

# PROGRAMME

---

*YEAR 1- YEAR 2- YEAR 3-YEAR 4- YEAR 5-  
YEAR 6*

*PRIMARY EDUCATION*

2020/2021

---

## **Contents**

1. Introduction.
2. Aims.
3. Sequencing and temporalization of contents.
4. Learning Standards, area profile.
5. Methodology.
6. Attention to Diversity.
7. Resources.
8. Assessment.

## **1. Introduction .**

The present Art programme has been designed for year1, year2, year3, year 4, year 5 and year 6 of Primary Education for the academic school year 2019/2020 . It will be implemented in Vicente Cañada Blanch school, located at 317-318 Portobello Rd, London W10 5SZ.

## **2. Aims.**

The national curriculum for Art and Design aims to ensure that all pupils :

- ♣ Produce creative work, exploring their ideas and recording their experiences.
- ♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ♣ Evaluate and analyse creative works using the language of art, craft and design.
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### 3.- Sequence and temporalization of contents

<b>1<sup>st</sup> TERM</b> September- December 2020	<b>2<sup>nd</sup> TERM</b> January-March2021	<b>3<sup>rd</sup> TERM</b> April-June 2021
<ul style="list-style-type: none"> <li>- Color and draw different aspects of their daily life.</li> <li>- Basic Symmetrical drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects out of their confort zone.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects of imaginary situations and objects.</li> </ul>
<ul style="list-style-type: none"> <li>- Basic shapes and colouring.</li> <li>- Mindfulness drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring with different materials</li> <li>- Local Gallery visit</li> </ul>
<ul style="list-style-type: none"> <li>- Autumn crafts.</li> <li>- First block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Second block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Third block of famous painters</li> </ul>
<ul style="list-style-type: none"> <li>- Creative development</li> <li>- Fireworks night</li> </ul>	<ul style="list-style-type: none"> <li>- Different objects.</li> <li>- Clay project</li> </ul>	<ul style="list-style-type: none"> <li>- Creative story with pictograms.</li> </ul>
<ul style="list-style-type: none"> <li>- Christmas crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Chinese New Year activity</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development</li> <li>- Beach craft</li> </ul>

#### Year 1

## Sequence and temporalization of contents

<b>1st TERM</b> September- December 2020	<b>2nd TERM</b> January-March2021	<b>3rd TERM</b> April-June 2021
<ul style="list-style-type: none"> <li>- Color and draw different aspects of their daily life.</li> <li>- Symmetrical shapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects out of their confort zone.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects of imaginary situations and objects.</li> </ul>
<ul style="list-style-type: none"> <li>- Shapes and patterns</li> <li>- Mindfulness drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring with different materials</li> </ul>
<ul style="list-style-type: none"> <li>- Autumn crafts.</li> <li>- First block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Second block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Third block of famous painters</li> </ul>
<ul style="list-style-type: none"> <li>- Creative development</li> <li>- Fire works</li> </ul>	<ul style="list-style-type: none"> <li>- Space</li> </ul>	<ul style="list-style-type: none"> <li>- Local Gallery visit</li> <li>- Elements and characters from a story .</li> </ul>
<ul style="list-style-type: none"> <li>- Christmas crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development.</li> <li>- Chinese New Year project</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development</li> </ul>

### Year 2

## Sequence and temporalization of contents

<b>1<sup>st</sup> TERM</b> September- December 2020	<b>2<sup>nd</sup> TERM</b> January-March2021	<b>3<sup>rd</sup> TERM</b> April-June 2021
<ul style="list-style-type: none"> <li>- Color and draw different aspects of their daily life.</li> <li>- Duplication drawings exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects out of their confort zone.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects of imaginary situations and objects.</li> </ul>
<ul style="list-style-type: none"> <li>- Art competition</li> <li>- Autumn crafts.</li> </ul>	<ul style="list-style-type: none"> <li>- Landscapes</li> </ul>	<ul style="list-style-type: none"> <li>- Local Gallery visit</li> <li>- Geometrical shapes.</li> </ul>
<ul style="list-style-type: none"> <li>- First block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Second block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Third block of famous painters</li> </ul>
<ul style="list-style-type: none"> <li>- Creative development</li> </ul>	<ul style="list-style-type: none"> <li>- Portraits</li> <li>- Clay project</li> </ul>	<ul style="list-style-type: none"> <li>- Colouring abstract compositions.</li> <li>- Textile project</li> </ul>
<ul style="list-style-type: none"> <li>- Christmas crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development.</li> <li>- Chinese New Year craft</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development</li> </ul>

### Year 3

<b>1<sup>st</sup> TERM</b> September- December 2020	<b>2<sup>nd</sup> TERM</b> January-March2021	<b>3<sup>rd</sup> TERM</b> April-June 2021
<ul style="list-style-type: none"> <li>- Color and draw different aspects of their daily life.</li> <li>- Duplication drawings exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects out of their confort zone.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects of imaginary situations and objects.</li> </ul>
<ul style="list-style-type: none"> <li>- Art competition</li> <li>- Autumn crafts.</li> </ul>	<ul style="list-style-type: none"> <li>- Peace project</li> <li>- Landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Local Gallery visit</li> <li>- Geometrical shapes.</li> </ul>
<ul style="list-style-type: none"> <li>- First block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Second block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Third block of famous painters</li> </ul>
<ul style="list-style-type: none"> <li>- Creative development</li> </ul>	<ul style="list-style-type: none"> <li>- Portraits</li> </ul>	<ul style="list-style-type: none"> <li>- Colouring abstract compositions.</li> <li>- Textile project</li> </ul>
<ul style="list-style-type: none"> <li>- Christmas crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development.</li> <li>- Chinese New Year project</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development</li> </ul>

**Year 4**

<b>1<sup>st</sup> TERM</b> September- December 2020	<b>2<sup>nd</sup> TERM</b> January-March2021	<b>3<sup>rd</sup> TERM</b> April-June 2021
<ul style="list-style-type: none"> <li>- Color and draw different aspects of their daily life.</li> <li>- Duplication drawings exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects out of their confort zone.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects of imaginary situations and objects.</li> </ul>
<ul style="list-style-type: none"> <li>- Kit project</li> <li>- Autumn crafts.</li> </ul>	<ul style="list-style-type: none"> <li>- Peace project.</li> <li>- Landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Local Gallery visit</li> <li>- Geometrical shapes.</li> </ul>
<ul style="list-style-type: none"> <li>- First block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Second block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Third block of famous painters</li> </ul>
<ul style="list-style-type: none"> <li>- Creative development</li> </ul>	<ul style="list-style-type: none"> <li>- Portraits</li> </ul>	<ul style="list-style-type: none"> <li>- Colouring abstract compositions.</li> <li>- Textile project</li> </ul>
<ul style="list-style-type: none"> <li>- Christmas crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Chinese New Year crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development</li> </ul>

## Year 5



<b>1<sup>st</sup> TERM</b> September- December 2020	<b>2<sup>nd</sup> TERM</b> January-March2021	<b>3<sup>rd</sup> TERM</b> April-June 2021
<ul style="list-style-type: none"> <li>- Color and draw different aspects of their daily life.</li> <li>- Duplication drawings exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects out of their confort zone.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour and draw different aspects of imaginary situations and objects.</li> </ul>
<ul style="list-style-type: none"> <li>- Puppet project</li> <li>- Autumn crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Peace project</li> <li>- Landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Fantastic Animals</li> <li>- Sculpture group project</li> </ul>
<ul style="list-style-type: none"> <li>- First block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Second block of famous painters.</li> </ul>	<ul style="list-style-type: none"> <li>- Third block of famous painters</li> </ul>
<ul style="list-style-type: none"> <li>- Creative development</li> </ul>	<ul style="list-style-type: none"> <li>- Portraits</li> </ul>	<ul style="list-style-type: none"> <li>- Colouring abstract compositions.</li> <li>- Local Gallery visit</li> </ul>
<ul style="list-style-type: none"> <li>- Christmas crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development.</li> </ul>	<ul style="list-style-type: none"> <li>- Creative development</li> </ul>

**Year 6**

## 4.-LEARNING STANDARDS, AREA PROFILE

<b>Contents</b>	<b>Evaluation Assessment</b>	<b>Competences</b>
Identify between imaginary and real images	1. Understanding images and where they come from	CA, CD
To manifest in a personal way creative input	2. To manifest their creativity through any input	CA
Imagine and compose different art work	3. Behaves as a civic person in and outside class duties	CSC
To acknowledge different and most emblematic art and cultural work and heritage	4. Capable of distinguishing many art works	CA
Aquire personal and creative ways to express themselves	5. Knows and identifies geometric and symmetrical objects	CA
	6. Is and explores creativity	CA

## **5.- METHODOLOGY**

In a child-centred curriculum, the subject matter for art must stem from the children's life experiences and from their imagination. Working from observation helps to develop visual awareness and the ability to make art and to respond to art works in a personally meaningful way. Experience in handling a wide range of visual arts materials is essential to achieving these objectives.

Guided discovery is the most appropriate teaching method for the visual arts. Certain practical skills, such as the use of scissors and adhesives, may occasionally require a more direct method. Discovery methods encourage children to discover the expressive possibilities of a variety of materials and tools suitable for a particular task and to experiment with them; to notice colour, design and structure in the environment and to enjoy interpreting what they see in a personal way; to express significant aspects of their lives in visual form and to appraise art works.

The educational projects undertaken, seek to strike a balance between work and play, maintaining a level of fun while working because to create a positive and relax atmosphere is the best way of learning.

## **6.-ATTENTION TO DIVERSITY**

In any class, children may be working to objectives within a range of levels. Some children with learning difficulties may need to have certain areas of learning broken down into smaller units than those suggested for their level. Others may need greater challenges in the same level of activity. They should be challenged to stretch the possibilities of art activities to the fullest, and sustained exploration of one area may be more satisfactory than a superficial exploration of several.

Activities should be planned in manageable, sequential units, and children should be allowed sufficient time to complete each unit. Brief, one-session art activities may be more suitable for children with a short attention span, and kinaesthetic, multisensory activities may sometimes be appropriate. With support, interest and praise for their efforts, children will respond enthusiastically.

It is important to be able to gauge children's natural abilities, to be aware that the so-called 'stages of development' are more general than specific to age groups and class levels, and to challenge them to achieve their potential.

Different activities will be planned depending on the pupil's abilities and will be adapted to their needs and interests .

## **7.- RESOURCES**

Among the resources used, we find:

- Diverse photocopies.
- Use of whiteboard.
- Manipulative materials.
- Videos and audible resources.
- Sketch book, glue, scissors, crayons, pen, pencil, paper, markers...

## **8.- ASSESSMENT**

Assessment is an integral part of the teaching and learning processes in Art education: teachers continuously assess children's learning and their own teaching strategies, informally, as they observe, discuss and make judgements on work in progress and on completed work. As a way of looking at teacher and pupil performance, assessment makes an important contribution to the overall evaluation of the art programme's effectiveness. It is important to whole school planning and to the development of agreed approaches to art in the primary school.

The evaluation will be formative, continuous and adapted to the particular characteristics of each student. Assessment will be done according to personal ability to perform, effort, and the interest shown during the

classes. Behaviour and respect for the teacher and classmates will also be taken into account.

### **Assessment tools include:**

- Teacher observation
- Teacher-designed tasks
- Work samples, sketchbooks and projects
- Curriculum profiles.

### **Qualification Criteria**

Artistic performance: 50%

Interest and attitude in class: 40%

Neatness and order in class: 10%

*TOTAL = 100%*

### **9.- Through completing our Art coursework, our students will be better able to**

1. Creatively and independently problem-solve using a variety of methods while incorporating influences from art history and modern culture.
2. Complete and create a variety of tasks and works in a given time frame in order to prepare to work under a deadline.
3. Understand and apply the elements and principles of art in a variety of ways to create unique and diverse works of art.
4. Understand and interpret the effect society has on art and in return art on society.
5. Understand, interpret, and apply skills and techniques across the spectrum of art in both two and three dimensional mediums.
6. Analyse different areas of art history and apply the techniques, mediums, and ideals to present day.
7. Transfer classroom learning to an array of tasks outside of the classroom, including the school and the surrounding community.
8. Use online images and other resources in an appropriate and ethical manner.

9. Develop an artistic ethic that includes self-motivation, self-reflection, and time-management as working skill-sets.

10. Be able to act equally and equitably as critics and artists in order to create and critique in a cohesive working relationship.