



EPV 1º ESO BILINGUE

Se organizan los contenidos de aula sobre el currículo oficial de la asignatura, siendo pues los contenidos igual que los que se imparten para los grupos en castellano. Remitimos pues a la programación de este Departamento para la concreción del mismo, objetivos, metodología y evaluación, salvando las peculiaridades que el proyecto bilingüe pueda conllevar.

El objetivo general y más inmediato del proyecto es la contextualización del aprendizaje del inglés en un ámbito distinto del aula de la asignatura de inglés. Aprender un vocabulario específico, técnico, de la asignatura de Plástica puede resultar más sencillo si se estudia por aplicación, por repetición diaria mientras se trabaja. El lema del proyecto nos ha sido dado ya: "Learning by doing"

METODOLOGÍA

Como viene siendo habitual en el área, se fundamenta en la praxis, en los trabajos de aula que se pueden organizar individual o grupalmente. Mientras los alumnos trabajan, el profesor les da instrucciones y explicaciones en inglés y anima a los alumnos a dialogar y pedir soporte a la profesora en este idioma.

Siempre hay una explicación teórica previa y como en este caso es en inglés, a la dificultad de la comprensión de los conceptos se une la del idioma. Para solventar esta dificultad, las nuevas tecnologías son una herramienta didáctica de gran eficacia. El ordenador, la pantalla y el cañón de proyección están siempre presentes en el aula. La proyección de presentaciones basadas en textos sencillos e imágenes contribuye de forma notable a que se puedan seguir las explicaciones con cierta fluidez. Al mismo tiempo, en la pizarra blanca del aula de Plástica, se escribe el glosario, el vocabulario que aparece en el curso de la explicación, o las frases que sirven de ejemplo a las definiciones.

En el ordenador, un diccionario on-line ayuda a encontrar giros o definiciones más precisas.

Parecida metodología se puede utilizar con la pizarra digital en las unidades didácticas de geometría porque permitirán un mayor dinamismo en la ejecución de los ejercicios.

Habrán actividades de búsqueda de información en Internet en páginas en inglés y de realización de ejercicios en línea.

Mi metodología con los grupos bilingües se basan en las siguientes supuestas:

- A. Hay que abordar los métodos de aproximación al hecho educativo cuidando no perjudicar ni a la L1 ni a la materia a estudio y por supuesto, desligando el proyecto de la formación de grupos de élite o exclusivamente para los niveles superiores.**
- B. Trabajar el lado afectivo del alumno, es decir, fomentar su autoconfianza y no penalizar sus errores de tal modo que se sienta públicamente avergonzado.**

Hay varias técnicas que utilizo con mis alumnos, una, muy americana, es el **aplauzo general** cuando se termina un ejercicio de grupo, especialmente si soy consciente de que les ha costado cierto esfuerzo, por ejemplo, han tenido que hablar en público en inglés.





Dos, a menudo, **resalto los aspectos positivos de su trabajo en voz alta** (de todos) y les pego un “sticker “ en sus cuadernos de trabajo. Esas pegatinas se compraron en su día en UK y todas tienen una connotación positiva: *well done, great job, brilliant, perfect etc*

Tres, al finalizar la semana, solemos hacer un “**recap**” de todo lo aprendido y yo apunto los errores lingüísticos que la profesora pueda haber cometido y entre ellos “deslizo” alguna errata, “false friend” o construcción que he oído en el aula y que debiera ser corregida. De esa manera, el **feedback** es total. No sólo aprenden ellos de sus errores, yo aprendo de los míos también. En esos minutos de clase, se refuerza glosario, pueden preguntar dudas e incluso hay tiempo para las anécdotas y la risa.

C. Integrar en el mismo proceso CONTENIDOS, LENGUAJE Y HERRAMIENTAS DE APRENDIZAJE.

En el IES de Navia, durante mi observación en el Aula de Plástica observé una actividad que muy pronto integré en mi propia metodología. Los alumnos preparaban una presentación de un artista y delante de la clase, exponían en inglés, con sus propias palabras, lo que consideraban más relevante. Los compañeros podían al igual que su profesora, intervenir. De este modo, todos aprenden los contenidos, se utiliza la L2 de modo dinámico e interactivo en un contexto real y utilizan un nuevo vocabulario. Al no ser un aprendizaje pasivo, sino guiado por el principio de actividad pues los alumnos han de investigar y buscar la información, el alumno practica con nuevas herramientas de aprendizaje. Asimismo, puesto que las presentaciones se hacen para ser proyectadas sobre pantalla utilizando una aplicación digital, el uso de las nuevas tecnologías es indispensable. Se trabajan pues varias competencias, la lingüística, la artística, la social, la digital y aprender a aprender. Se fomenta la autonomía y la madurez del alumno.

. Semanalmente se les hacen correcciones en el propio blog, especialmente de orden lingüístico. De este modo, se retroalimenta el ejercicio y el aprendizaje es más eficaz. La ventaja de las nuevas tecnologías, como comentaremos más adelante, es procurar una comunicación bidireccional en tiempo real, y al tiempo, más reflexiva y eficaz.

D. Fomentar el pensamiento crítico-

Cuando los alumnos son partícipes del proceso educativo, aprenden también a evaluar dónde falla y qué hay que mejorar. Los tres centros bilingües sometidos a estudio y muchos otros con los que he tenido comunicación fluida (muestra total de 18 centros) insisten en que el estudiante teste y dé su opinión sobre la actividad desarrollada, aporte ideas y contribuya a su mejora. Asimismo, decidirá sobre la estrategia más pertinente para llegar al objetivo propuesto por el profesor y en la autoevaluación, de cómo modo ha abordado la consecución del objetivo.

E. Hacer el aprendizaje significativo, no sólo memorístico

Si los estudiantes pueden relacionar unos conceptos con otros, la educación será holística. Aprender una determinada expresión en un idioma pierde su sentido si no lo contextualizamos y hacemos que sea relevante en nuestro aprendizaje. Una estrategia recurrente es la repetición de un “lenguaje de aula” que les ayude a **fijar estructuras, a colocar frases**. Si se explica el círculo cromático, y todos los días escuchan las mismas estructuras gramaticales sencillas, por ejemplo: *Use a bit of magenta. Don't apply this colour. Wash your paintbrush*. Al final interiorizan esas frases de un modo natural. Mis estudiantes, todos los días saludan, piden las cosas, me consultan en inglés, repitiendo oraciones que les ayudan a su normal desenvolvimiento en el aula. Uno de los recursos que ayuda considerablemente es la música.





Las letras de las canciones le dotan de un especial significado al idioma que no es el materno. Es el lenguaje universal.

F. Aprendizaje cooperativo

Como he señalado en un punto anterior, esto es más que trabajar en grupo. Secuenciar bien las actividades y asignar a cada miembro del grupo un rol, hace necesaria la planificación, la toma de decisiones en equipo e incluso, una de las partes más difíciles del trabajo cooperativo, aceptar a uno de ellos como líder, quién a su vez, tendrá que saber escuchar la voz del grupo.

G. Creando andamios para el lenguaje

El aula CLIL no puede ser una clase de gramática en la L2 entre otras cosas, porque el profesor bilingüe está formado en ese idioma extranjero, pero no tiene por qué tener la competencia suficiente para impartir ese idioma ni tampoco es su función. Pero si es cierto que tiene por delante una difícil tarea. Conseguir que los estudiantes se expongan al L2 en su clase de una forma fluida, natural, de tal modo, que al entrar por la puerta, olviden el uso de su lengua materna. Repetir los mismos esquemas lingüísticos es muy sencillo de hacer y muy eficaz, por ejemplo, todos los días el mismo saludo y el mismo orden: *Good morning, raise the blinds, turn on lights. Are you ready? Who is absent today? I am going to check yesterday activities.* Es lo que se llama, lenguaje de aula y es conveniente su repetición diaria.

H. Hacer visible el lenguaje académico

Una de las cuestiones que más complejidad tiene para el profesor del área no lingüística. En estos casos es imprescindible, uno, contar con la colaboración inestimable de los auxiliares de conversación, dos, la coordinación con el Departamento lingüístico es obligada

I. Organizar, consolidar y estructurar bien los contenidos

El profesor CLIL no puede olvidar la materia que está impartiendo, y que el progreso en el L2 no puede oscurecer el currículo por lo que deberá focalizar la atención de los alumnos en los contenidos fundamentales, reforzando su aprendizaje y estableciendo unos fuertes andamios, unos cimientos diría yo, que le ayuden a superar los diferentes niveles que se le propongan

J. Entrar en contacto con otros estudiantes del extranjero

Los proyectos bilingües no tienen sentido si no se produce un intercambio con otros alumnos, se visita un país donde se pueda practicar el idioma que se estudia, o se producen contactos via mail, videoconferencia, redes sociales.

A. Clases asimétricas

La asimetría ha de ser favorable al alumno, de tal modo que la clase no sea un monólogo del profesor. En ese caso el resultado que obtendremos es, sin lugar a duda, un grupo aburrido, que perderá fácilmente la atención. Hay que imaginar, sin mucho esfuerzo, que si el profesor habla una lengua extranjera, al estudiante le resulta muy fácil vivir en un universo paralelo durante el periodo lectivo, es decir, distraerse.

Por eso es necesario que el alumno participe en el aula siendo incluso profesor para sus compañeros. Los juegos, las actividades menos convencionales pueden abonar una dinámica de aula que lejos de ser un mero entretenimiento, ayuden a conseguir los objetivos de cada unidad didáctica.





EVALUACIÓN

El uso del inglés por aplicación en la vida diaria del aula será evaluado de forma progresiva en los siguientes porcentajes crecientes: en la primera evaluación, un 10% de la nota final corresponderá a este concepto, en la segunda evaluación, un 15%; en la evaluación final de junio, el aprendizaje del inglés en EPV se cuantificará en un 25% de la nota final y el otro 75% corresponderá a la consecución de los objetivos generales y específicos de EPV para 1º de ESO.

¿Cómo realizar esta evaluación?

En cuanto a los contenidos teóricos, se realizará una pregunta en inglés y otras 9 en español en cada examen.

En cuanto a los procedimientos y actitudes de aula, se tomará nota sistemática de:

1. Desarrollar y mejorar las habilidades, destrezas y los conceptos de Arte impartidos en el aula (en inglés) demostrando con la práctica una comprensión correcta y posterior asimilación.
2. Uso del inglés, utilizando palabras claves, respondiendo preguntas, elaborando preguntas (sencillas).
3. Participación y esfuerzo realizados en el aula, interés en el proyecto.
4. Actitud positiva

RECURSOS

- Libro de texto Educación Plástica y Visual, 1º ESO, ed. Mc Graw Hill
- Recursos multimedia: cañón proyección, ordenadores, equipo de música, conexión a Internet, pizarra digital
- Bloc de Dibujo, lapiceros, bloc de manualidades, tijeras, pegamento, rotuladores, técnicas secas y húmedas descritas en la programación, arcillas, pasta de modelar, cartulinas.
- *Art 4, Step by Step, for key Stage 2 classes, Williams, Diane*
- *The Art of Creative Drawing: Symbols, shapes and Geometry*
- *The Complete Book of Drawing, Barrinton Barber*
- *New Drawing & Painting, Richmond Publishing*

Webgrafía

www.wordreference.com

http://en.wikipedia.org/wiki/Main_Page

<http://www.alifetimeofcolor.com/main.taf?p=1,17>

<http://www.goshen.edu/art/ed/Compose.htm>

<http://www.accessart.org.uk/drawingtogether/index.php>

<http://www.richmondelt.com/spain/English/default.htm>

<http://en.yappr.com/welcome/Welcome.action?gclid=CKfJJr-05MCFQYMuwodW1WmrQ>





ACTIVIDADES COMPLEMENTARIAS

 **1º ESO EPV**

Destino/Actividad	VISITA AL MUSEO EVARISTO VALLE . CIRCUITO DE LA PERCEPCIÓN DE LA NATURALEZA Y EL ARTE. (Recorrido en inglés y en castellano)
Alumnos-diana	1º ESO EPV-CIENCIAS Bilingüe y no Bilingüe
Fechas deseables	2º TRIMESTRE
Profesores responsables	Federico MIERES NIF ISAAC DEL RIVERO NIF TERESA CUESTA NIF 22727401C
Objetivos	Conocer la obra del artista asturiano, evaluando su repercusión en su época. Experimentación práctica de los lenguajes expresivos. Acercamiento al Impresionismo.
Coordinación con Presupuesto	DEPARTAMENTO DE CIENCIAS Si utilizamos el transporte público, creo que los chicos podrían pagarse su billete. La actividad tiene un coste en concepto de entrada de 2 euros por persona. Sin dietas para el profesorado.

Destino/Actividad	WEEK CAMP GARAÑA DE PRÍA
Alumnos-diana	1º ESO alumnos que cursen inglés, bilingües o no (si quedan plazas libres ofrecer a alumnos de 2º, prioritariamente los que no fueron el año pasado). 40-50 alumnos
Fechas deseables	Reservada. Del 6 al 9 de MAYO
Profesores responsables	TERESA CUESTA DE LA CAL NIF 22727401C Pendiente acompañante
Objetivos	Que los alumnos tengan una experiencia de plena inmersión lingüística con profesores nativos, en un ambiente lúdico pero con unos objetivos pedagógicos claros y una metodología basada en la actividad.
Coordinación con Presupuesto	DEPARTAMENTO DE INGLÉS-SECCIÓN BILINGÜE (prof.CLIL) 205 por alumno, más el gasto del autobús (unos 18 euros por alumno si se completa el autobús)

General targets:

Students have to learning

- the differences between materials, techniques, and process
- how different materials, techniques, and processes cause different responses
- to use different media, techniques, and processes to communicate ideas, experiences, and stories
- to use art materials and tools in a safe and responsible manner

KEY COMPETENCES

- COMPETENCE IN LINGUISTIC COMMUNICATION: Communication in the mother tongue and in a foreign language.
- MATHEMATICAL COMPETENCE in the units related to Geometric Operations (In general words, Technical Drawing)





- COMPETENCE IN KNOWLEDGE OF AND INTERACTION WITH THE PHYSICAL WORLD Basic competences in technology and sciences, but It`s possible to apply in our subject mainly in the units 2 and 3.
 - DIGITAL COMPETENCE: Competence in processing information and use of ICT. Weblog is a very useful tool in Arts classroom. I teach Visual Communication and how students can use better new technologies.
 - LEARNING TO LEARN encouraging students to look for information in different sources.
 - COMPETENCE IN SOCIAL SKILLS AND CITIZENSHIP. Interpersonal, intercultural and social competences and civic competence.
 - AUTONOMY AND PERSONAL INITIATIVE. That key competence is essential in our methodology based in a dynamic expression of Pedagogy.
 - CULTURAL AND ARTISTIC EXPRESSION, present in all and each topic of the subject.

1ST Term

- **UNIT 1 (CORRESPONDS TO UNIT 4 OF THE BOOK)**
GEOMETRIC OPERATIONS. TECHNICAL DRAWING: MATERIALS, SIGNS AND LINES ·

CONTENTS

- Simple instruments and materials for the accomplishment of drawing geometric elements: points, lines and circumference. ·
- Operations with segments, straight lines and semi straight lines. ·
- The circumference and its division in equal parts.

AIMS

- Identifying several types of instruments and materials for geometric drawing
- Learning basic notions about geometric elements.
- Getting students to make operations with segments, to trace angle bisector and perpendicular bisector.
- Being able to divide circumference and segments in equal parts.

PROCEDURES

Every day, students get to make the exercises that the teacher had explained in the chalkboard.

The tasks will be very simple based in their text book.

TIME MANAGEMENT

Theory and practise: 10 sessions Till November

RESOURCES

- Compass
- Eraser
- Ruler
- Pencils
- coloured pencils





- art paper
- Tracer paper
- Drawing Compass
- Eraser
- Ruler
- Pencils
- coloured pencils
- Art paper

• **UNIT 2: (CORRESPONDS TO UNIT 1 OF THE BOOK)
VISUAL LANGUAGE AND PERCEPCION**

CONTENTS

- Introduction to the perception of the image: the use of sight ·
- Components of the image. · Introduction to the visual contact. ·
- The visual languages: photographs, cinema, television, video, comic. ·
- Types of images: lines of vision, real images, mental images, symbolic images, fixed images,
- images in movement. · Introduction to the flat form: closed and open forms; regular and irregular forms; positive and negative forms.

AIMS

- Learning how to see the images, understanding its meanings
- Getting students to express through means of shapes
- To communicate ideas
- To develop creativity
- To develop the ability to observe and record them accurately
- To develop in every child the natural talent and ideas that make every artist unique

PROCEDURES

- Search and find brands, marks, symbols...in several magazines and newspapers. Cut and glue in your Drawing book making a new composition. Don't forget to paint a background.
- Draw a portrait of a colleague, making a simple sketch. After it, try working with a mirror in front of you and draw a self portrait but use the style of another artist, for instance Van Gogh, Picasso.....or using different techniques. Make four versions. If you want, use a photo
- Comic- Tell a little story using a comic, in other words, make a story-board in four or five frames drawing a cartoon.

TIME MANAGEMENT

1 hour /theory 3 hours/ task TOTAL= 14 SESSIONS

Till half of DECEMBER. End of 1st.three-month period





RESOURCES AND MATERIALS

Drawing pencils, soft graphite pencils, (2B-4B), charcoal, coloured pencils, wax crayons
Chalk pastels, including white and black, art paper, scissors

Magazines and newspapers

2nd. Term

- **UNIT 3: VISUAL ELEMENTS OF THE IMAGE : POINT, LINE, SHAPES AND TEXTURES.(UNIT 2)**

CONTENTS

- The point, the line and the surface as elements to structure the space, shape, colour and light/shade of images. ·
- Natural and artificial textures. ·
- Expressivity of the visual elements of the image.
- Introduction to the technique of engraving.

AIMS

- Being capable of using dots, lines, colours, textures..in their drawings searching new forms of expression.
- To develop the ability to use different qualities of line to express feelings, moods
- To develop their understanding of shape, form, texture and the sensory qualities of materials.

PROCEDURES

- Draw a still-life, for example, a bowl of fruit using points for painting the form and obtaining a feeling of volume. Make one in black and white (felt-tip-pen) and other using coloured pencils (watercolours or pens).
- Paint a landscape using fine or heavy parallel lines according to the effect of depth or volume that you want to give. Draw the same landscape realising it with wavy and coloured lines like Van Gogh's pictures
- Look for an art work in some book. About this image, create a new composition with flat forms. Cut glossy paper, silk paper and cardboards of colours and transform the artistic work
- Make a free composition mixing several textures in contrast to it.

TIME MANAGEMENT

3 sessions x 4 exercises=12 SESSIONS

(plus 1/2 theory)

RESOURCES

- Coloured pencils
- Pens
- Felt-tip-pen
- Silk paper,
- cards of colours,
- glossy paper,
- Papier-mâché, linoleum,





- Tools for engraving

- **UNIT 4: POLYGONAL SHAPES(CORRESPONDS TO UNIT 5)**

CONTENTS

- Instruments and materials for the accomplishment of drawing up geometric. ·
- Introduction to the polygonal forms. ·
- Triangles: origin, construction and characteristics. · Quadrilateral: origin, construction and characteristics
- Regular polygons inscribed in a circumference.
- Equality
- Similarity
- Drawing star polygons.

AIMS

- Learning how to construct any polygonal form
- To identify the wide range of patterns that can be achieved from experimenting with simple mathematical shape.
- To create a piece of artwork convening colour, lines, shape, symbols and geometry.
- Encouraging the students to use their imagination, being open and experiment
- Obtaining information about Arabian Art and Gothic rose window.

PROCEDURES

- Exercises about polygons
- Make a modular rhythm using triangles, circles and squares. Don't forget that it's important to repeat forms and colours.
- Search in the Net information about Arabian Art and Gothic rose windows. Draw and paint a composition based in your work of investigation.

TIME MANAGEMENT

14 sessions

RESOURCES

- Compass
- Eraser
- Ruler
- Pencils
- coloured pencils
- art paper
- Drawing Compass
- Eraser
- Ruler
- Pencils
- coloured pencils
- art paper





- Tracer paper

3rd. Term

- **UNIT 5: COLOUR (CORRESPONDS TO UNIT 3)**

CONTENTS

- *The colour as an element of the plastic language.*
- Formation of the colours. Coloured light.
- Colour pigments. · Primary and secondary coloured light. · Primary and secondary colour pigments. · The colour as a means of expression.

AIMS

- To analyse the elements of the work and their relationship
- To relate shape and colour
- To explore colour by developing paintings
- To develop the ability to use colour in design
- To introduce the primary and secondary colours
- To increase awareness of colours and to demonstrate that colours can vary in tone

PROCEDURES

- Paint Munsell's chromatic circle (15 cm diameter).
- Make several chromatic scales

From yellow to red

From cyan to green

From magenta to purple

Different types of blue, bright to deep

Scale from white to orange

- Realize three compositions using:
Complementary colours

Cold colours

Hot colours

TIME MANAGEMENT

3 x 3 hours + 3 hours of theory=12 sessions

RESOURCES

Techniques:

Tempera,

Acrylic painting

Watercolour





Indian ink

Cards

Paintbrush

Drawing book

Compass

- **UNIT 6: SPACE AND VOLUME** ·

CONTENTS

- Approach to the concept of space. · Approach to the concept of volume. ·
- Relationship between flat forms: changes of size, contact, separation, transparency, overlapping, intersection, penetration, contrasts of pitch.

AIMS

- Learning skills for arranging materials and manipulate malleable materials.
- Learning about the work of sculptors and about different kind of sculpture.
- Being able to express personal views using 3D material.
- Understanding some of the basic properties of clay
- Analyzing different images seeing lines and points of perspective.

PROCEDURES

- Search photography of urban landscapes in newspaper and magazines. Using a vegetal paper, trace the most important lines. Paint in black the shadow zones and the zones of light in white.
- Compare one Picasso's cubist painting and one Leonardo's searching differences between opposite perspectives.
- Design and build a mask using papier-mâché made by yourself.

TIME MANAGEMENT

12 / 14 sessions

RESOURCES

- Hard and soft pencils
- Ruler
- Compass
- Newspapers
- Superglue
- Wood
- Paste for modelling
- Clay





Unit 1- VISUAL AND PLASTIC LANGUAGE. MASS-MEDIA

Corresponding to Unit 1 of text book

Related to **UNIT 1 Observation & 3 Mass Media (Asturian curriculum)**

Unit focus

- To understand and use visual language as a tool for communication and creation.
- To use visual perceptions to recognise the relationships between forms.
- To learn language related to visual and audio-visual/multimedia communication.
- To recognise different movements in the creation of visual arts.
- To differentiate between some artists in 20th century and their influences.
- To create designs for specific purposes and analyse existing works of art.
- To plan, individually or in a group, the steps required to produce an artwork project.

Basic competencies

- “Learn to learn “- Students have to learn to be active participating in the learning process.
- The ability to work autonomously and to take initiative-This competency will be reflected in the design process of their own work. Personal initiative must go hand in hand with group work.
- Knowledge of and interaction with the real world- Analysis of the mass media being conscious of the images that surround them.
- Use of information and digital resources- To find information or to check the different mass media,students have to use the Internet and to participate in the class blog, campus on line or other social networks.

Contents

- The image as a means of communication
- Perception and reality
- Signs and symbols in visual messages
- Stereotypes in the mass-media

Procedures

Several tasks suggested by the teacher and activities 1-6

- Analysis of the mass media.
- Observation of images and pictures using an analytical process.
- Description of the different laws of perception involved.
- Creation of several signs and pictograms.
- Making an photomontage with a mix of different techniques.
- Analysing a work of art paying attention to different artistic aspects.





*Programación didáctica Departamento de Artes Plásticas
Curso 2011/2012*

- Students should keep a "Mass Media Journal" for consecutive days. Each day they should log the amount of time spent with media as well as the types of media they interact with: Magazines, Radio, Television, Movies, Recordings, Books, Internet.
- Students have to analyse the mass medium they most use in their life:
 - a) Record the item - (name of print or TV/radio program)
 - b) Name the medium - (television, book, internet etc.)
 - c) Record the amount of time spent with the medium (rounding off is fine)
 - d) Record the context of interaction
 - e) Explaining why the interaction took place - (research for homework, entertainment, boredom etc.)
- At the conclusion of the period, use the journal to compute the amount of time spent with each mass medium and chart the circumstances and reasons why.
 - a) On average, how much time do you spend with this medium?
 - b) What role or purpose does this medium fulfill for you? What do you get from this medium? Do you tend to use this medium to satisfy a need such as information, entertainment or to fill the boredom?
 - c) Do you use this medium during certain times of the day or in certain situations?
 - d) Do you use this medium alone or with others?
 - e) How do you think your life would be different if this medium didn't exist?
 - f) When this medium was first introduced, what impact do you think it had on our culture?
 - g) Is there anything about your consumption of media you would like to change?

Time management: 8-10 sessions

Attitude

- Respect and interest in getting to know a wide variety of Art performances and looking for the pleasure of enjoying Art.
- Positive evaluation of creative success` in visual arts.
- Students will be asked to critically think about where they are and with whom when they consume media, and what kind of media content they "allow" into their lives.
- Showing interest in observing, analysing and working with different types of images in different contexts.
- Expressing curiosity about new tendencies in the media.

Unit 2-Visual elements of an image I : Lines and Textures. Shapes and lights.

Corresponding with Unit 2 of Text Book

Unit focus

- To learn language related to the expressive qualities of lines and textures.
- To use different types of line.
- To recognise types of texture (visual and tactile).
- To create images exploring the expressive qualities of lines and texture.





Basic competencies

- Cultural and artistic competency- This competency is the purest because the visual elements of the image constitute the basis of any artistic work. The interpretation and use of these elements are seen to be influenced by its cultural context.
- Use of information and digital resources- In the classroom learners have to use specific Software in order to apply new technologies (ICT) in their artistic work considering that these kind of programmes would be very useful tools.

Contents

- The line create images
- Sensations and expressiveness using lines
- Textures and patterns
- Textures and backgrounds
- The use of techniques of observation and analysis of texts and images for identifying the stages in a process for producing a piece of work.
- An understanding of the influence of light and shade in a piece of work.

Activities from 1 to 7 and some activities in the Drawing book.

Procedures

- Use of the line like outline trying to draw in different styles and tones.
- Draw in the different qualities of the line, direction, spatial distribution, volume, depth and structure, and passing on feelings and sensations.
- Draw a portrait using the symbolic value of each type of line.
- Using textures to represent forms and images.
- Use of patterns in to order to create textures.
- Investigation the graphic and expressive possibilities of the materials, instruments and supports of drawing.
- Experimentation with various tools to discover the expressive possibilities of lines and textures.
- Transformation a work of art.
- Representing the human figure in two and three dimensions.
- Making human figures and portraits with different materials.

Time management: 8-10 sessions

Attitudes

- Appreciate the use of lines to express and transmit different emotions or moods through pressure, speed and strokes.
- Show interest in discovering the expressive values of textures and its importance in different artistic movements.
- Collaboration with other students, working in a team and looking for personal solutions to individual projects.





UNIT 3- VISUAL ELEMENTS OF AN IMAGE II: THE COLOUR

Corresponding with Unit 3 of Text Book

Unit focus

- To learn language related to colour and its characteristics.
- To differentiate colours through their hue, value and saturation and organise them in colour scales and schemes.
- To learn about scientists and thinkers who defined and experimented with light and colours.
- To create images exploring varying use of colour.

Basic competencies

- “Learn to learn “ - Students have to learn to be active participating in the learning process.
- The ability to work autonomously and to take initiative-This competency will be reflected in the design process of their own work. Personal initiative must go hand in hand with group work.
- Cultural and artistic competency- The colour is essential in the learning of Arts and theory and practise go together in each lesson.

Contents

- The physics and chemistry of colour (brief review)
- The nature of coloured pigments.
- Last academic years` review of concepts: theory of colour
- The perception of colour: the attributes of colour
- Psychology of colour
- Colour in Art and artistic movements
- The use of different colour techniques

Procedures

Exercises 3.1 to 3.8 and several exercises in the Drawing book.

- Observing and analysing colours in works of art.
- Preparing specific colour formulas, making colour schemes and charts.
- Choosing colours that are appropriate for specific artistic effects.
- Observing the visual behaviour of light.
- Learning how to use different colour techniques

Time management: 8-10 sessions

Attitudes

- Appreciate colour as an expressive element that allows us to transmit different emotions and moods.
- Value colour in the different chromatic values of our environment and in the nature applying it to the students` own work.
- Develop a critical sense for choosing the most appropriate colours in order to obtain certain psychological effects.
- Interest in using different material and techniques as a way of finding aesthetic solutions.
- Showing an interest in investigating materials;





- Showing an interest in famous pieces of art;
- Being respectful of other people's opinions

Unit 4: Geometrical shapes

Corresponding with Unit 4 of Text Book

Unit focus

- To learn language related to geometric forms and structures
- To differentiate between methods of drawing polygons and spirals
- To recognise the use of scale
- To make accurate drawings of basic shapes and structures, and to draw them to scale.

Basic competencies

- "Learn to learn " - Students have to learn to be active participating in the learning process.
- The ability to work autonomously and to take initiative- Students have to use logic and not simply learn from memory . It is very important that in the classroom, learners ask any questions if they have any doubts giving new points of view or solutions to the class.
- Mathematical competency-Geometry is part of Mathematics then it is obvious that a good competency in this area helps the students to understand Technical Drawing better.

Contents

- Organic shapes. Methods to treat these forms artistically
- Geometric shapes. Constructing regular polygons
- Structures and linkage.
- Modules and submodules
- Metric relationships. Proportion and similitude. The Golden Section. Scales

Procedures

- Representing organic forms in different ways
- Using specific and general methods to draw regular polygons
- Drawing circumference tangents, ovals, ovoids, spirals.
- Creating modules and submodules.
- Constructing similar figures and using scales.

Time management :6/8 sessions.

Attitudes

- Appreciate the importance of constructing different types of figures.
- Show interest in how to draw polygons and curves and how to apply it in artistic designs.
- Appreciate the value of the module as composition unit.
- Apply the proportion in the representation of objects





Unit 5- Space and volume

Corresponding with Unit 5 of Text Book

Unit 2-3-4-5 related to Unit 4 Expression and creation of Asturian Curriculum

Unit focus

- To learn language related to perspective, volume and space
- To recognise the various uses of different three- dimensional systems
- To make accurate drawings of three-dimensional objects on a two-dimensional surface.

Basic competencies

- “Learn to learn “ - Students have to learn to be active participating in the learning process.
- The ability to work autonomously and to take initiative- Students have to use logic and not simply learn from memory. It is very important that in the classroom, learners ask any questions if they have any doubts giving new points of view or solutions to the class.
- Mathematical competency-Geometry is part of Mathematics then it is obvious that a good competency in this area helps the students to understand Technical Drawing better.

Contents

- Representation systems. Ortographic system.
- The representation of points, lines, planes and solids in the ortographic system.
- Drawing views of objects in sketches.
- The linear system : representation of flat figures.

Procedures

- Representing flat, solid and simple geometric figures.
- Applying concepts of the orthographic system to solve problems in Technical Drawings.
- Comparing representative figures in linear perspective using the perception of the human eye.

Attitudes

- Interest in understanding the orthographic system as a way to represent objects.
- Recognise the usefulness of the most complex representation processes of surfaces and forms in space.
- Value the potential of linear perspective and in general, Technical Drawing’s the skills of synthetise objects.





Unit 6- Composition

Corresponding with Unit 6 of Text Book

Related to Unit 2- Experimentation and discovery of Asturian Curriculum

Unit focus

- To learn language related to the elements of a composition and their organization.
- To differentiate between the use of balance, colours, shape, visual weight, symmetry and repetition.
- To recognise that the organisation of elements affects the message of a work of art.
- To create compositions exploring different ways of composing elements on a page.
- To acquire simple concepts on proportions and symmetry

Basic competencies

- The ability to work autonomously and to take initiative- Related to the “Experimentation and discovery “ unit, the main aim of the exercises is to encourage the students to work for themselves to discover the possibilities of the different compositions.
- Cultural and artistic competency- In the History of Art, many styles have been reflected in several artistic compositions showing the period, the culture and the tastes of each society.

Contents

- Introduction to organizing a form on a plane. The laws of composition.
- Forms and colour in a composition.
- Symmetry in a composition. Axial and radial symmetry
- Elements of a composition.
- Composition in art.
- Rosettes as a means of structuring a composition.
- Collage as a composing technique for images.

Procedures

- Analysis of the organization of the forms on shapes.
- Experimentation with forms and colours to create a specific composition.
- Identify the composing elements of different works of art.
- Compose a realistic pictorial work.
- Observe the symmetry in Art and Nature.
- Take notice of visual rhythms in architecture.

Attitudes

- Appreciate the intentions of composition of work of art in general.
- Value collage techniques as a means of expression of contemporary artists.
- Being critical of their own compositions and showing respect for the artistic representations of their classmates.
- Evaluate rhythm , balance, symmetry and dynamic elements in art compositions.

These next units are trans-curricular during the whole academic year

Unit A- The creative process (related to Expression and Creation)





- Experimentation and use of expressive and descriptive techniques.
- The carrying out of rough work in order to capture the image.
- Group tasks to promote team work; each student taking on a different role and being aware of their responsibilities.
- The use of visual and plastic language showing initiative, creativity and imagination in order to create a personal portfolio of ideas.

Unit B- Critical assesment of the Asturian cultural heritage.(related to Unit 5 of Asturian Curriculum : Lecture of artistic referees)

- Analysis of images through the medium of Art around them (architecture, town layout, museums, exhibitions) to enlighten the student to their cultural heritage.
- Comprehension of the messages present in images of the Art, casting aside the stereotypes. Respect towards the works of others.

Basic competencies (common to unit A and B)

- “Learn to learn “ - Students have to learn to be active participating in the learning process.
 - Knowledge of and interaction with the real world- Asturian culture will be the reference of the unit exercises because students not only have to study Art in general but also they have to analyse the artistic expression closest to them.
 - Cultural and artistic competency- The creative process in the Design carries a deep knowledge of Art heritage for which the students have to apply in their tasks.
 - Social and civic competency- The participation in some EU projects will make the students aware of their role as European citizens (e-twinning, Comenius, exchanges etc)
- Linguistic competency is especially present in the Bilingual project due to the fact that the vehicular language is English. The classroom has several Art books written in this language are at the disposition of the students and sometimes the students have to read out loud from these books. Obviously, every day the text book is used by the students and they have to read it. Teachers highlight the principal vocabulary on the board.

GENERAL LEARNING AIMS

- To plan what materials are needed for an activity and what sequence is to be followed. Students have to understand the importance of good planning
- To analyse and understand famous works of art.
- To develop imagination and creativity in artwork.
- To appreciate and value their own artistic creations and those of their classmates.
- To make artistic compositions autonomously.
- To create a self portrait using string as the main element.
- To make different facial expressions in a three dimensional activity.
- To identify visual elements that make up images in our everyday environment and in works of Art.
- To identify organic and inorganic forms.
- To create drawings with different artistic treatments: realistic, geometric, abstract through contours, silhouettes and outlines.
- To recognise visual communication and its function.





- To identify visual languages. Photography, television, comic, the Net
- To identify the parts of an image.
- To classify images in order of their characteristics
- To analyse an image, in an objective and subjective way.
- To apply types of points, lines, planes and textures in their own images and recognize their use in other compositions.
- To build regular polygons ,recognise the basic properties of tangencies and draw ovals, ovoids and spirals.
- To draw similar basic figures and to apply the scale.
- To draw elementary figures, solids and geometric elements in the orthographic system.
- To represent compositions with the most appropriate materials and techniques using several organizational resources to transmit different messages.

General ASSESSMENT CRITERIA

Students should be able to:

- Use fluently basic classroom vocabulary in English during the daily activities of learning.
- Choose the configuring elements of line and texture, adapting them to the analytical description of a form.
- Understand the physical nature of light, the human eye and the properties of objects`surfaces.
- Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- Use signs and symbols in visual communication
- Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- Communicate a critical understanding of the art form studied in the context of their own artwork.
- Represent the human body and any objects in a creative and personal way.
- Appreciate and respect works of art, showing and interest in the visual language elements used
- Understand and apply the artistic concepts of proportion and symmetry.
- Establish the relationships between two and three dimensions.
- Use lines, shapes, textures and colours to obtain expressive figures.
- Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions
- Apply skills, techniques and processes to create, perform and/or present art.
- Reflect critically on their own artistic development and processes at different stages of their work.
- Evaluate their work
- Use feedback to inform themselves of their own artistic development and processes to show.
- Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- Support, encourage and work with their peers in a positive way
- Be receptive to art practices and artworks from various cultures, including their own.





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- Recognise the organisation of forms as a means of understanding the messages that images transmit.

RESOURCES

- Computers on line with specific software, projector and ICT in general. Printer and scanner. Students' pen drives.
- Colour techniques: water colours, acrylic colours, pastel pencils, pens, crayons..
- Charcoal, sanguine and coloured pencils.
- Paintbrushes. Palette. Paper. Indian ink.
- Scissors, glue and rubber.
- Hard and soft pencils.
- Tools and linoleum for engraving.
- Hand printing machine.
- Turpentine.
- Cardboards, tissue paper, metallic paper etc.
- Set squares, compass and ruler.
- Drawing book and text book.

ACTIVIDADES COMPLEMENTARIOS **3º ESO EPV**

Destino/Actividad	LA LABORAL. PROGRAMA DE VISITAS –TALLER (visitas en español y en inglés)
Alumnos-diana	3º de la ESO (bilingües y no bilingües)
Fechas deseables	Las que nos asignen. Preferentemente 1er.trimestre
Profesores responsables	TERESA CUESTA, ISAAC DEL RIVERO, FEDERICO MIERES
Objetivos	Conocer las instalaciones y talleres del Centro de Arte, explorar los materiales didácticos y experimentar nuevas dimensiones del Arte.
Coordinación con	Posible con TECNOLOGÍA
Presupuesto	Actividad gratuita. Se puede utilizar autobús urbano.

A finales del mes de MAYO-JUNIO podría organizarse una actividad en un taller de cerámica para alumnos de 3º de ESO si la anterior no es concedida

