



# ART GALLERY

## Lesson Plans

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UNIT 1		ART GALLERY					
LEVEL	5 <sup>th</sup> and 6 <sup>th</sup>	LESSONS	1 and 2	LESSON TIMMING	1:30 hours	UNIT TIMMING	3 hours
AIMS						ASSESSMENT	
<ul style="list-style-type: none"> <li>To motivate the pupils and to activate their previous knowledge.</li> <li>To learn about famous painters and artworks.</li> </ul>						Port folio Self assessment Teacher assessment	
TEACHING OBJECTIVES						MATERIALS	
<ul style="list-style-type: none"> <li>To appreciate and understand that the art can express experiences, ideas, and emotions.</li> <li>To evaluate and respect the own and the others artistic work.</li> <li>To interact and cooperate with the partners in a relaxed atmosphere.</li> <li>To enjoy with the artist's productions and develop a critical and plural position. (evaluation)</li> </ul>						Worksheet 1 and scaffolding sheet 2 Flashcards: painters, paintings, text, labels Flashcards: colours, lines and shapes	
BASIC COMPETENCES / TRANSFERABLE SKILLS							
<b>COMMUNICATIVE</b> <ul style="list-style-type: none"> <li><u>Linguistic and audio-visual</u>: can interact with other people and approach other cultures in an adequate way</li> <li><u>Artistic and cultural</u>: can understand, perceive and value, critically, different cultural and artistic forms of expression.</li> <li><u>Artistic and cultural</u>: can apply the techniques, resources and conventions of the different artistic languages.</li> <li><u>Artistic and cultural</u>: can make use of aesthetic different resources of production to carry out individual or social artistic activities.</li> <li><u>Artistic and cultural</u>: can apply they basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value.</li> </ul> <b>METHODOLOGYCAL:</b> <ul style="list-style-type: none"> <li><u>Learning to learn</u>: can apply study skills that include strategic thinking and cooperation and self-evaluation skills.</li> </ul> <b>PERSONAL:</b> <u>Autonomy, initiative and decision taking</u> : can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.							

LEARNING OUTCOMES students will be able to...		
CONTENT		COGNITION
<ul style="list-style-type: none"> <li>To recognize famous artist. To introduce students to artist and their works.</li> <li>To analyse and compare artwork by different artist.</li> <li>To apply art vocabulary and artistic concepts.</li> <li>To evaluate artist and artwork.</li> <li>To read and understand a text with personal information about a painter's style.</li> <li>To understand oral information about paintings and painters.</li> </ul>		<ul style="list-style-type: none"> <li>To recognize famous artworks and artists' style.</li> <li>To understand, distinguish and describe main facts that relates to an artist life.</li> <li>To apply agreed criteria in groups.</li> <li>To interpret a painting's style.</li> <li>To evaluate an artist's work.</li> <li>To remember art concepts.</li> </ul>
CULTURE		
<ul style="list-style-type: none"> <li>To appreciate the artwork and the artist and its multiculturalism approach.</li> <li>To be interested in knowing famous painters and paintings.</li> <li>To learn about the importance of being observant.</li> <li>To respect and value different artist's work.</li> </ul>		
COMMUNICATION		
Language OF learning	Language FOR learning	Language THROUGH learning
Key vocabulary: <ul style="list-style-type: none"> <li>Real /abstract work.</li> </ul> Describe paintings: <ul style="list-style-type: none"> <li>This painting is painted by _____.</li> </ul>	<b>Hypothesise:</b> <ul style="list-style-type: none"> <li>(I think) This painting is painted by _____, because he uses lines / colours / shapes /etc.</li> <li>(I think) This painting is _____ (title), because there is /are colours/shapes/lines.</li> </ul> <b>Describe paintings:</b> <ul style="list-style-type: none"> <li>Lines: straight / curvy, thin/thick</li> <li>Shapes: circle, square, rectangle, triangle.</li> <li>Colours: primary / secondary, hot/cold.</li> </ul>	<ul style="list-style-type: none"> <li>Text vocabulary.</li> <li>Feed back.</li> <li>Presentations.</li> </ul>


UNIT 2:		DOODLES					
LEVEL	5 <sup>th</sup> and 6 <sup>th</sup>	LESSONS	3 to 6	LESSON TIMMING	1:30 hours	UNIT TIMMING	6 hours
AIM						ASSESSMENT	
<ul style="list-style-type: none"> <li>To review types of lines and shapes.</li> <li>To evaluate and create an artwork in the style of Piet Mondrian.</li> <li>Create and evaluate an artwork in the style of Kandinsky.</li> </ul>						Port folio Self assessment Teacher assessment	
TEACHING OBJECTIVES						MATERIALS	
<ul style="list-style-type: none"> <li>To appreciate and understand that the art can express experiences, ideas, and emotions.</li> <li>To evaluate and respect the own and the others artistic work.</li> <li>To enjoy with the artist's productions and develop a critical and plural position. (evaluation)</li> </ul>						Worksheets 3,4,5, and 6 Compass, ruler & set square Felt pens (black, blue, yellow & red) Coloured chalk Flashcards: lines and shapes	
BASIC COMPETENCES							
<b>COMMUNICATIVE</b>							
<ul style="list-style-type: none"> <li><u>Linguistic and audio-visual</u>: can interact with other people and approach other cultures in an adequate way</li> <li><u>Artistic and cultural</u>: can understand, perceive and value, critically, different cultural and artistic forms of expression.</li> <li><u>Artistic and cultural</u>: can apply the techniques, resources and conventions of the different artistic languages.</li> <li><u>Artistic and cultural</u>: can make use of aesthetic different resources of production to carry out individual or social artistic activities.</li> <li><u>Artistic and cultural</u>: can apply they basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value.</li> </ul>							
<b>METHODOLOGICAL:</b>							
<ul style="list-style-type: none"> <li><u>Learning to learn</u>: can apply study skills that include strategic thinking and cooperation and self-evaluation skills.</li> </ul>							
<b>PERSONAL:</b>							
<ul style="list-style-type: none"> <li><u>Autonomy, initiative and decision taking</u>: can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.</li> </ul>							

## LEARNING OUTCOMES students will be able to...

LEARNING OUTCOMES students will be able to...		
CONTENT	COGNITION	
<ul style="list-style-type: none"> <li>• To analyse and compare artwork by different artist.</li> <li>• To apply art vocabulary and artistic concepts.</li> <li>• To evaluate artist and artworks.</li> <li>• To recognize and apply types of lines and shapes.</li> <li>• To understand how lines and shapes can express personal information.</li> <li>• To evaluate and create work, using lines and shapes.</li> <li>• To use lines and shapes to express feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe paintings.</li> <li>• To interpret and describe the work of Piet Mondrain and Wassily Kandinsky.</li> <li>• To analyse how affect lines and shapes in artwork.</li> <li>• To apply what they know about lines and shapes in their art productions.</li> <li>• To plan their own art work.</li> <li>• To describe paintings.</li> </ul>	
CULTURE		
<ul style="list-style-type: none"> <li>• To be interested in knowing famous painters and paintings.</li> <li>• Respect the difference and diversity.</li> <li>• To respect and value of different artist's work, as well as classmates oral and artistic productions.</li> <li>• To take care and share the classroom craft material.</li> </ul>		
COMMUNICATION		
Language OF learning	Language FOR learning	Language THROUGH learning
<p>Key art vocabulary:</p> <ul style="list-style-type: none"> <li>• Lines: straight, curvy, thin and thick.</li> <li>• Shapes: circle, square, rectangle, triangle.</li> <li>• Materials: ruler, set square, compass, felt tip pens, coloured chalk</li> </ul> <p>Describing pictures:</p> <ul style="list-style-type: none"> <li>• There is a / are line /shape.</li> </ul>	<p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• I agree / disagree</li> </ul> <p>Class management:</p> <ul style="list-style-type: none"> <li>• Can I borrow your _____?</li> <li>• Can you pass / give me the _____?</li> </ul> <p>Picture descriptions: in the middle, at the top/bottom, on the right/left, in the corner.</p>	<ul style="list-style-type: none"> <li>• Classroom language.</li> <li>• Following instructions for create an art work.</li> <li>• Dictionary: find a concrete word.</li> </ul>

UNIT 3		COCLOUR FUN					
LEVEL	5 <sup>th</sup> and 6 <sup>th</sup>	LESSONS		LESSON TIMMING	1:30 hours	UNIT TIMMING	
AIM					ASSESSMENT		
<ul style="list-style-type: none"> <li>To review and practise how colours are mixed.</li> <li>To create an artwork in the style of Joan Miró.</li> <li>To learn about the feelings of colours.</li> <li>To create an artwork in the style of Edvard Munch</li> </ul>					Port folio Self assessment Peer assessment Teacher assessment		
TEACHING OBJECTIVES:					MATERIALS		
<ul style="list-style-type: none"> <li>To appreciate and understand that the art can express experiences, ideas, and emotions.</li> <li>To evaluate and respect the own and the others artistic work.</li> <li>To enjoy with the artist's productions and develop a critical and plural position. (evaluation)</li> </ul>					Worksheet 7, 8,9,10,11,12,13, and 14 Paint (yellow, cyan and magenta) Hard wax Art material: brushes, glasses with water, scissors, etc. Flashcards: colours, shapes, materials camera		
BASIC COMPETENCES							
<b>COMMUNICATIVE</b>							
<ul style="list-style-type: none"> <li><u>Linguistic and audio-visual</u>: can interact with other people and approach other cultures in an adequate way</li> <li><u>Artistic and cultural</u>: can understand, perceive and value, critically, different cultural and artistic forms of expression.</li> <li><u>Artistic and cultural</u>: can apply the techniques, resources and conventions of the different artistic languages.</li> <li><u>Artistic and cultural</u>: can make use of aesthetic different resources of production to carry out individual or social artistic activities.</li> <li><u>Artistic and cultural</u>: can apply they basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value.</li> </ul>							
<b>METHODOLOGYCAL:</b>							
<ul style="list-style-type: none"> <li><u>Learning to learn</u>: can apply study skills that include strategic thinking and cooperation and self-evaluation skills.</li> </ul>							
<b>PERSONAL:</b>							
<ul style="list-style-type: none"> <li><u>Autonomy, initiative and decision taking</u>: can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.</li> </ul>							

LEARNING OUTCOMES students will be able to...		
CONTENT	COGNITION	
<ul style="list-style-type: none"> <li>• Learn the mixing colour theory.</li> <li>• Learn and recognize the colour feelings.</li> <li>• Recognize the influence of colours in several artists and paintings.</li> <li>• Make a colour wheel.</li> <li>• Distinguish and use primary and secondary colours.</li> <li>• Distinguish and use hot and cold colours.</li> <li>• To describe personal feelings and emotions through colours.</li> <li>• To describe personal feelings and other people's feelings.</li> <li>• To create an expressive work.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and practice the mixing colour theory.</li> <li>• Hypothesize about the emotions of colours.</li> <li>• Interpret the feelings of colours in famous paintings.</li> <li>• Recognize cyan, magenta and yellow as primary subtractive colours.</li> <li>• Apply the colour wheel with primary colours.</li> <li>• Evaluate colours in paintings.</li> <li>• To describe paintings.</li> <li>• To interpret and describe the work of Joan Miró and Edvard Munch.</li> <li>• To apply what they know about colours and feelings in their art productions.</li> <li>• To plan their own art work.</li> <li>• To describe their paintings.</li> </ul>	
CULTURE		
<ul style="list-style-type: none"> <li>• To be interested in knowing famous painters and paintings.</li> <li>• Respect the difference and diversity.</li> <li>• To respect and value of different artist's work, as well as classmates oral and artistic productions.</li> <li>• To take care and share the classroom craft's material.</li> </ul>		
COMMUNICATION		
Language OF learning	Language FOR learning	Language THROUGH learning
<p>Key art vocabulary:</p> <ul style="list-style-type: none"> <li>• Colour: primary/secondary colours. Hot/cold colours.</li> <li>• Materials: paint, brush, hard wax.</li> </ul> <p>Emotions: happy, sad, scared, worry, etc</p> <p>Describing pictures: There is a / are colours</p>	<p><b>Hypothesise vocabulary about colours mixing:</b></p> <ul style="list-style-type: none"> <li>• If you mix (primary colours) you obtain (secondary colours).</li> </ul> <p><b>Group work discussion about colour:</b></p> <ul style="list-style-type: none"> <li>• These/those colours are similar/different.</li> <li>• I think that colour goes next to/close to/ far from this one.</li> </ul> <p>Pair discussion:</p> <ul style="list-style-type: none"> <li>• That colour makes me feel happy, sad, scared, worry, etc.</li> </ul> <p><b>Class management:</b></p> <ul style="list-style-type: none"> <li>• Can I borrow your _____?</li> <li>• Can you pass / give me the _____?</li> </ul> <p><b>Picture descriptions:</b> in the middle, at the top/bottom, on the right/left, in the corner.</p>	<ul style="list-style-type: none"> <li>• Classroom language.</li> <li>• Following instructions for create an art work and a colour wheel.</li> </ul> <p>Dictionary: find a concrete word.</p>

UNIT 4		I'M AN ARTIST					
LEVEL	5th and 6th	LESSONS		LESSON TIMMING	1:30 hours	UNIT TIMMING	
AIM						ASSESSMENT	
<ul style="list-style-type: none"> <li>To create an art gallery.</li> <li>To express emotions through the art.</li> <li>To evaluate and assess the partners artwork</li> </ul>							
TEACHING OBJECTIVES						MATERIALS	
<ul style="list-style-type: none"> <li>To appreciate and understand that the art can express experiences, ideas, and emotions.</li> <li>To evaluate and respect the own and the others artistic work.</li> <li>To interact and cooperate with the partners in a relaxed atmosphere.</li> <li>To enjoy with the artist's productions and develop a critical and plural position. (evaluation)</li> <li></li> </ul>						Worksheet 15, 16, and 17 All materials used in the whole unit: Felt tips pens, chalk, paint, hard wax.	
BASIC COMPETENCES							
COMMUNICATIVE							
<ul style="list-style-type: none"> <li><u>Linguistic and audio-visual</u>: can interact with other people and approach other cultures in an adequate way</li> <li><u>Artistic and cultural</u>: can understand, perceive and value, critically, different cultural and artistic forms of expression.</li> <li><u>Artistic and cultural</u>: can apply the techniques, resources and conventions of the different artistic languages.</li> <li><u>Artistic and cultural</u>: can make use of aesthetic different resources of production to carry out individual or social artistic activities.</li> <li><u>Artistic and cultural</u>: can apply they basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value.</li> </ul>							
METHODOLOGICAL:							
<ul style="list-style-type: none"> <li><u>Learning to learn</u>: can apply study skills that include strategic thinking and cooperation and self-evaluation skills.</li> </ul>							
PERSONAL:							
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## LEARNING OUTCOMES students will be able to...

CONTENT		COGNITION	
<ul style="list-style-type: none"> <li>To create a personal style of art.</li> <li>To describe personal feelings and other people's feelings.</li> <li>To use lines, shapes, colours, and several materials to express feelings.</li> <li>To evaluate artist and artworks</li> <li>To apply art vocabulary and artistic concepts.</li> </ul>		<ul style="list-style-type: none"> <li>To analyse lines, shapes and colours in different paintings.</li> <li>To express an idea and feeling through art.</li> <li>To apply what they know about art in their art productions.</li> <li>To plan their work.</li> <li>To express oneself through art.</li> <li>To describe their own painting and the partner.</li> <li>To create their own style of art.</li> </ul>	
CULTURE			
<ul style="list-style-type: none"> <li>To be interested in knowing partner's paintings.</li> <li>Respect the difference and diversity.</li> <li>To respect and value of different artist's work, as well as classmates oral and artistic productions.</li> <li>To take care and share the classroom craft material.</li> </ul>			
COMMUNICATION			
Language OF learning		Language FOR learning	
Key art vocabulary revision: <ul style="list-style-type: none"> <li>Lines: straight, curvy, thin and thick.</li> <li>Shapes: circle, square, rectangle, triangle.</li> <li>Materials: ruler, set square, compass, felt tip pens, coloured chalk, paints and hard wax</li> <li>Colour: primary/secondary colours. Hot/cold colours.</li> </ul> Emotions: happy, sad, scared, worry, etc Describing pictures: There is a / are colours		Explain their work: <ul style="list-style-type: none"> <li>I want to use: colours/shapes/lines.</li> <li>I want to express (feelings)</li> <li>I need: chalk, felt tip pens, paint, hard wax, brush, ruler, set square, compass, etc</li> </ul> Assessment vocabulary	
		Language THROUGH learning	
		<ul style="list-style-type: none"> <li>Classroom language.</li> <li>Following instructions for create an art work and a colour wheel.</li> <li>Dictionary: find a concrete word.</li> </ul>	