

# **Let's Play with Art 4**

Visual Art for Fourth Graders

## **SYLLABUS**

For bilingual classes

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Lesson	PRESENTATION	KEY TERMS/ VOCABULARY	ACTIVITIES/ TECHNIQUES <i>Some of the selected exercises are optional.</i>
1-2	<b>Introduction</b> <b>Revision: Vocabulary of art</b> <b>What do we need?</b> <b>My summer vacation diary</b>  -Drawing and painting tools -Discussing Petra's vacation diary.	<i>painting and drawing tools:</i> <i>watercolour set, tempera,</i> <i>water bowl,</i> <i>felt-tip pen,</i> <i>wax crayons,</i> <i>drawing paper,</i> <i>coloured pencil, paintbrush, ...</i> <i>vacation diary, travel diary,</i> <i>summer camp, memories</i>	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/ <i>/ pencil, coloured pencil</i> p.6-9
3-4	<b>Imaginary creatures</b>	<i>outline, pattern, rhythm,</i> <i>real, imaginary,</i> <i>visual expression</i>  <i>imaginary</i> <i>fabulous, creature, pattern,</i> <i>covering, overlapping</i>	Making an imaginary creature using the outline of the word, 'Art'. Discussing steps of method. / <i>p.10-11</i> <i>/coloured pencil, felt tip pens</i> OR Completing the imaginary meadow with special plants and fabulous animals. <i>/graphite pencil, coloured pencil</i> <i>p.19</i>
5-6	<b>Poem illustration</b>	<i>key words of the illustrated poems, spatial relations</i>	Illustrating a favourite scene of a poem. Emphasizing with size, colour or placement. Listening to the poems. <i>Internet search:</i> <i>/Met a Dragon Face to Face/ Jack Prelutsky</i> <i>The kites/ Daphne Lister</i> <i>Media is optional.</i> <i>p.12-13</i>

7-8	<p><b>THE ELEMENTS OF ART</b>          Defining line, shape(2D), form(3D) texture, colour, value, space/  <b>Moods of colours/</b>          colours and facial expressions</p>	<p><i>line, shape(2D), form(3D) texture, colour, value, space/ real, imaginary, view-point, proportion, visual expression, location</i></p>	<p>-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. /<i>graphite pencil, coloured pencil</i>          Guessing the mood of colour splashes and drawing their faces.  <i>/graphite pencil or black pencil</i>  <i>p.14-17</i></p>
9-10	<p><b>AUTUMN</b>  <b>Fall landscape</b>          / based on a winter landscape.          Spatial relations:          foreground, middle ground and background  <b>Imaginary tree</b>          Famous paintings with unique tree motifs.          Tree motifs in folk art.</p>	<p><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></p>	<p>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.  <i>Media is optional: coloured pencil, watercolour set, tempera paint, wax crayon</i>          OR          Completing the imaginary tree.  <i>Internet search:</i> Famous paintings with unique tree motifs. Examples of tree motifs in folk art.  <i>fine-liner, felt tip pen, coloured pencil,</i>  <i>p.18-21</i></p>
11-12 13-14	<p><b>Falling leaves</b></p>	<p><i>leaf, shape, stalk, outline, main vein, side veins, visible, covering, overlapping, simplify, design, composition, balance, rhythm, pattern</i></p>	<p>Making a decorated composition of leaves.          Decorating with lines, different patterns and colours.          Discussing steps of method.  <i>graphite pencil, coloured pencil, black fine-liner or black felt tip pen, watercolour set</i>  <i>p. 22-23</i></p>

15-16	<b>CHANGES IN NATURE</b> <b>The life cycle of different plants</b> <b>Animation/ flip book</b>	<i>tree, canopy, trunk, branches, twig, bark, changing, life cycle, sequence, stage, seed, seedling, growing, growth, flip book series of pictures</i>	Studying the life cycle of different plants. Making a flip book. <b>OR</b> Drawing the life cycle of a fruit tree. Drawing how an apple tree changes over the years. <i>graphite pencil, coloured pencil</i> <i>p.24-25</i>
17-18	<b>COLOUR THEORY</b>  <b>My eye-catching handprint</b>	<i>colour wheel, primary colour, secondary colour, tertiary colour</i> <i>complementary, dominating colour</i>	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. <i>p.26-29</i>
19-20	<b>TYPES OF PAINTING</b>  portrait, still-life, landscape, urban landscape, abstract, genre	<i>still life, portrait, genre landscape, urban landscape abstract, natural scenery, real</i>	Identifying and defining painting genres. Collecting artwork information next to the artwork. Painting or drawing a type of paintings in the student's style. <i>Media is optional/ watercolour, tempera, wax crayon, coloured pencil, mixed media.</i> <i>p.30-33</i>
21-22	<b>SCULPTURE</b> The relief sculpture, and the free-standing sculpture Media/Materials in sculpture	<i>sculpture, sculptor, model, carve, cast, stone, wood, marble bronze, clay, relief, rounding rolling, squeezing, scratching, piece of art</i>	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 the form of a sculpture. <i>modelling clay.</i> <i>p.34-35</i>

23-24	<b>TRADITIONAL INDONESIAN BATIK</b>  <b>Paper batik design</b>	<i>traditional, Indonesian, wax, wax-resistant dying technique, craft women</i>	Introducing Indonesian batik art. Studying batik textile designs. (Internet search) Collecting flower motifs. Transforming flowers from nature into decorative motifs. Trying paper batik technique. Discussing steps of method. <i>wax crayon, watercolour, copy paper p.36-37</i>
25- 26- 27	<b>CHRISTMAS DECORATION</b>	<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. <i>scissors, drawing sheet, coloured pencil, felt tip pen p.38-41</i>
28- 29- 30	<b>LETTERLAND</b>  <b>Christmas symbols</b>  <b>Illuminated manuscript</b>	<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. <i>Size/ A4 or A3 silver and gold markers, felt tip pens p-42-46</i>
31-32	<b>BECOME A FASHION DESIGNER</b>	<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? <i>coloured pencil, felt tip pen p.47-49</i>

33-34 35-36	<b>PLACES IN A TOWN</b> <b>Shoe box city</b> <b>Model district with pop-up buildings.</b>	<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. <i>group work</i> OR Making a model district with pop-up buildings. <i>shoe-box, markers, coloured paper, construction paper, glue stick, scissors, small toys: cars, Lego figures, etc.</i> <i>p.50-53, 59</i>
37-38	<b>HOUSES IN THE STYLE OF HUNDERTWASSER</b>	<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 Hunderwasser's style. <i>coloured pencil, felt tip pen, watercolour</i> <i>p-54-57</i>
39-40	<b>Study room in Hundertwasser's style</b>  <b>Inventions</b>	<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. <i>Media is optional.</i> <i>p.58</i> OR Designing a household robot of the future. Building it from useless boxes and other found objects. <i>p.71</i>
41-42	<b>THE HUMAN FIGURE</b> <b>The human head /</b> <b>My selfie</b> <b>My best friend's profile card</b>	<i>parts of the head appearance personality subject</i>	Describing people Taking a selfie and drawing it. OR Drawing their best friend. <i>mobile phone, graphite pencil, coloured pencil</i> <i>p.60-61</i>

43-44	<b>JESTER COSTUME FOR CARNIVAL TIME</b>	<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. <i>coloured pencil, felt tip pen, scissors</i> <i>p.62-63</i>
45-46	<b>THE HUMAN FIGURE IN MOTION</b>  <b>Silhouette collage</b>	<i>front view, side view, top view</i> <i>names of sports activities</i>	Imitating and identifying different sports activities. Students draw themselves in different poses. Making a silhouette collage. <i>pictures of figures playing a sport, coloured paper, scissors, glue stick</i> <i>p.64-67</i>
47-48	<b>FRONT VIEW, SIDE VIEW AND TOP VIEW</b>  <b>Animal cartoons</b> <b>Houses</b>	<i>front view, side view, top view</i> <i>names of animals</i>	Analyzing and identifying front view, side view, and top view. Drawing a favourite toy from different views. Drawing animal cartoons from different views. <i>graphite or coloured pencil</i> <i>p.68-70</i>
49-50	<b>MAPS AND SIGNS</b>  <b>Treasure Island</b>	<i>continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, ocean, equator, astronomer, planet, temperature, Names of imaginary places</i>	Designing and drawing continents, islands and creating signs on the surface of an imaginary planet. <i>/pair work</i> OR Completing the faded map of a Treasure Island <i>coloured pencil</i> <i>p.72-74</i>

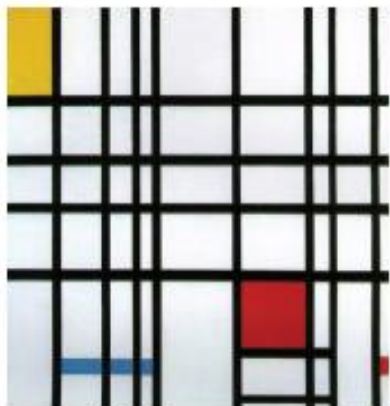
51-52	<b>EVENT POSTERS</b>  <b>My birthday invitation card</b>	<i>invitation card, event, data, attention, subject matter, image, headline, letter fonts, poster</i>	Collecting data from event posters. Studying and talking about subject matter, used images, headlines, colours and letter fonts. Making an event poster for a school event. OR Making an invitation card for birthday. <i>Media is optional</i> <i>p.76-77</i>
53-54	<b>EASTER CARD</b>  <b>Easter egg decoration</b>	<i>Easter symbols.</i>	Designing an Easter card and decorating it with the symbols of Easter. OR Completing the decoration on Easter egg designs. <i>coloured pencil, felt tip pen</i> <i>p.78-79</i>
55-56	<b>ORCHARD IN BLOOM</b>	<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 <i>watercolour or tempera paint</i> <i>p.80</i>
57-58	<b>COMICS</b>	<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” Highlighting and zooming in on important actions, settings and characters. Expressing balance in the composition. Paying attention to the order of sequence. <i>graphite pencil, coloured pencil</i> <i>p.81</i>



59-60	<b>GEOMETRIC SHAPES</b> <b>Tangram puzzle</b>	<i>rectangle, parallelogram, oval, puzzle game, tangram, originate, China, medium-sized, rearrange, rotate, flip over</i>	Completing tangram figures. /“How to make a set of Tangrams” tutorial on the internet./ Making a tangram set and forming animals. p.82-83
61-	<b>TV PROGRAMMES</b> Media experiences  The usage and role of social media	<i>nature documentary, sports, news, quiz show, game show, weather forecast, music programme, commercial, talk show, talent show, comedy, cartoon</i>	Free discussion about media experiences. Identifying TV programmes. Forming <i>groups</i> 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” <i>coloured pencil</i> p.84-85
62	<b>PURPOSE OF MEDIA</b> <b>-inform</b> <b>-entertain</b> <b>-persuade</b> The habits of media usage	<i>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>	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
63-64  65-66	<b>PURPOSE OF MEDIA</b> <b>Advertising media</b>  <b>Creating and advertising a new product</b>	<i>electric board, magazine, poster, travel brochure, billboard, TVcommercial, flyer, newspaper, , sandwich man, sky advertising, advertisement, advertise, tempt, brand, company, differentiate, competitor, service, product</i>	Collecting and naming different types of advertising. Why is it necessary to advertise? Advantages and disadvantages. Talking about TV commercials. Creating and advertising a new product. Designing an advertising poster. <i>individual/ pair or group work</i> <i>Media is optional</i>

			Making a commercial scene, promoting a new product... /group work /Recording on a mobile phone) p.88-91
67-68	<b>For my environment</b>	<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. <i>Internet search:</i> Short films, posters of environmental protection Decorating a T-shirt. Creating awareness for environmental protection with the decoration. (image, colours and text) <i>Media is optional</i> p.92
69-70	<b>BE INTERNET SMART</b> The habits of media usage Online communication Safe internet usage	<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	Final Evaluation Review general knowledge and vocabulary of art while discussing the works of this year.		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 self-reflection.

A bemutatott műalkotások:



1 *Composition with Red, Blue, and Yellow, Piet Mondrian*



2 *Woman with a Flower, Paul Gauguin*



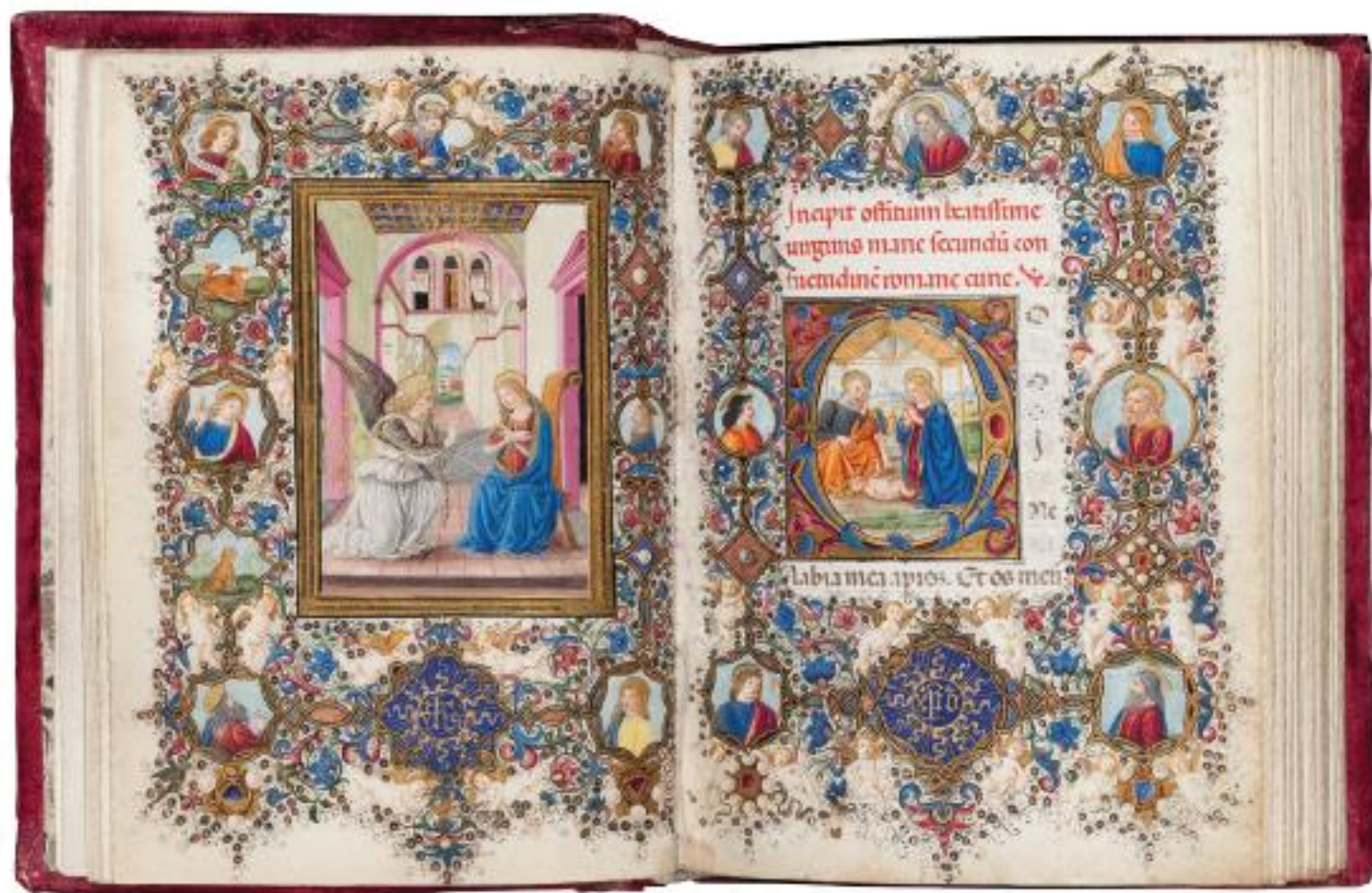
3 *Starry Night, Vincent Van Gogh*



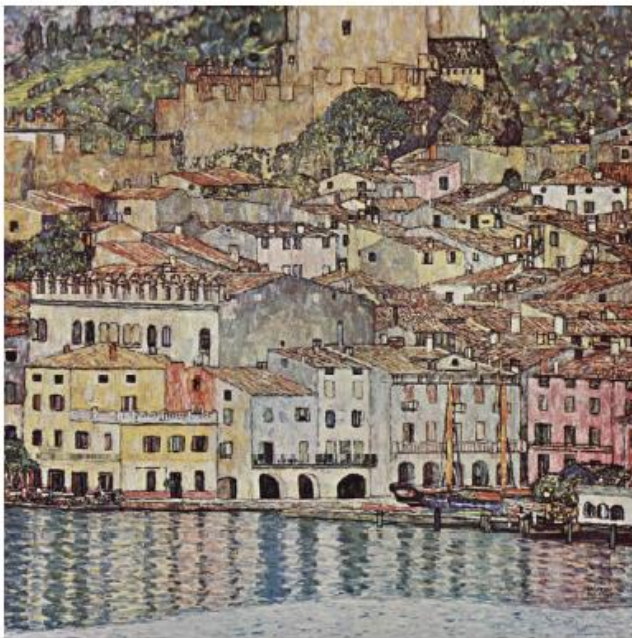
4 *Purple Irises, Vincent Van Gogh*



5 *Sunflowers, Vincent Van Gogh*



*Book of Hours illuminated by Vante di Gabriello di Vante Attavanti (act. c.1480-1485), Florence, c.1480 - c.1490*



Title: Malcesine on Lake Garda  
Artist: Gustav Klimt  
Date of creation: 1913  
Medium/material: oil on canvas  
Size: 110 cm x 110 cm  
Location: Destroyed by a fire set by retreating German forces in 1945 at Schloss Immendorf, Austria.

Title: Milkmaid  
Artist: Johannes Vermeer  
Date of creation:  
c. 1657–1658  
Medium/material: oil on canvas  
Size: 45.5 cm x 41 cm  
Location: Rijksmuseum,  
Amsterdam, the Netherlands



Title: Wheat Field with Cypresses  
Artist: Vincent van Gogh  
Date of creation: 1889  
Medium/material: oil on canvas  
Size: 73 cm x 93.4 cm  
Location: Metropolitan Museum of Art, New York City

Title: Loulou  
Artist: Paul Gauguin  
Date of creation: 1890  
Medium/material: oil on canvas  
Size: 55 cm x 46 cm

Location: Barnes Foundat



Title: Composition IV.  
Artist: Wassily Kandinsky  
Date of creation: 1911  
Medium/material: oil on canvas  
Size: 62.8 x 98.6 cm  
Location: Kunstsammlung Nordrhein-Westfalen, Dusseldorf



Title: The Basket of Apples  
Artist: Paul Cezanne/1839–1906  
Date of creation: c. 1895  
Medium/material: oil on canvas  
Size: 65 cm x 80 cm  
Location: Art Institute of Chicago Building



*Hundertwasser-House in Plochingen, Germany*



*Kuchlbauer-Tower, Abensberg*



*Hundertwasser building, Austria*

