

# SYLLABUS / TANMENET

## DRAWING AND VISUAL CULTURE / RAJZ ÉS VIZUÁLIS KULTÚRA

2<sup>nd</sup> GRADE / 2. ÉVFOLYAM

Students' book / Tankönyv: Let's Play with Art 2, Visual Art for Second Graders

TEACHER / TANÍTÓ: KOVÁCSNÉ ROCKENBAUER RÉKA

|   |
|---|
| Lessons / Óraszám: 74<br>2 lessons/week |
|---|

| Lesson | Topic / Témakör  | Skill development / Fejlesztési terület   | Key terms / Kifejezések   |
|--------|--|---|---|
| 1-2    | <p><b>Introduction</b><br/> <b>Spatial relations</b> in the picture<br/>           Free composition: Summer vacation<br/> <b>Revision: Vocabulary of art</b><br/>           -Things to do: draw, colour..<br/>           -What do we need?<br/>           -Means of drawing and painting</p> | <p>Developing observation and visual communication skills.<br/>           Grouping school supplies: drawing and painting tools.</p>   | <p>means of drawings :<br/>           watercolour set tempera ,<br/>           water bowl,<br/>           felt-tip pen,<br/>           wax crayons,<br/>           drawing paper,<br/>           coloured pencil,<br/>           paintbrush,...<br/>           activities: draw, colour..</p> |
| 3-4    | <p><b>Animals and their features</b><br/> <b>Graphic work</b></p>  | <p>Understanding the meaning of “texture” as a basic visual element. /Texture is how a surface of something feels or looks. /<br/>           Developing manual skills with appropriate pencil usage.</p>                          | <p>names of animals,<br/>           features of animals, dot,<br/>           line, patch, form, texture,<br/>           pattern, graphic method</p>   |
| 5-6    | <p><b>The world of colours</b><br/> <b>The Blue Kingdom</b></p>  | <p>Developing colour perception and colour sensitivity in the visual environment.<br/>           Learning to produce different colour tones.<br/>           Developing imagination, sense of scale and proportion.</p>            | <p>names of colours<br/>           shade of colour, tone,<br/>           foreground, middle-ground,<br/>           background,<br/>           near, far, small, big,<br/>           overlapping, covering</p>   |
| 7-8    | <p><b>Playing with the paintbrush</b>, using different brush strokes while listening to music.</p>   | <p>Developing experimental ability and sense of rhythm.<br/>           Exploring connections between visual and musical rhythms.</p>  | <p>music, brush stroke spill,<br/>           turn into, spot,<br/>           feelings: sad, happy</p>   |
| 9-10   | <p><b>Lines, shapes and forms</b></p>  | <p>Recognising that lines can have varying qualities and can create patterns and rhythms.<br/>           Developing creativity, sense of form and decorating skills while using basic visual elements in the working process.</p> | <p>Types of lines: wavy,<br/>           straight, curved, dotted,<br/>           dashed, curly, zigzag<br/>           line, shape, form</p>   |
| 11-12  | <p><b>Colours of Autumn</b><br/> <b>Autumn tree</b><br/>           Spatial relations in a landscape</p>  | <p>Developing observation skills and visual memory through expressing the mood of fall.<br/>           Developing colour perception and the use of colours by mixing autumnal colours.</p>  | <p>Colours of Autumn: red<br/>           yellow, orange, brown,<br/>           green, leaf, shape,<br/>           outline,<br/>           Parts of a tree: tree trunk,<br/>           canopy, branch,</p>   |

|       |   |  |   |
|-------|---|--|---|
|       |   | Improving visual fantasy, imaging and expressiveness.  | twig  |
| 13-14 | <b>Autumn leaf</b><br>Studying the structure of a leaf<br>Spatial relations                     | Developing observation, imitation and associative ability as well as imagination by drawing the form and structure of different leaves.  | outline, main vein, side vein, surface, pattern, covering, overlapping, front, behind                                       |
| 15-16 | <b>Fruits and Vegetables</b>  | Improving visual fantasy, imaging and expressiveness. Developing colour perception.  | Names of fruits and vegetables  |
| 17-18 | <b>Halloween</b>  | Getting to know the customs and celebrated events of the target language countries through their symbolic objects.   | Halloween, costume, pumpkin, lantern, scary,  |
| 19-20 | <b>Water-world</b>  | Developing imagination and expressiveness, sense of form and decorating skills while using basic visual elements in the working process.   | real, imaginary, fish, starfish, snail, octopus turtle, submarine, plant, , underwater, small, big, front, behind,          |
| 21-22 | <b>The Colour-Wheel</b><br><b>Primary and Secondary Colours</b><br><b>Cold and Warm Colours</b> | Developing experimental ability. Developing colour perception and the use of colours. Developing sensitivity to colour and tone in the visual environment. Becoming aware of the effects of warm and cool colours. | primary and secondary colours, cool and warm colours, collage   |
| 23-24 | <b>Christmas stocking</b><br><b>Christmas Day</b>   | Becoming familiar with the customs and symbols of the festive season. Developing decorating skills, sense of form and rhythm   | Christmas stocking, gift, toy, candy, angel, Santa Claus, hang, ornament, ball, bell, star, garland, pine tree, drum, doll, |
| 25-26 | <b>Water- resistant snowflakes</b><br><b>Snowflake fairy</b>                                    | Developing experimental ability. Developing imagination and expression.  | snowflake, candle, fairy  |
| 27-28 | <b>Clothes in Winter</b>  | Developing manipulative abilities and observation. Developing decorating skills and sense of rhythm.   | pullover, jacket, jumper, boot, cap, coat, glove, laced boot, scarf, trousers decoration, pattern, accessories              |
| 29-30 | <b>The human figure</b><br><b>The human figure in motion.</b>                                   | Developing observation, sense of proportion, visual memory, imaging, expressiveness. Developing their skill to express their experiences by drawing about PE class activities.                                     | parts of body, front view, side view, back view   |
| 31-32 | <b>The human head: proportions, faces and feelings.</b>   | Developing observation, sense of proportion. Understanding relationships   | parts of the head: hair, forehead, eye, eyebrow, eyelash, nose, nostril,  |

|       |  |   |   |
|-------|--|---|---|
|       |  | between the parts and the whole of a complex form.<br>Expressing emotions with mime and gesture.  | mouth, lip, chin, ear   |
| 33-34 | <b>Feelings<br/>Portrait painting</b>          | Developing observation, sense of proportion.<br>Developing their skill to express their experiences by drawing about happy and sad memories.<br>Identifying moods, feelings, and emotions generated by a work of art.<br>Expressing emotions with mime and gesture.<br>Developing skills for describing and explaining their works. | parts of the head: hair, forehead, eye, eyebrow, eyelash, nose, nostril, mouth, lip, chin, ear, emotions: happy, angry, sad, scared, sleepy |
| 35-36 | <b>Toys Store</b>                              | Developing observation, sense of scale and proportion.  | names of favourite toys,  |
| 37-38 | <b>Become a great designer</b>                 | Developing creativity, sense of form and imagination.<br>Understanding relationships between form and function, the parts and the whole.<br>Developing aesthetic awareness.   | geometric shapes: triangle, square, circle, rectangle, oval, form, function   |
| 39-40 | <b>Artworks</b>                                | Developing analytical skills and communication by talking about famous artworks. Observing spatial arrangements and balance.<br>Identifying similarities and differences in works of art.<br>/shape, form, colour, size, media,.../   | painting, sculpture, reproduction, photo  |
| 41-42 | <b>Children's game today</b>                   | Developing analytical skills and communication by talking about an artwork./ Children's game by Peter Bruegel/<br>Observing figures, activities, spatial arrangements and balance. Developing imagination, sense of scale and proportion.<br>Developing associative skills.   | names of children's games: tag, hide-and-see  |
| 43-44 | <b>Butterflies in reality and imagination.</b> | Exploring and observing symmetry in nature.<br>Developing imagination, decorating skills, sense of form and rhythm  | symmetry  |
| 45-46 | <b>Animal farm</b>                             | Developing observation and  | names of farm animals   |

|       |                                      |  |   |
|-------|--------------------------------------|--|---|
|       |                                      | imitation skills by drawing the form of different farm animals. Developing problem solving in craft work. Understanding the relation between idea, choice of materials, craft techniques, form and colour. |   |
| 47-48 | <b>Easter symbols and traditions</b> | Becoming familiar with the customs and symbols of Easter.  | motif, pattern, illustration, composition, emphasis, character  |
| 49-50 | <b>Story illustration 1</b>          | Developing imagination, visualization and expressiveness. Emphasizing the main character with colour, size or placement.   | made-up story, fiction, still picture, motion picture, human sound, noise, thrill, silence, wolf, pig, straw, wood, stick, brick, blow, |
| 51-52 | <b>Story illustration 2</b>          | Developing character drawing and manual skills. Developing communication. Developing sense of form and imagination. Developing visual memory and expressiveness.   | reality, imagination, made-up story, event  |
| 53-54 | <b>Flower still life</b>             | Developing sense of beauty by designing flowers.   | still life, vase, stem, leaf, petal, names of flowers   |
| 55-56 | <b>Mother's Day</b>                  | Developing analytical skills and communication by talking about a mother and child painting. Developing aesthetic awareness in the visual arts. Developing sense of beauty by creating greeting cards.     |   |
| 57-58 | <b>Signs and their meanings</b>      |  |   |
| 59-60 | <b>School bus</b>                    | Developing visual memory, imaging and expressiveness. Understanding connection between form and function. Developing safe and proper use of basic tools, materials, and supplies                           | names of vehicles, form, function   |
| 61-62 | <b>Modern media devices</b>          | Becoming familiar with the modern media devices and their usage.   | TV, programme, computer, video camera, smartphone, internet, website, chat, video-game  |
| 63-64 | <b>Media experiences</b>             | Developing awareness of media usage.   | video-game, cartoon, theatre, cinema,   |

|       |                               |   |   |
|-------|-------------------------------|---|---|
|       |                               | To help kids make wise media choices.<br>Understanding the differences between fiction and reality through media experiences and real life experiences.   | newspaper, comics, book   |
| 65-66 | <b>Houses and skyscrapers</b> | Identifying the technique of spatial relationships, including foreground, middle ground, and background.<br>Example: identifying overlapping shapes that create depth in a landscape.<br>Developing sense of scale. | spatial arrangement, foreground, middle-ground and background near, far, small, big, covering, overlapping, depth |
| 67-68 | <b>The little mole's home</b> | Understanding differences between the real and imaginary world.<br>Developing aesthetic awareness.  | names of furniture, function,   |
| 69-70 | <b>Designing letters</b>      | Developing visual fantasy.<br>Developing decorative and associative skills while using basic visual elements.   | alphabet  |
| 71-72 | <b>Dream world</b>            | Improving creativity, visual fantasy, imaging and expressiveness.   | reality, fantasy, imagination   |
| 73-74 | <b>Evaluation</b>             | Developing speaking skills, self-knowledge and self-evaluation.<br>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  |