



ART CURRICULA COMPARISON Contents (techniques and materials) PRIMARY						
PRI MA RY	GERMANY (Berlin)	IRELAND	ITALY	SPAIN	SWEDEN	Common contents through Primary
1ST	<p><b>1st/2nd</b> <b>Draw, paint, print, build &amp; construct</b> <b>GENERAL TOPICS:</b> Childhood vs Adulthood, Rituals and customs, body images, make-believe, roles, puppets, famous paintings, good and bad, faith, city vs country</p> <p><b>Strand Drawing:</b> leave a mark, doodle, use crayon or chalk,</p> <p><b>Strand Painting:</b> Mix and dilute, use colour abundantly, paint with</p>	<p><b>1<sup>st</sup> and 2<sup>nd</sup></b> <b>Strand: Paint and colour</b> Explore colour with a variety of materials and media. Use colour expressively to interpret themes based on his/her personal or imaginative life. Paint objects chosen for their colour Possibilities. Discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue). Discover harmony and contrast in natural and</p>	<p><b>ART AND IMAGE EXPRESS AND COMMUNICATE</b> Knowing how to recognize and use parts of a sheet. Creatively elaborating personal productions to express feelings and emotions; represent and communicate reality. Transforming images and materials by seeking figurative solutions. Experiment with different tools and techniques to create graphic products.</p> <p><b>VIEW AND READ THE IMAGES</b> Acquire expressive and communicative competence by enhancing aesthetic sensitivity, creativity and the ability to</p>	<p><b>Audiovisual Education</b> *Still image: photography and drawing. Digital image: creation of simple images. <b>Artistic Expression</b> *The point/spot as a form configuration element. *Composition: use of space. *Color identification *Techniques and materials: pencil colours. <b>Geometrical Drawing</b></p>	<p><b>In years 1–3</b> <b>Producing pictures</b></p> <ul style="list-style-type: none"> <li>• Production of narrative pictures, such as illustrations for story books.</li> <li>• Drawing, painting, modelling and design.</li> </ul>	<p>(This column is used in order to comment the common points or the differences about the different Art Curricula at six schools from five different countries. It's an open space for collaborating among all the partners so it's a very enriched space where we can find out similarities and differences).</p>



<p>different, brushes, paint with your body</p> <p><b>Strand printing</b> print, stamp, slick down using your body, the xerox machine, printing press</p> <p><b>Strand building and constructing:</b> fold, glue, knead, cut, splashing about using the body, sieve, drilling machine</p> <p><b>Strand (re-)enacting:</b> play, mimic, transform using light and shadow, costumes, space, objects</p> <p><b>Strand collect&amp;collage</b> chose, sort, joint, connect using boxes, tins etc.</p> <p><b>MATERIAL:</b> paper, textile, clay,</p>	<p>manufactured objects and through themes chosen for their colour possibilities. Discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work.</p> <p>Explore the relationship between how things feel and how they look. Look at and talk about his/her work, the work of other children and the work of artists.</p> <p>Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces. Make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships. Explore shape as seen in natural and manufactured objects and become aware of</p>	<p>produce, read and understand images. Learn to observe and recognize the signs, shapes and colors that make up the graphic / pictorial image.</p> <p><b>UNDERSTAND AND APPRECIATE WORKS OF ART</b> First contacts with forms of art and artisanal production of one's own territory and culture. Familiarize yourself with the artistic and environmental heritage of your territory.</p> <p><b>MINIMUM GOALS</b> Explore images, shapes and objects using the skills related to the five senses. Represent the human body. Discriminate primary colors. Use various graphic and painting techniques: dotting, foaming, hatching, painting with sponges and other materials. Handle paper, plastic and recycled materials. Knowing and using the parts of a sheet.</p>	<p><i>*Line types: closed / open, straight / curved, horizontal / vertical</i> <i>*Geometric figures: circle, square, triangle and rectangle.</i> <i>*Regularities and symmetries.</i></p>	<ul style="list-style-type: none"> <li>• Photography and transfer of images using computer software.</li> </ul>	<p><b>COMMON POINTS:</b></p> <p><b>SPAIN:</b> Drawing from observation.</p> <p>Use of colour.</p> <p>Use of different materials.</p> <p>Investigating about artists.</p> <p>The importance of images to be observed and worked.</p> <p>Knowing and drawing lines and shapes.</p> <p>Talking about own pictures, others pupils pictures, artists pictures. Artistic Cultural Heritage. Famous Artists</p>
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<p>2ND</p>	<p>colours, things built and grown, everyday objects, water,</p> <p><b>BODY and SPACE:</b> growth, change, orientation, boundaries</p> <p><b>MEDIA:</b> picture books, pop-up books, picture, paintings</p>	<p>the shape of shadows cast by objects. Draw from observation.</p> <p><b>Strand: Drawing</b> Look at and talk about his/her work, the work of other children and the work of artists. Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole. Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints). Look at and talk about his/her work and the work of other children.</p> <p><b>Strand: Clay</b> Explore and discover the possibilities of clay as a medium for imaginative expression.</p>	<p><b>ART AND IMAGE EXPRESS AND COMMUNICATE</b> Creatively elaborating personal productions to express feelings and emotions; represent and communicate the perceived reality. Experiment with different tools and techniques to create artistic products of various kinds.</p> <p><b>VIEW AND READ THE IMAGES</b> Read and understand the meaning of an image by recognizing its essential elements: the sign, the line, the color ( warm colors, cold colors), the space. Read a comic story by recognizing the characters and actions of the tale.</p> <p><b>UNDERSTAND AND APPRECIATE WORKS OF ART</b> Familiarize yourself with some forms of art and handicraft producing belonging to one's own and other cultures. Recognize and appreciate the most characteristic aspects of the environmental and artistic heritage in one's own territory,</p>	<p><b>Audiovisual Education</b> <i>*Fixed image: degrees of iconicity.</i> <i>*The comic. Digital image. Animated cinema.</i> <b>Artistic Expression</b> <i>*The line as a form configurator.</i> <i>Composition: horizontal and vertical format.</i> <i>*Subjects in the painting: the landscape.</i> <i>*Techniques and materials: crayons.</i> <i>*Volume: object transformation.</i> <b>Geometrical Drawing</b> <i>*Measurements: the centimetre.</i> <i>*Types of lines: open and closed, straight, curved, spiral and diagonal.</i></p>	<p><b>Tools for producing pictures</b></p> <ul style="list-style-type: none"> <li>• Different elements that make up a picture: colour, form, line, surface, foreground and background.</li> <li>• Some tools for drawing, painting, modelling, designing and photographing and what these are called.</li> <li>• Materials that are flat and can be shaped, such as paper, clay,</li> </ul>	<p>How important is for each country its culture (Italy emphasis to study Greek, Etruscan , and Ancient Roman Art as well Ireland considers so important their clay pottery and fibres handcraftship, etc.)</p> <p>ICT and printing is really important in the Art curricula. Its due to our pupils future and the need of technology knowledge.</p> <p><b>DIFFERENCES: SPAIN</b></p> <p>Only in Italian curricula we find this aim due to our project: "elaborating personal and authentic productions to express</p>
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		<p>Change the form of a small ball of clay, using the medium expressively. Make simple pottery. Work inventively with cubes or oblong blocks of clay and add details to suggest a solid structure. Experiment with and develop line, shape, texture and pattern in clay. Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form. Look at and talk about his/her work, the work of other children and figures by famous sculptors with contrasting styles (or slides or prints). Look at, handle and talk about Familiar objects for experience of shape, texture and pattern. Look at and talk about his/her work, the work of other children and art prints that</p>	<p><b>MINIMUM GOALS</b> Know and master the elements of visual language, including the color code, graphic space and orientation. Produce meaningful messages through the use of diversified languages, techniques and materials. Develop personal productions to express oneself.</p>	<p><i>*Intuitive approach to the concepts of point, straight and flat.</i> <i>*Identification of flat figures in everyday objects and areas: triangles, quadrilaterals, circumferences, circles and squares.</i> <i>Triangles: isosceles, equilateral and scalene.</i> <i>*Construction and freehand drawings of triangles, rectangles and quadrilaterals.</i></p>	<p>plaster and natural materials and how these can be used in art work.</p>	<p>feelings and emotions”;  In Spanish <a href="#">Art Curricula is very important the Geometrical Drawing. Measurements, type of lines, identification of flat figures in everyday life is important. Children learn a lot about triangles and other flat figures.</a>  In Spanish and Sweden Art Curriculum are very important photography and computer software to elaborate pictures. In Sweden Art is very important to express a narration, to tell something through the artistic productions.</p>
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		<p>have relatively simple shapes, textures and patterns. Look at examples of print design in everyday use.</p> <p><b>Strand: Fabric and Fibre</b></p> <p>Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities. Look at and talk about his/her work and the work of other children. Look at and talk about fabrics craft and artefacts and visit a craftsman at work if possible.</p>				<p>Ireland is involved in the work about Fabric, fibers, designing costumes and using fibres. Knowing knitting and embroidering and textile fabric. It represents its History and culture.</p> <p>Comic is worked in Spain and Italy</p> <p><b>GERMANY:</b> In Germany the curricula is not very specific, rather open. Each school has to define its own priorities. The curricula is constructed like a loop, the crafts return every double grade. For all of them applies: -dealing with yourself is part of it</p>
3RD	<p>3<sup>rd</sup> and 4<sup>th</sup></p> <p><b>Draw, paint, print, build and construct, 3-dimensional constructing,</b></p>	<p>3<sup>rd</sup> and 4<sup>th</sup></p> <p><b>Strand: Paint and color</b></p> <p>Explore colour with a variety of materials and media Make paintings based on recalled feelings and experiences, exploring the</p>	<p><b>ART AND IMAGE EXPRESS AND COMMUNICATE</b></p> <p>Recognize and use the elements of visual language: the sign, the line, the color, the space.</p>	<p><b>Audiovisual Education</b> *Still image: analysis. The comic Digital image: image search.</p>	<p><b>Analysis of pictures</b></p> <ul style="list-style-type: none"> <li>• Informative pictures, such as those for textbooks and</li> </ul>	



<p><b>GENERAL TOPICS:</b> Ideas, wishes, interests, grow and become, preferences and aversions, friends and family, rituals, everyday places, special places, experiences, observances, and encounters</p> <p><b>STRAND DRAWING:</b> line, writing, dot, line and surface with chalk, pencil, electrographic pen</p> <p><b>STRAND PAINTING:</b> cover and glaze, apply and blend using brushes and spatulas, computer and laptop</p> <p><b>STRAND PRINTING:</b> surface- and relief printing, gravure</p> <p><b>STRAND BUILDING AND CONSTRUCTING:</b> connect, pin, stack, pile</p>	<p>spatial effects of colour and tone, using overlapping, and with some consideration of scale</p> <p>Express his/her imaginative life and interpret imaginative themes using colour expressively</p> <p>Paint from observation</p> <p>Discover colour in the visual environment and become sensitive to colour differences and tonal variations through colour mixing</p> <p>Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities</p> <p>Discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work</p> <p>Explore the relationship between how things feel and how they look.</p> <p>Look at and talk about his/her work, the work of other</p>	<p>Observe and reproduce decorative elements and different types of symmetry.</p> <p>Know and use the language of comics. Re-elaborate the content of a read or listened text into images.</p> <p>Express your impression and feelings by observing a work of art.</p> <p><b>VIEW AND READ THE IMAGES</b></p> <p>Use graphic and pictorial techniques.</p> <p>Use multi - materials for expressive purposes. Experiment with different image coloring techniques with the use of different materials.</p> <p>Use graphic and painting techniques to make the feeling of depth in the space.</p> <p><b>UNDERSTAND AND APPRECIATE WORKS OF ART</b></p> <p>Learn about the forms of art and artisanal production belonging to one's own and other cultures.</p> <p>Know and appreciate the environmental and artistic heritage of one's territory.</p>	<p><i>Animation cinema: process for creating a movie.</i></p> <p><b>Artistic Expression</b></p> <p><i>*The plan as a form configurator.</i></p> <p><i>The color: primary colors (magenta, yellow and cyan).</i></p> <p><i>*The texture: natural and artificial textures.</i></p> <p><i>*Subjects in the painting: the still life.</i></p> <p><i>*Techniques and materials: the temperas.</i></p> <p><i>*Volume: two-dimensional representation of the volume. The chiaroscuro.</i></p> <p><b>Geometrical Drawing</b></p> <p><i>*Measurements: the centimeter.</i></p> <p><i>*Addition of segments</i></p>	<p>how they are designed and function.</p> <ul style="list-style-type: none"> <li>• Historical and contemporary pictures and what they relate, such as documentary images from the local area and art pictures.</li> </ul>	<p>-Re-enacting/ theater is also part</p> <p>-There has to be a combination with an artist (especially from grade 3 onwards)</p> <p>Differences:</p> <p>Our own culture is not important</p> <p>-We have less specification in media (e.g. no clay)</p> <p>-Geometrical drawings are part of the math curricula 1st to 4th, only afterwards it is part of art</p> <p>-We only have computer software in grade 5 and 6</p> <p>-We don't have photography</p>
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	<p><b>STRAND 3-Dimensional construction:</b> form, smoothen, apply and strip using hammer, saw, grater</p> <p><b>STRAND ACTING:</b> move, act, present oneself, scenic acting, present using voice and body, stage, projection spaces, space itself</p> <p><b>STRAND COLLECT AND COLLAGE:</b> form and colour, putting things together, apply classifications</p>	<p>children and the work of artists.</p> <p><b>Strand: Drawing:</b> Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces Make drawings from recalled experiences, emphasising pattern, detail, context and location Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail Draw from observation.</p>	<p><b>MINIMUM GOALS</b> Know and master the elements of visual language: colors, graphic space and orientation. Produce messages using diversified languages, techniques and materials. Develop personal production to express oneself – Know, read and under stand elements belonging to the cultural and artistic heritage of one’s territory.</p>	<p><i>Parallel, perpendicular and oblique lines.</i> <i>*The circumference and the circle.</i> <i>*Basic elements: center, radius, diameter, string and arc.</i> <i>*Comparison and classification of angles: straight, acute, obtuse.</i> <i>*Geometric transformations: translations, turns and symmetries.</i></p>		
4TH	<p><b>WORKS OF ART:</b> Contemporary, introduction to art history and architecture and design</p> <p><b>MATERIALS:</b> pigments and mixtures, elements: earth, fire and</p>	<p><b>Strand: Construction:</b> Properties and characteristics of materials in making structures Make drawings from observation to analyse the structures of buildings and the natural structures of plants Make imaginative structures.</p>	<p><b>ART AND IMAGE EXPRESS AND COMMUNICATE</b>  Creatively elaborating personal and authentic productions to express feelings and emotions. Transforming images and materials by seeking original figurative solutions. Experiment with different tools and techniques to create graphic,</p>	<p><b>Audiovisual Education</b> <i>*Still image: the poster</i> <i>Digital image: incorporation of texts.</i> <i>Animation cinema: types.</i> <b>Artistic Expression</b></p>	<p><b>In years 4–6</b>  <b>Producing pictures</b>  • Production of narrative and informative</p>	



<p>air, things ordinary and well loved, Materials delicate and rough; woven and knit, used or new</p> <p><b>BODY AND SPACE:</b> empty and filled, warm and cold, known and foreign, creepy and cosy</p> <p><b>MEDIA:</b> Books, maps, films</p>	<p>Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, outline</p> <p>Look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history.</p> <p>Look at and talk about his/her work and the work of other children.</p> <p><b>Strand: Clay:</b> Explore and discover the possibilities of clay as a medium for imaginative expression Make simple clay pots Make sturdy figures in clay using the medium expressively and with imaginative detail Work inventively and expressively with cubes or oblong blocks of clay Develop line, shape, texture</p>	<p>plastic, pictorial and multimedia products.</p> <p><b>VIEW AND READ THE IMAGES</b></p> <p>Look and observe with awareness an image and objects in the environment by describing the formal elements, using the rules of visual perception and orientation in space. Identify the different types of codes and narrative sequences in the language of comics, films and audiovisuals.</p> <p><b>UNDERSTAND AND APPRECIATE WORKS OF ART</b></p> <p>Identify in a work of art, both ancient and modern, the essential elements of the artist's form, language, technique and style. Recognize and appreciate in one's own territory the most characteristic aspects of the environmental and urban heritage and the main historical-artistic monuments.</p>	<p><i>*Color: secondary colors (green, red and violet).</i> <i>*Texture: graphic textures and tactile textures.</i> <i>* Recognize the portrait as one of the themes within the painting throughout history.</i> <i>*Pictorial techniques: the graphite pencil.</i> <b>Geometrical Drawing</b> <i>*Performing segment measurements. Add and subtract segments.</i> <i>*Elemental representation of known spaces: plans and models.</i> <i>*The angles in the square and the bevel.</i> <i>*Geometric transformations: central symmetry.</i></p>	<p>pictures, such as comics and illustrations for text.</p> <ul style="list-style-type: none"> <li>• Drawing, painting, printing and three-dimensional production.</li> <li>• Reuse of images when producing pictures, such as in collages and visual montages.</li> <li>• Photography and filming, and editing using computer programs.</li> </ul>	<p>ITALY IN YEARS 4-6 COMMON POINTS</p> <ul style="list-style-type: none"> <li>- Experiment with the creation of artistic works of graphics, painting and multimedia products with different tools and techniques;</li> <li>- Explore color with a variety of materials;</li> <li>- Express the imaginative life of children and interpret the themes of their imagination using colors;</li> <li>-Be inspired by the natural environment and paint observing nature;</li> <li>-Look and talk about your own artistic work and that of the other children and artists who inspire you.</li> </ul>
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		<p>and pattern in clay Work inventively and expressively with papier maché. Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form Look at and talk about his/her work, the work of other children and figurative and non-representational pieces of sculpture (slides or prints) Look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery (or slides or prints). <b>Strand : Printing:</b> Experiment with a widening range of printmaking techniques Use a widening range of print- making techniques to make theme-based or nonrepresentational prints</p>	<p><b>MINIMUM GOALS</b></p> <p>Creatively elaborating personal and authentic productions to express feelings and emotions. Transforming images and materials by seeking solutions. Experiment with different tools and techniques to create graphic, plastic, pictorial and multimedia products. Recognize and appreciate the main aspects of the environmental, historical, artistic and monumental heritage in one's own territory. Look, observe and describe an image and objects in space.</p>		<p><b>DIFFERENCES IRELAND:</b> -Observe and talk about contemporary architecture; -Working with clay; -Working with printmaking techniques; -Use art programs to create original images that do not depend on computer clip art; -Work hard and discuss fabric and fiber. <b>ITALY:</b> - Creatively elaborate personal and authentic productions that express feelings and emotions; -Consciously observe images and objects in the environment; -Identify different types of code and narrative sequences in the language of</p>
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		<p>Make prints for functional uses (as well as for their own sake) Use a computer art program to create original images that are not dependent on clip art. Look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern Look at and talk about his/her work, the work of other children and art prints or print design that emphasise the play of shape, texture or line Look at and talk about examples of design in everyday use.</p> <p><b>Strand: Fabric and Fibre:</b> Explore and discover the possibilities of fabric and fibre as media for imaginative expression Make small inventive pieces in fabric and fibre</p>				<p>comics, films and audiovisual products; - Recognize and appreciate the main characteristics of one's territory in terms of the environment, and the historical-artistic heritage. SPAIN: -Work on digital images and animation cinema; - Recognize the portrait as one of the themes of art history; - Geometric design: deepening of the angles, space and planes. - to look and observe an image with awareness SWEDEN: -Production of informative images for comics and text illustrations;</p>
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		<p>Make soft toys, emphasising individuality and variety Invent a costume for a character from a story or use fabric as a stimulus for an exotic costume Design. Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities Look at and talk about his/her work and the work of other children Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible.</p>				<p>- Photographing, filming and editing using computer programs.</p>
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<p>5TH</p>	<p><b>5<sup>th</sup> and 6<sup>th</sup></b></p> <p><b>Draw, paint, print, build and construct, act, collect/collage</b></p> <p><b>GENERAL TOPICS:</b> Peer group, opinion and cliché, rules and values, end of childhood, becoming a youth, mobility and communication</p> <p><b>STRAND DRAWING:</b> Explore textures, structures and patterns, develop patterns, pile and sprinkle, combine and isolate</p> <p><b>STRAND PAINTING:</b> Technique, explore background and texture using puffs and spools (?), glue, textile and paper</p>	<p><b>5<sup>th</sup> and 6<sup>th</sup></b></p> <p><b>Strand: Paint and color</b> Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control Discover how line could convey movement and rhythm Make drawings based on themes reflecting broadening interests, experiences and feelings Draw imaginative themes using inventive pattern and detail Draw from observation.</p> <p><b>Strand: Construction:</b> Explore and experiment with the properties and characteristics of materials in making structures Make drawings from</p>	<p><b>ART AND IMAGE EXPRESS AND COMMUNICATE</b> Creatively elaborating personal and authentic productions to express feelings and emotions; represent and communicate the perceived reality. Transforming images and materials by seeking original figurative solutions. Experiment with different tools and techniques to create graphic, plastic, pictorial and multimedia products. Introduce linguistic and stylistic elements discovered by observing images and works of art into their creative productions.</p> <p><b>VIEW AND READ THE IMAGES</b> Look, observe and describe with awareness an image and objects in space. ☑ Recognize</p> <p>Identify and decode the different types of codes, narrative sequences and meanings. the grammatical and technical elements of visual language, in an iconic-visual text.</p>	<p><b>Audiovisual Education</b> <i>*Animation cinema: history.</i> <b>Artistic Expression</b> <i>*Color: the chromatic circle. *Cold and warm colors.</i> <i>*Rhythm</i> <i>Subjects in the painting: the human figure.</i> <i>*Pictorial techniques: the collage</i> <b>Geometrical Drawing</b> <i>*Segment measurements. *Add and subtract segments.</i> <i>*Mediatrix of a segment.</i> <i>*Bisector of an angle.</i> <i>*The quadrilaterals: parallelograms, trapezoids and trapezoids.</i> <i>*Circumference plot.</i> <i>*Geometric bodies</i></p>	<p><b>Tools for producing pictures</b></p> <ul style="list-style-type: none"> <li>• Different elements that make up and create a sense of space in pictures, such as lines and colours and how these can be used when creating pictures.</li> <li>• Tools for drawing, painting, printing, three-dimensional production, photography, filming and digital image processing and</li> </ul>	<p>ITALY 5th and 6th Years <b>COMMON POINTS</b> -Experiment with marks, lines, shapes, textures, patterns and themes what can be used with different drawing, painting, sculpture and construction tools in a growing artistic sensibility; - Identify the essential elements of forms, language, techniques and style in an artistic work; -Transforming images and materials by looking at the original figurative solutions; - Working on artistic themes following the sensitivity, interests, values and rules of youth and teenagers;</p>
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<p><b>STRAND PRINTING:</b> etching, lino print</p> <p><b>STRAND BUILDING AND CONSTRUCTING:</b> Find forms, develop mechanics, veil and unveil using drill, knife, chisel</p> <p><b>STRAND ACTING:</b> put objects, puppets, people into play, develop scenes and characters, stages and costumes using: mirrors, video, masks, puppets, different settings</p> <p><b>STRAND COLLECT AND COLLAGE:</b> animate and inanimate objects, items and things, pictures, drawings, photos, finding classifications and categories</p> <p><b>WORKS OF ART:</b></p>	<p>observation to analyse form and structure Make imaginative structures. Look at, investigate and talk about spatial arrangements, balance and outline in collections or photographs of natural and manufactured structures Look at and talk about impressive examples of buildings created in the past in different parts of the world and at contemporary architecture, sculpture, engineering and design (slides or prints) Look at and talk about his/her work and the work of other children.</p> <p><b>Strand: Clay:</b> Explore and discover the possibilities of clay as a medium for imaginative expression Use clay to analyse and interpret form from observation</p>	<p>UNDERSTAND AND APPRECIATE WORKS OF ART</p> <p>☑ Identify the essential elements of form, language, technique and style in a work of art. ☑ Familiarize yourself with art forms and artisanal production from one's own and other cultures. ☑ Recognize and appreciate the environmental, urban, historical and cultural heritage of one's territory.,</p> <p>MINIMUM GOALS Creatively elaborating personal and authentic productions to express feelings and emotions. - Transforming images and materials by seeking solutions. ☑ Experiment with different tools and techniques to create graphic, plastic, pictorial and multimedia products. ☑ Recognize and appreciate the main aspects of the environmental, historical, artistic and monumental heritage in one's own territory. Look, observe and describe an image and objects in space.</p>		<p>what these are called.</p> <ul style="list-style-type: none"> <li>• Materials that are flat and can be shaped, and how these can be used when producing pictures.</li> </ul>	<p>- Draw imaginary themes; -Look and discuss the most impressive examples of buildings built in the past and contemporaneity around the world; -Representing and communicating perceived realities; -Working with three dimension production, with photography, with films, and with digital images.</p> <p>DIFFERENCES GERMANY: -Working in the theater with actors, puppets, actions, sets, costumes and various sets; - Working with space and the body.</p> <p>IRELAND: -Deepen research on clay;</p>
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<p>6TH</p>	<p>Contemporary, introduction to art history and architecture and design</p> <p><b>MATERIAL:</b> wood and metal, paintings, drawings, signs, photos, books and collections, material from nature</p> <p><b>BODY AND SPACE:</b> position the body in space, construct new spaces, fill and empty spaces, form and transform, use spaces as a background</p> <p><b>MEDIA:</b> paintings, books, animation, exhibitions</p>	<p>Explore some of the essential characteristics of three-dimensional work Make simple pottery and sculpture Make an imaginative slab-built structure Experiment with and develop line, shape, texture and pattern in low relief Work inventively and expressively with papier maché. Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form Look at and talk about his/her work, the work of other children and the work of sculptors, including relief sculptures (prints or slides) Look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery from different</p>	<p><b>ART AND IMAGE SEE, OBSERVE, EXPERIMENT, PRODUCE</b></p> <p>Know, recognize and reproduce the codes of visual language: point, line, surface, color, shape. Know and have experimented, at least in part, with artistic techniques such as: pastels, markers, tempera and simple sculptures with clay. Know and recognize Greek, Etruscan, Roman and medieval art in its various manifestations. Acquire technical jargon appropriate to the artistic language.</p> <p><b>MINIMUM GOALS</b></p> <p>Knowing how to reproduce and reuse some of the codes of the visual language. Know and have experienced the characteristics of techniques such as pastels, markers and tempera. Knowing Greek, Etruscan, Roman and medieval art in its general lines and recognizing works of art even outside their context.</p>	<p><b>Audiovisual Education</b> <i>*The still image: digital photography</i> <i>*The digital image: retouching images.</i> <i>*Animation cinema today.</i> <i>*Video games: history, genres, teaching tool.</i></p> <p><b>Artistic Expression</b> <i>*Color: color characteristics: hue, brightness and saturation. *The monochrome ranges.</i> <i>*Complementary colors.</i> <i>*Reality and abstraction in art.</i> <i>*Pictorial techniques: the marker.</i></p> <p><b>Geometrical Drawing</b> <i>*Parallel and perpendicular lines</i> <i>*Addition and subtraction of angles</i></p>	<p><b>Analysis of pictures</b></p> <ul style="list-style-type: none"> <li>• Images for advertisements and news, how they are designed and communicate a message.</li> <li>• Art, documentary pictures and architectural works from different periods and cultures, how they are designed and what message they communicate.</li> <li>• Words and terms for interpreting, writing and</li> </ul>	<p>-Working with papier mache'; - Experiment printmaking work; - Deepen the work with fabric and fiber in all aspects. Further development of work with ICT through the use of photography. ITALY: -Familiarize yourself with forms of art and handicraft products of your own culture and other cultures; - Recognize and reproduce the main masterpieces of Greek, Etruscan, Roman, Medieval and Renaissance art in their main lines; - Recognize a work of art even out of its context. SPAIN:</p>
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		<p>cultures and different times. Strand : Printing: Experiment with more complex printmaking techniques Use more complex print-making techniques to make theme-based or nonrepresentational prints Make prints for functional uses (as well as for their own sake) Use a computer art program to create original images that are not dependent on clip art. Look at, handle and talk about natural and manufactured objects for experience of texture, shape and pattern Look at and talk about his/her work, the work of other children and art prints or print design that demonstrate a variety of print-making techniques.</p>		<p><i>*Flat development of geometric bodies.</i> <i>*Measurement in millimeters.</i> <i>*Classification of triangles according to their sides and their angles.</i> <i>*Classification of quadrilaterals.</i> <i>*Division of the circle in equal parts.</i> <i>*Scales.</i> <i>*Geometric bodies and development.</i></p>	<p>discussing a picture's design and message.</p>	<p>-Deepen the geometric design in all aspects: measures, segments, quadrilaterals, circumference and solid bodies. SWEDEN: -Documentary images; - Words and terms to interpret, write and discuss a message of a design image.</p>
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		<p><b>Strand: fabric and fibre:</b></p> <p>Explore and discover the possibilities of fabric and fibre as media for imaginative expression.</p> <p>Make small inventive pieces in fabric and fibre.</p> <p>Make simple character toys.</p> <p>Design and make a costume.</p> <p>Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities.</p> <p>Look at and talk about their work and other children's work.</p> <p>Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures, and explore the role of textiles in culture. Look at fabric crafts and artefacts and visit a craftsperson at work if possible.</p>				
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## GUIDELINES FOR ART TEACHING

As we can check through all this contents comparison we can assume a great coincidence about concepts, techniques and materials in the five different curricula from five different European countries.

The main differences can be found in the different levels that we can teach to children of different ages, but at the end of Primary Education most of our students would have learned the basic notions about 2 and 3-dimensional images, the use of color, drawing of lines, the use of different techniques such as crayons, pencil colors, plaster, clay, natural materials, different textures and of course, the use of ICT to copy digital images or to do some research and knowledge of the National Heritage.

This is a little summary about what we can analyze about **Art teaching** in each country from the chart below. We can specify more in this way:

### a.) Contents.

Most of the contents are the same for all the curricula with the exception that they are taught in different grades or pupils age. Some of these common contents are:

- Be inspired by the natural environment and paint observing nature.
- Drawing from observation.
- Use of different materials.
- The importance of images to be observed and worked.
- Knowing and drawing lines and shapes.
- Talking about own pictures, others pupils pictures, artists pictures, etc.
- Knowing the Artistic Cultural Heritage.
- Research about famous Artists and recreate their works.
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**b.) Materials.**

All curricula gather the work with these different materials as pencil colour, water colours, paint, paper, clay but specifically Ireland curricula is involved in the work about Fabric, fibres, designing costumes and using fibres and knowing knitting and embroidering and textile fabric. It represents its History and culture.

**c.) Techniques.**

All pupils experiment with marks, lines, shapes, textures, patterns and themes what can be used with different drawing, painting, sculpture and construction tools but only in the Italian curricula consider the option of doing all this work considering sensibility and emotions.

**d.) Use of ICT.**

In most schools ICT is used as a means to show famous paintings or to do research, but only in the curricula of Sweden and Spain do we find a use of ICT for students to make their own productions.

**e.) Geometrical drawing.**

Only in Spanish curricula we find how they deepen the geometric design in all aspects: measures, segments, quadrilaterals, circumference and solid bodies. These contents are provided in other subject as Maths like in Germany.



Through this Erasmus VAN Project we would like to design some useful guidelines to teach Art through common methodologies in different countries in order to help to create our final production: a Museum at our school with our pupils works. We have to realize that this Guideline is going to consider the **three main aspects** from our **Erasmus VAN Project**:

- **Inclusion or integration of all our pupils.**
- **Work of Emotional Intelligence.**
- **Art Language.**

This is the reason why we elaborate this ART GUIDELINE.

## ART GUIDELINE

### METHODOLOGY

According to our three main aims of the use and teaching of Art in our class we consider three main pillars for the methodology to employ :

- Active.
- Motivating.
- Ludic.

The methodology of teaching visual art in Primary School must start from the coordination of the interests and skills of children of different ages. Teaching methods have to recognize and value the experiences made by the pupil in the expressive and multimedia field before and outside the school. The motivation of children for creative, expressive and visual arts activities (drawing, painting, sculpture, etc..) is spontaneous and it responds to a deep expressive need of human being. For this reason the motivation of children is very important and must be solicited and enriched with stimulating proposals joined to the emotions feelings.

Artistic activities can only start from a playful or ludic aspect and must keep it for the whole cycle of Primary School. The teaching/ learning methodology must be active and see the pupil as the protagonist of his/her training path.



The education in art and the image with an approach through various workshops the pupil develops the ability to observe and describe, to read and critically understand the works of art of his/her territory and of the whole world. They would be able to express their feelings through their observation and productions.

Familiarity with quality images and works of arts raise awareness and strengths the creative, aesthetic and expressive abilities of the child and the strengthens the cultural preparation and helps to educate him/her to an active and responsible citizenship.

A range of methodologies should be employed when teaching Art as ;

- Collaborative Learning, this one so important for inclusion of all pupils;
- Talk and discussion, so every pupil takes part of the learning process and can show their emotions;
- Looking and responding through art, with a critical thinking;
- Active learning so they are the main character in this process and self-confidence is well skilled through Art activities.

Teaching in Art should essentially give pupils the opportunities to develop their ability to:

- Communicate with images to express messages;
- Create images using digital and handcraft techniques and tools, and with different materials;
- Examine and present different subject areas using images;
- Analyse historical and contemporary documents, content and functions;
- Interact or socialize with others;
- Do some research about National and European Heritage
- Express their emotions

#### MATERIALS

The laboratory experience in art and images should use a vast amount of materials, starting from the simplest ones in the 1st-2nd years to enrich themselves in the 3rd-4th years and become similar to those of a professional artist in the 5th-6th years.



**For years 1st-2nd:** colored pencils, pastels, colored chalks, watercolors, ink for stencils, paper, Bristol board, fabric, wood panels, brushes, recycled materials: plastic bottles, etc. , photographs, camera, image processing apps, image software.

**For years 3rd-4th:** pointed pencils of different sizes, wax crayons, acrylic colors, tempera colors, ink, brushes of various sizes, paper, solid cardboard, walls, wooden panels, frames, canvases for painting, sheets for geometric design, millimeter sheets, squares for geometric design, numbered lines for geometric design, compasses, clay to build simple sculptures or pottery, cloth for sewing, wool to decorate and build simple artifacts, plastic to be recycled into decorative objects or simple jewelry ; buttons for forming frames or decorating paintings, paper for printing photographs, acids for developing photographs, tools for developing photographs, apps and software for processing images, software for recording videos and short films.

**For years 5th -6th:** all the previous materials but with the addition of material to pre-build three-dimensional models of neighborhoods and cities, material (hot plastic) to build objects with the 3-D printer, fabrics to make historical clothes and costumes, fabrics to decorate the room, large canvases to make large tempera or oil paintings; clay to make simple sculptures, colored inks to print with different tools and techniques, software to publish brochures, drawings, small books, etc., ICT technologies to record documents, videos, short films.

Furthermore, we have to consider that a variety of materials is depending on the lesson and medium of art being studied.

Tools for producing pictures:

**For years 1-3:**

- Different elements that make up a picture: colour, form, line, surface, foreground and background.
- Some tools for drawing, painting, modelling, designing and photographing and what these are called.
- Materials that are flat and can be shaped, such as paper, clay, plaster and natural materials and how these can be used in art work.

**For years 4-6:**

- Different elements that make up and create a sense of space in pictures, such as lines and colours and how these can be used when creating pictures.
- Tools for drawing, painting, printing, three-dimensional production, photography, filming and digital image processing and what these are called.
- Materials that are flat and can be shaped, and how these can be used when producing pictures.



## PUPILS PARTICIPATION AND INCLUSION

Pupils participation is mainly worked for PRODUCTION like producing pictures:

During years 1-3

- Production of narrative pictures, such as illustrations for story books.
- Drawing, painting, modelling and design.
- Photography and transfer of images using computer software.

During years 4-6:

- Production of narrative and informative pictures, such as comics and illustrations for text.
- Drawing, painting, printing and three-dimensional production.
- Reuse of images when producing pictures, such as in collages and visual montages.
- Photography and filming, and editing using computer programs (for Swedish and Spanish curricula but can be done by other countries; ICT productions is the real future).

For pupils integration we will promote work in groups, delivering different tasks, in order to get all pupils inclusion in despite their characteristics:

- Groups of four children,
- six pupils, etc. and
- even the whole class group.

A range of Children should be ideally taught in a range of various settings.

- Individual Work
- Pair Work
- Group Work
- Whole Class work



We will consider these ideas for the group activities work:

- The project was born from the idea of offering to all pupils, in particular to D.A., an opportunity to be able to interpret paths related to personal and social empowerment.
- The expressive possibilities that art offers are enriched to enter the universe of the “ sign”.
- Work on the concept that expressing emotions makes people alive.
- Art includes and educates
- Group activities according to pupils needs and characteristics.
- Comparison activities
- Cooperation activities between children

#### PROCESS OF INVESTIGATION

The children examined artist from varying countries involved in our Project and this has been our line but we can extend the research to artists from other European countries. The children compared and contrasted the varying pieces of artwork. The children interrupted the artwork using various different methodologies and mediums of art. The children evaluated and responded to each others work orally in the class and to other pupils from other schools through internet connections. Experience in our VAN Project showed that the children expressed an immense sense of achievement and pride in their work when it was on display in our school.

Select important and famous National and international Artist for doing some research about them with the pupils:

-Initiate first at school with some questions, finding information on internet teacher and pupils together:

-Biography.

-Works

-Themes.

-Techniques.

-Resources

-Then involving family at home from doing more research and pupils bringing information from home to share at school .

-Start knowing more about the themes of the Artist works, techniques and colours.

-Reproduce the Artist Works by the pupils.



-Prepare a Portfolo about all the research done along the scholar year.

The investigative work on the artists begins in the classroom with the presentation of the artist by the teacher, arousing interest in his works. This is an example of the process to be carry out:

**First step:**

- if the artist is present in a local museum, go on a guided tour to see her works live;
- if the artist is not present with his works in museums near the school, we connect with a virtual visit to the museum that houses her masterpieces.

**Second step:**

- in class there is a discussion on the works of art seen and on the impressions experienced by the pupils;

**Third step:**

- research is carried out on the biography, on the historical period of his works, on the artistic style chosen by the artist, on the contamination with other forms of art, on the methods of realization of the works (materials, colors, methods, themes, etc. .);

**Fourth step:**

- an artistic workshop is organized where students work individually, in pairs or in small groups, according to their individual choice. In this workshop they first reproduce some of the artist's masterpieces, to learn the technique, then later create their artistic works inspired by the themes and emotions of the artist.

**Fifth step:**

- presetting of work in the classroom or school, final discussion on the difficulties encountered and the positive results obtained.

**Sixth and final step:**

- planning and realization of the art exhibition with the works made by the students. Inauguration of the art exhibition in the presence of the parents, the Mayor and other city authorities and presentation to the press.

USE OF ICT

Nowadays it is so important the use of ICT and specially for Art lessons for:

- Research about Artists biography;





- Watching Artists on PDI;
- Visiting Virtual Museums in our country or in other countries;
- Showing our pupils Art productions through school web and twitter;
- Produce digital works.

Pupils with less social and economic resources have access to culture in an easier way. They are provided with the same opportunities to admire Art and know more about their national heritage and European heritage. The use of ICT allows access to the vision of artistic work all over the world and enriches the knowledge possibilities of all children, who however must be guided in these steps.

ICT makes it possible:

- To process images and develop pupils' creative potential.
- Virtually visit museums and art exhibitions all over the world;
- Modify and deform the images created;
- Endlessly copy and reproduce the chosen images;
- Record and film a real life scene or a play;
- Create a fantastic virtual reality (video games and more),
- Work on graphics to create comics or images for the texts;
- Modify images, graphic projects, plans of a platform to which you have access;
- Create objects with the 3-D printer.

The use of ICT offers greater possibilities to pupils with disabilities, with problems of socio-cultural deprivation, with economic problems or migrants. The school provides them with the technological tools and with the support of a teacher they can recover the technological gap that divides them from other children.

#### HOW TO INCLUDE EMOTIONAL INTELLIGENCE FOR A BETTER LONG TIME LEARNING

The importance of Emotional Intelligence has been discovered along this Erasmus VAN Project as an important tool for reaching a long time learning in our pupils and in our pupils individual and social development. Children are engaged in the process which gives them a sense of ownership of same and



hence they feel involved in the whole process and can show their emotions through the collaboration and lessons.

The use of group work to explore the content that the children are investigating is one of the many methodology resources we recommend for it..

The children are involved throughout the evolving process of the artwork, this in turn gives the children a sense of ownership of their artwork. It provides them with ample opportunities to explore and relate to their emotions through the medium of art.

School can help in the development of emotional intelligence, there is a link between emotional intelligence and happiness. It is important to train teachers. In Italy, in Fontanellato and Fontevivo schools, the teachers took a refresher course with prof. Bosi who helped teachers a lot in developing emotional intelligence for their pupils. In Spain teachers were trained also in this way to apply it to the teaching-learning process.

“Ad hoc” programs for development of emotional skills can be the consequence of long-term successes.

Understanding and managing emotions is very important for the growth process of children.

All who work in the school should:

- be observant of and support pupils in need of extra adaptations or special support, and
- co-operate in order to make the school a good environment for development and learning.

## EVALUATION

The evaluation of the process of knowledge and production of a work of art can be done in different ways and starting from the assumption that no work of art can be negatively judged as a profound expression of a person's identity, in the our case is a child.

A first path is that of the observation of the work of art and the request for information on what are the emotional, communicative and aesthetic aspects that the author wanted to express.

The evaluation will be done about the process and the final results from our pupils.



Observation is one of the main tool for evaluating the process, not only the techniques applied but the interaction among pupils and integration of all children.

The oral expressions from our pupils about the feelings and the process is another tool for evaluating the tasks and if the aims have been achieved.

Another path to evaluate the work of art is the way in which it is created and the difficulties encountered by the artist.

Another path is to ask the artist if the result obtained is what he expected.

The last path is to evaluate how the artistic work is received and instinctively evaluated by the public.

Observation of the work of art which the emotional and aesthetic aspects that the artist wanted express.

#### OTHERS

##### ***General ideas:***

In Art class, students acquire the skills to express themselves aesthetically and artistically and learn about art and aesthetic phenomena. This includes the ability to engage with unfamiliar, unknown and ambiguous phenomena. Students learn to perceive, appreciate, apply and reflect on creative potential. Art instruction also aims ***to develop students' willingness to work hard and their capacity for enjoyment***. Art class encourages students in ***their individual artistic development through reflective perception and formative activities***. They learn to perceive their living environment as a construct and to embrace the diversity of images in art and everyday life. In this context, students have many opportunities to learn about and question art historical contexts, also from culturally influenced perspectives different from their own. ***In addition, they are encouraged to actively shape their living environment and society.***

***We would like to add the importance of this learning for the achievement of:***

##### ***Competencies:***

- *Perception*

Students acquire the ability to use their senses and aesthetic intuition to consciously perceive objects, phenomena and spaces. This means that they learn to observe their own process of perception and to experience this process as a deliberate and structured activity.



- *Design*

Students develop the ability to design as they interact with works of art, materials, processes and reflect on their own experiences. They learn to give their ideas form by, for example, exploring, discovering and actively experimenting in individual and collaborative processes.

- *Reflection*

Students develop the ability to relate their own perspectives and methods to the aesthetic object and the artistic work process. In addition, they learn to deal critically and constructively with individual ideas and to be respectful of art as well as of the creations of others. They learn how to share different aspects of aesthetic and artistic experiences and works of art. In the process, they train their capacity for artistic judgement.

As a conclusion we would say how important it is to gather all these elements for a successful learning with the integration of all our pupils and including emotions for a long term learning through a very useful subject as Art that allows a great wide range of interactive activities for developing INCLUSION in our class and facilitates the knowledge of the European Heritage.