies in Science and Technology**

- To put into practise their knowledge of Science and Technology to solve problems and understand what is happening around them.
- To complete activities taking into account the proportion and location of objects in the composition, how elements are organized and the rules of the perspective.
- To relate mathematical knowledge and calculate correctly to draw to geometric compositions with a compass and a ruler.

#### **Digital competency**

- To understand the messages transmitted through different codes.
- To identify the icons and use the drawing and painting tools in their digital creations.

#### **Learning to learn**

- To develop autonomous strategies to organize and learn the concepts proposed.
- *Multiple Intelligence*: To develop different multiple intelligence techniques.
- To memorize the different creative processes in order to put them into practise in future artistic experiences.
- To relate creative activities to expressing personal emotions and to their own internal and external world.

### **Social and Civic competencies**

- To show a positive attitude towards participating in established participative activities.
- *Values education*: To learn how to behave and appreciate the importance of personal values.
- To develop social and civic awareness and carry out activities related to the natural environment, architecture, publicity and a peaceful relationship as a fundamental value in society.
- To achieve self-esteem and self criticism, respect other people's ideas and participation, respect the natural environment, follow a healthy lifestyle and share creative ideas.
- To read and understand the symbolic values transmitted through the works of great artists and from a short text based on a passage from *Don Quijote de la Mancha*.

### **Initiative and entrepreneurship**

- To generate and propose new ways of carrying out an activity.
- To value arts and crafts as a means of expression.
- To appreciate the combination of knowledge and entertainment as an important source of learning.

### **Cultural awareness**

- To analyze different expressive forms of painting and to use colours aesthetically.
- To identify and value the cultural patrimony.
- To value the aesthetic characteristics of visual art.
- To recognize artistic creation as a means of expression and personal enrichment.