

**Programación Ed. Artística  
1º y 2º Ed. Primaria  
Curso 2020-2021  
Cep Plurilingüe de Carreira**

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## GENERAL OBJECTIVES OF PRIMARY EDUCATION

- a) Know and appreciate the norms and values necessary for coexistence. Participate actively as a citizen, respect human rights and understand the importance of a pluralist and democratic society.
  - Social and Civic competencies
- b) Develop a work ethic based on both individual and teamwork. Understand the importance of learning and a responsible attitude towards studying. Develop critical thinking skills, personal initiative, creativity and an entrepreneurial spirit.
  - Learning to learn
  - Initiative and entrepreneurship
  - Social and Civic competencies
- c) Resolve conflicts in a peaceful and constructive manner in both family and social groups.
  - Social and Civic competencies
  - Initiative and entrepreneurship
- d) Be familiar with, understand and respect different cultures and the differences between people, the importance of gender equality and equal rights for people with disabilities.
  - Social and Civic competencies
- e) Understand and use the Spanish language appropriately as well as the co-official language of the corresponding autonomous community where relevant. Develop an appreciation for and an interest in reading.
  - Linguistic competency
- f) Learn at least one foreign language and have the ability to express and understand simple messages in everyday situations.
  - Linguistic competency

- g) Develop basic Maths skills, begin to solve problems using mathematical calculations and work with geometry and estimations, applying these skills to everyday life.
- Mathematical competency and basic competencies in Science and Technology
- h) Understand the fundamentals of Natural Science, Social Science, Geography, History and culture.
- Mathematical competency and basic competencies in Science and Technology
  - Social and Civic competencies
  - Cultural awareness
- i) Begin to use information technologies to facilitate and enhance learning, applying critical thinking skills to assess information.
- Digital competency
- j) Use different artistic styles to begin to create visual and audiovisual pieces.
- Cultural awareness
  - Social and Civic competencies
- k) Know the importance of hygiene and health, accept your own body and that of others, respect differences and use physical education and sport as a means of personal and social development.
- Mathematical competency and basic competencies in Science and Technology
  - Initiative and entrepreneurship
  - Social and Civic competencies
- l) Value, respect and care for the animals that share our environment.
- Mathematical competency and basic competencies in Science and Technology
  - Social and Civic competencies
- m) Be pleasant and treat others with kindness. Understand that violence, prejudice and sexist stereotypes are unacceptable.

- Social and Civic competencies
- Initiative and entrepreneurship

n) Learn about road safety and the importance of respect in preventing traffic accidents.

- Social and Civic competencies

## OBJECTIVES OF THE AREA OF ARTS AND CRAFTS PRIMARY 2

1. Create drawings using models/images.
2. Recognise the time sequence that provides structure to a story.
3. Use new technology as a means of artistic expression.
4. Understand story structure and identify the main characters in an audiovisual format.
5. Use different tools in drawings and measurements.
6. Recognise and use different types of lines in compositions: open, closed, curves, straight, horizontal, vertical, oblique and spirals.
7. Identify and reproduce the concepts of point, line and plane when drawing geometric figures.
8. Classify triangles according to the length of their sides.
9. Manage and differentiate different types of formats and sizes (large/small and horizontal/vertical).
10. Recognise and depict landscapes in drawings.
11. Use crayons to draw, paying special attention to cleanliness.
12. Depict objects through the reutilisation of materials.

DESCRIPTORS

COMPETENCY	INDICATORS	DESCRIPTORS
<p><i>Mathematical competency and basic competencies in Science and Technology</i></p>	<p>Caring for the environment and living things</p>	<ul style="list-style-type: none"> <li>• Interact with the natural environment in a respectful way.</li> <li>• Engage in responsible use of natural resources to promote sustainable development.</li> <li>• Respect and preserve the life of living things in their environment.</li> <li>• Become aware of the changes caused by mankind to the environment and the repercussions they have for the future.</li> </ul>
	<p>Healthy living</p>	<ul style="list-style-type: none"> <li>• Develop and promote healthy living habits with regard to eating and physical exercise.</li> <li>• Generate personal criteria on society's view of the aesthetics of the human body vis-à-vis caring for the body in a healthy way.</li> </ul>
	<p>Science in everyday life</p>	<ul style="list-style-type: none"> <li>• Recognise the importance of science in everyday life.</li> <li>• Apply rigorous scientific methods for understanding the surrounding reality.</li> <li>• Use knowledge of science and technology to solve problems and understand what happens around us.</li> </ul>

	Using mathematical elements	<ul style="list-style-type: none"> <li>• Use the language of maths accurately in any context.</li> <li>• Accurately identify and manipulate mathematical elements (numbers, data, geometric elements...) in everyday situations.</li> </ul>
	Logical reasoning and problem solving	<ul style="list-style-type: none"> <li>• Apply knowledge of maths to the resolution of problematic situations in real contexts and in any subject.</li> <li>• Make arguments in any context with logical-mathematical structures.</li> <li>• Apply problem-solving strategies to any difficult situation.</li> </ul>
<i>Linguistic competency</i>	Oral and written comprehension	<ul style="list-style-type: none"> <li>• Understand the meaning of written texts.</li> <li>• Grasp the meaning of oral expression: orders, explanations, indications, stories ...</li> <li>• Enjoy reading.</li> </ul>
	Oral and written expression	<ul style="list-style-type: none"> <li>• Orally express any type of information in an organised and clear manner.</li> <li>• Use knowledge of linguistic structures, rules of spelling and grammar to draft written texts.</li> <li>• Compose different types of texts creatively with literary meaning.</li> </ul>
	Rules of communication	<ul style="list-style-type: none"> <li>• Respect the rules of communication in any context: turn to speak, listen attentively to the speaker...</li> <li>• Use non-verbal elements of communication or in different registers within a variety of communication situations.</li> </ul>



	Communicating in other languages	<ul style="list-style-type: none"> <li>• Understand the socio-cultural context of language, as well as its history in order to best use it.</li> <li>• Have conversations in other languages about everyday topics in different contexts.</li> <li>• Use knowledge of languages to search for information and read texts in any situation.</li> <li>• Produce written texts of varying complexity for use in everyday situations or assorted subjects.</li> </ul>
<i>Digital competency</i>	Information Technology	<ul style="list-style-type: none"> <li>• Use different sources to search for information.</li> <li>• Choose to use different sources based on their reliability.</li> <li>• Prepare and publish one's own information based on the data obtained using technological resources.</li> </ul>
	Audiovisual communication	<ul style="list-style-type: none"> <li>• Use different audiovisual communication channels to transmit assorted types of information.</li> <li>• Understand the messages communicated by the media.</li> </ul>
	Use of digital tools	<ul style="list-style-type: none"> <li>• Use digital tools to build knowledge.</li> <li>• Update the use of new technology to improve work and make everyday life easier.</li> <li>• Apply ethical criteria to the use of technology.</li> </ul>

<i>Cultural awareness</i>	Respect for one's own and other cultures	<ul style="list-style-type: none"> <li>• Show respect for the world's most important works of cultural heritage.</li> <li>• Value cultural interaction as a source of personal and cultural wealth.</li> <li>• Appreciate the cultural values of natural heritage and the evolution of scientific thinking.</li> </ul>
	Cultural and artistic expression	<ul style="list-style-type: none"> <li>• Express feelings and emotions from artistic codes.</li> <li>• Appreciate the beauty of expression in artistic and everyday expressions.</li> <li>• Prepare work and presentations with a sense of aesthetics.</li> </ul>
<i>Social and Civic competencies</i>	Civic and constitutional education	<ul style="list-style-type: none"> <li>• Be aware of and apply the rights and duties of coexistence in a school context.</li> <li>• Identify the implications of living in a social and democratic state endorsed by a supreme law known as the Spanish Constitution.</li> </ul>
	Relationship with others	<ul style="list-style-type: none"> <li>• Develop the ability to have a dialogue when living and working with others in order to resolve conflicts.</li> <li>• Demonstrate willingness to actively participate in established areas of participation.</li> <li>• Recognise richness in the diversity of opinions and ideas.</li> </ul>

	Social	<ul style="list-style-type: none"> <li>• Learn to behave based on awareness of different values.</li> <li>• Develop one's own scale of values and act according to it.</li> <li>• Demonstrate concern for the less fortunate and respect for different rhythms and aptitudes.</li> <li>• Become involved or promote actions with a social aim.</li> </ul>
<i>Initiative and entrepreneurship</i>	Personal autonomy	<ul style="list-style-type: none"> <li>• Optimise personal resources by relying on one's own strengths.</li> <li>• Assume responsibilities and be accountable for them.</li> <li>• Be consistent with one's work, overcoming difficulties.</li> <li>• Resolve the need for help in accordance with the difficulty of the task.</li> </ul>
	Leadership	<ul style="list-style-type: none"> <li>• Manage group work by coordinating tasks and time.</li> <li>• Instil enthusiasm for the task and confidence in the possibilities of reaching goals.</li> <li>• Prioritise the attainment of group objectives over personal interests.</li> </ul>
	Creativity	<ul style="list-style-type: none"> <li>• Generate new and original possibilities from previous knowledge on the matter.</li> <li>• Form a realistic and ambitious vision of the future.</li> <li>• Find possibilities in the environment that are not seen by others.</li> </ul>

	Entrepreneurship	<ul style="list-style-type: none"> <li>• Optimise the use of material and personal resources in order to meet objectives.</li> <li>• Show personal initiative or promote new actions.</li> <li>• Assume risks in carrying out tasks or projects.</li> <li>• Act ethically and with social responsibility at work.</li> </ul>
<i>Learning to learn</i>	Pupil profile	<ul style="list-style-type: none"> <li>• Identify personal aptitudes as a pupil: learning styles, multiple intelligences, executive functions...</li> <li>• Develop the different multiple intelligences.</li> <li>• Manage resources and personal motivation in favour of learning.</li> </ul>
	Tools for stimulating thought	<ul style="list-style-type: none"> <li>• Apply strategies to improve creative, critical, emotional, and independent thinking...</li> <li>• Develop strategies that favour rigorous understanding of the content.</li> </ul>
	Planning and evaluating learning	<ul style="list-style-type: none"> <li>• Plan the necessary resources and steps to take in the learning process.</li> <li>• Follow the established steps and decide on the next steps according to intermediary results.</li> <li>• Evaluate the achievement of learning objectives.</li> <li>• Become aware of the learning processes.</li> </ul>

Primary  
Arts and Crafts 2  
Course plan /  
Syllabus

## Term 1

1. Presentation of the term
2. Learning objectives
3. Content of the term / Evaluation criteria / Learning standards / Key competencies
4. Key competencies: Descriptors and Performance

## 1. PRESENTATION OF THE UNIT

### *Title*

First term

### *Description of the unit*

We begin this course with an analysis of the human body; we investigate with the blending of primary colours and the result of this mixture through a fall landscape; we observe the circle as a possible design for bottle caps and we use new techniques such as stamping with fall fruits.

We experiment with established techniques, such as cutting and pasting, composing a puzzle, using coloured pencils, and start with new techniques such as stamping with fall fruits, photography, collages with newsprint and the construction of a frame. All of this will be done whilst learning about one of the best painters of our cultural heritage, El Greco.

Some of the content of this term includes:

- Recognising photographs in black and white and in colour, evaluating the possibilities that technology has provided.
- Explanation of the characteristics of primary colours and experimenting with mixing them, resulting in secondary colours.
- Use of the most appropriate drawing and painting techniques for the productions, minding the material and space used.
- Analysing the circle as a possible work for the creation of a design.

### *Timing:*

From September to December.

## 2. LEARNING OBJECTIVES

- Learn about and observe the human body in different sizes and depicting it with various techniques.
- Experiment with different types of lines: curves, straight, wavy, horizontal, vertical and broken.
- Identify secondary colours by mixing primary colours and expressing them in an arts and crafts project.
- Identify the circle within a simple design.
- Manipulate different objects in order to explore their qualities within the stamping technique.
- Become familiar with El Greco within works of art and promote the conservation of our cultural heritage.
- Compose images with photographs.

- Prepare a collage with different materials, like newsprint or magazines, transforming it into still life.
- Explore the qualities of the materials and the possibilities of recycled materials to create art.
- Construct three-dimensional artwork.

### 3. TERM CONTENT - EVALUATION CRITERIA - LEARNING STANDARDS - KEY COMPETENCIES

Key competencies (CC): linguistic communication (CCL), mathematical competency and basic competencies in science and technology (CMCT), digital competency (CD), learning to learn (CAA), social and civic competencies (CSYC), initiative and entrepreneurship (SIEP) and cultural awareness (CEC).

Content	Evaluation Criteria	Learning Standards	CC
<ul style="list-style-type: none"> <li>• Drawing the human figure, bearing in mind proportions.</li> <li>• Observing different ways to represent the human body.</li> <li>• Exploring straight, horizontal, oblique, wavy, curvy and broken lines.</li> <li>• Experimenting with secondary colours (orange, green and purple).</li> <li>• Describing designs or logos using circles and circumferences as fixed images.</li> <li>• Creating drawings using stamping as a technique.</li> <li>• Sensorial exploration of the qualities and possibilities of inorganic and organic materials, such as nuts, leaves... to create artwork.</li> </ul>	1. Recognise the human body bearing in mind proportions.	1.1. Recognises the main parts of the human body and their proportions.	CMCT
	2. Describe the human body using different arts and crafts techniques.	2.1. Produces a simple arts and crafts project using the human form.	CCL
	3. Complete drawings using straight, oblique, horizontal, vertical, wavy and broken lines.	3.1. Draws using straight, curvy, wavy, broken, horizontal and vertical lines.	CMCT CAA
	4. Identify secondary colours within the composition.	4.1. Correctly mixes primary colours.	CEC CAA
	5. Create a logo using a circle.	5.1. Uses circles as the basis for a design.	CMCT CSYC
	6. Use stamping as a technique to create art.	6.1. Uses the stamping technique to create art with precision and cleanliness.	CEC SIEP
		6.2. Uses different materials to make artwork with the	CEC SIEP



<ul style="list-style-type: none"> <li>• Identifying El Greco as an important name among artists and recognising his work within our cultural heritage.</li> <li>• Observing a natural image within a photograph, adequately composing a photographic image.</li> <li>• Preparing a collage by manipulating newsprint or paper from magazines and creating a fixed image.</li> <li>• Tactile and visual exploration of natural and artificial textures to create art.</li> <li>• Oral communication of the impressions that the artwork generates.</li> <li>• Constructing a two-dimensional art project adjusting the materials, terms and instruments to the artistic composition.</li> <li>• Creating individual work</li> </ul>		stamping technique.	
	7. Recognise El Greco as one of the most important artists of our heritage.	7.1. Recognises El Greco as an influential artist.	CEC
		7.2. Accurately cuts and pastes a puzzle.	CAA SIEP
	8. Complete a photographic image.	8.1. Describes a photographic image in a natural environment.	CMCT CLL
		8.2. Depicts a photographic image.	CSYC CEC
	9. Prepare a small art project using the collage technique.	9.1. Uses the collage technique to prepare an art project, caring for the material used.	CSYC CEC
	10. Identify different materials and shapes to create a work of art.	10.1. Creates an art project using different material.	CEC
	11. Make a three-dimensional composition with a Christmas theme.	11.1. Creates a three-dimensional composition.	CMCT

by exploring possibilities of materials and instruments.	12. Identify primary colours (red and yellow) and its secondary colour (orange).	12.1. Uses primary colours (red and yellow) and identifies their mixture (orange).	CEC CSYC
	13. Respect materials, utensils and spaces.	13.1. Takes care of the material and respects the established rules.	CEC CSYC

#### 4. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptor	Performance
<i>Linguistic competency.</i>	Compose different types of texts creatively with literary meaning.	Comprehensively reads all of the different work orders.  Uses verbal language to describe the different techniques used and the processes for creating artwork.  Orally describes the designs and logos used in any of the tasks.
<i>Mathematical competency and basic competencies in Science and Technology.</i>	Use knowledge of science and technology to solve problems and understand what happens around us.	Correctly applies acquired knowledge regarding a geometric figure: the circle.
<i>Digital competency.</i>	Understand messages prepared in different codes.	Recognises the icons that appear on the computer to correctly carry out drawing and painting tasks.
<i>Learning to learn.</i>	Generate strategies to learn in different learning contexts.	Associates the different techniques learned in this unit with those developed in previous years.  Assimilates the process to be developed in future activities.
	<i>Multiple intelligences:</i> Develop different multiple intelligences.	Associates arts and crafts activities with the expression of emotions and in connection with the internal and external world.

<i>Social and Civic Competencies.</i>	Demonstrate willingness to actively participate in established areas of participation.	Learns to respect one's turn to speak when others explain the process of carrying out an activity.  Acquires social awareness in caring for and respecting the environment with the use of recycled material.
	<i>Education in values:</i> Learn to behave based on awareness of different values	Learns to have self-esteem, respects and values the works of others, to care for the environment, to have healthy habits, and to share creative ideas.
<i>Initiative and entrepreneurship.</i>	Generate new and original possibilities from previous knowledge on the matter.	Has the initiative to mix different techniques in the proposed activities.
<i>Cultural awareness.</i>	Prepare works and presentations with a sense of aesthetics.	Values the usefulness of knowing about new artists from our cultural heritage.  Appreciates the importance of arts in our cultural development.

## Term 2

1. Presentation of the term
2. Learning objectives
3. Content of the term / Evaluation criteria / Learning standards / Key competencies
4. Key competencies: Descriptors and Performance

## 1. PRESENTATION OF THE UNIT

### *Title*

Second term

### *Description of the unit*

We begin this unit with one of the techniques used in the previous unit, but this time it will be more perfected and use advances in the students' knowledge: we refer to the stamping technique. We continue with the creation of a poster where we will put into action all of the advertising concepts the pupil should know about at this stage, without overlooking the importance of working with geometric shapes and how they can be included in the creation of artwork.

We move forward with colour staining in order to cover animal figures that are close to the school environment; we continue with techniques learned in previous units, but perfect them, such as techniques using coloured pencils, soft wax crayons, temperas and felt-tip pens. In order to complete this unit we create a sculpture with modelling clay where students will be able to show their creativity.

All of this will be completed by learning about one of the most important painters in our cultural heritage, Velazquez, and expanding the use of a technique with another artist that is already known, Mondrian.

Some of the content that will be used this term are:

- Creating a composition using polygonal shapes: squares and rectangles.
- Creating a poster for the School Day of Non-Violence and Peace where learned techniques will be put into practice.
- Drawing straight lines and segments using a ruler with basic measurement units.
- Visual and tactile exploration of natural and artificial textures.

### *Timing*

From January to March.

## 2. LEARNING OBJECTIVES

- Explore natural and artificial textures through sight and touch to create the stamping technique.
- Become familiar with artistic manifestations of our cultural heritage.
- Recognise Velazquez as one of the most influential artists of our cultural heritage.
- Create a poster using felt-tip pens bearing in mind the text and the size.
- Observe the circle within an animal shape. Appropriately compose its outline.
- Explore the outline of the animals presented in relation to the space.
- Transform the colour stains with the soft wax crayons technique in animals.
- Experiment with the lines that delimit different shapes and spaces.
- Create compositions with polygonal shapes: rectangles.
- Create a drawing with coloured pencils, observing the architecture that appears on the page (the castle).
- Draw straight lines and segments with the ruler using basic measurement units.
- Correctly use the ruler to compose the straight lines that will create the Mondrian painting.
- Prepare artwork individually using modelling clay.
- Identify secondary colours by mixing primary colours and expressing them in artwork.

### 3. TERM CONTENT - EVALUATION CRITERIA - LEARNING STANDARDS - KEY COMPETENCIES

Key competencies (CC): linguistic communication (CCL), mathematical competency and basic competencies in science and technology (CMCT), digital competency (CD), learning to learn (CAA), social and civic competencies (CSYC), initiative and entrepreneurship (SIEP) and cultural awareness (CEC).

Content	Evaluation Criteria	Learning Standards	CC
<ul style="list-style-type: none"> <li>• Exploring the elements in our environment to create a winter landscape.</li> <li>• Manipulating everyday objects to create a winter landscape.</li> <li>• Identifying important names in our cultural heritage (Velazquez).</li> <li>• Creating a poster for the School Day of Non-Violence and Peace with appropriate text and size.</li> <li>• Identifying a circle within an animal shape.</li> <li>• Composing an animal shape using different arts and crafts techniques: stamping and soft wax crayons.</li> <li>• Drawing animal shapes by following the steps indicated.</li> <li>• Experimenting with different shapes that delimit the volume of</li> </ul>	1. Identify, describe and depict the natural environment and artificial environment.	1.1. Uses the stamping technique to explore the possibilities that natural shapes, textures and colours adopt.	CSYC CCL
	2. Carry out the arts and crafts activities with the skill corresponding to the different tools (cutting and pasting)	2.1. Accurately cuts and pastes a puzzle.	CAA SIEP
	3. Learn Velazquez's name as one of the most important painters in our cultural heritage.	3.1. Describes and recognises artists presented in the tasks, such as Velazquez and Mondrian.	CEC
	4. Orally and simply describe the creation of a poster with the School Day of Non-Violence and Peace theme.	4.1. Designs a poster for the School Day of Non-Violence and Peace, bearing in mind size and form.	CSYC CEC
	5. Recognise a circle within a shape.	5.1. Recognises a circle in an animal shape.	CMCT



<p>animal shapes.</p> <ul style="list-style-type: none"> <li>• Exploring colour stains with soft wax crayons to create an animal shape.</li> <li>• Describing the process for drawing an animal figure.</li> <li>• Drawing an urban landscape using polygonal shapes: rectangles.</li> <li>• Experimenting with lines that delimit the urban landscape and observing closed and open lines.</li> <li>• Drawing a castle with coloured pencils.</li> <li>• Oral communication of the impressions brought on by the Velázquez painting.</li> <li>• Correct use of the ruler to create art.</li> <li>• Verbal description of the sensations brought on by the Mondrian painting.</li> <li>• Experimenting with modelling clay to create a sculpture.</li> <li>• Obtaining secondary colours through experimenting with the</li> </ul>	6. Identify the circle in the figure using different colour schemes and textures.	6.1. Uses the stamping technique to create an animal.	SIEP CEC
	7. Complete the animal shape following the steps with coloured pencils.	7.1. Produces and identifies the parts of an animal in order to subsequently colour them using the appropriate shapes.	CSYC CEC
	8. Use soft wax crayons as artistic expression, using colour stains as a base for the animal figure.	8.1. Creates the animal shape using soft wax crayons.	CSYC CEC
	9. Identify the polygonal shapes within an artistic composition.	9.1. Uses the ruler as a basic tool to draw different geometric shapes.	CMCT CEC
	10. Use a ruler as an essential instrument in arts and crafts class.	10.1. Uses lines and geometric shapes to draw.	CMCT CEC
	11. Use drawing as a means of expression and depiction.	11.1. Draws and colours with different colour schemes.	CEC CCL
	12. Recognise Mondrian as an important painter in the art world.	12.1. Depicts images using different colour characteristics.	CEC CMCT

mixture of primary colours. • Three-dimensional construction of a mask.	13. Make a sculpture using modelling clay.	13.1. Makes a sculpture using modelling clay.	SIEP CEC
	14. Make a three-dimensional composition.	14.1. Creates a three-dimensional mask.	CEC
	15. Identify primary and secondary colours as classification.	15.1. Correctly mixes primary colours.	CEC
	16. Complete works in an organised and clean fashion.	16.1. Cares for the material and respects the established rules.	CSYC

#### 4. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptor	Performance
<i>Linguistic competency.</i>	Compose different types of texts creatively with literary meaning.	Verbally communicates feelings through the description of his or her artwork.  Comprehensively reads the orders to carry out the different tasks proposed.  Correctly uses the vocabulary to identify the qualities of the artwork.
<i>Mathematical competency and basic competencies in Science and Technology.</i>	Use knowledge of science and technology to solve problems and understand what happens around us.	Freely uses the ruler as a basic tool in his or her artwork.  Applies the knowledge learned in searching for geometric shapes.
<i>Digital competency.</i>	Understand messages prepared in different codes.	Uses the drawing and painting tools and the composition icons in his or her creations using a computer.
<i>Learning to learn.</i>	Generate strategies to learn in different learning contexts.	Associates the characteristics of materials, objects and instruments present in the natural and artificial environment with arts and crafts.  Assimilates the techniques learned throughout the unit with those used previously.

	<i>Multiple intelligences:</i> Develop different multiple intelligences.	Associates arts and crafts activities with the expression of emotions and in connection with the internal and external world.
<i>Social and Civic Competencies.</i>	Demonstrate willingness to actively participate in established areas of participation.	Respects the rules and the material used in the arts and crafts class.  Values the work of classmates as the production of creative and unique work.
	<i>Education in values:</i> Learn to behave based on awareness of different values.	Learns to have self-esteem, respect and value the works of others, to care for the environment, to have healthy habits, and to share creative ideas.
<i>Initiative and entrepreneurship.</i>	Generate new and original possibilities from previous knowledge on the matter.	Appreciates arts and crafts as entertainment and a way to have fun.
<i>Cultural awareness.</i>	Prepare works and presentations with a sense of aesthetics.	Values the figure of the artists discussed in the unit within our cultural heritage.

Primary  
**Arts and Crafts 2**  
Course plan /  
Syllabus

## Term 3

1. Presentation of the term
2. Learning objectives
3. Content of the term/Evaluation criteria / Learning standards /Key competencies
4. Key competencies: Descriptors and Performance

## 1. PRESENTATION OF THE UNIT

### Title

Third term

### Description of the unit

In this last term we analyse some of the techniques that should be acquired by the students in this course, such as the use of coloured pencils, correct use of a ruler, and recognising the circle as an essential figure in artwork. This last bit of content will be combined becoming familiar with graphing paper, which will be developed in order to acquire further precision in subsequent courses.

We continue to learn about artists of our culture heritage, such as Pablo Picasso, and approach cubism as a painting style. We complete the term with the assimilation of primary colours and their respective mixtures as one of the most developed content items in the course plan. As in the previous year, we include a play that students will be able to perform at the end of term, combining it with tasks related to the construction of two-dimensional artwork.

Some of the content for this term includes:

- Reproducing drawings on graphing paper at the same scale.
- Drawing straight lines and segments with a ruler in order to play the game tick-tack-toe.
- Verbal description of a work of art (Pablo Picasso) with regard to colours, environment, sensations, silhouettes and lines.
- Performing a simple play.
- Caring for the material and spaces we use to create artwork.

### Timing

From April to June.

## 2. LEARNING OBJECTIVES

- Explore different techniques, such as coloured pencils, stamping and soft wax crayons, using precision in creating artwork.
- Create drawings to scale on graphing paper.
- Draw straight lines and segments with a ruler with basic units of measurement.
- Become familiar with the figure of Pablo Picasso as one of the most important painters in our cultural heritage.

- Describe the work of Pablo Picasso using simple language and including colours, characters, technique and sensations.
- Create a drawing using scissors and glue, minding the materials and completing the task correctly and cleanly.
- Recognise primary colours and their mixtures with the corresponding degrees of saturation.
- Perform a small play.
- Construct three-dimensional art using recycled material.
- Prepare a spring mobile with interest.

### 3. TERM CONTENT - EVALUATION CRITERIA - LEARNING STANDARDS - KEY COMPETENCIES

Key competencies (CC): linguistic communication (CCL), mathematical competency and basic competencies in science and technology (CMCT), digital competency (CD), learning to learn (CAA), social and civic competencies (CSYC), initiative and entrepreneurship (SIEP) and cultural awareness (CEC).

Content	Evaluation Criteria	Learning Standards	CC
<ul style="list-style-type: none"> <li>• Sensory exploration of the elements in our environment, such as animals, fruits and water.</li> <li>• Creating simple artwork using a ruler to draw the segments.</li> <li>• Sensory exploration of the qualities and possibilities of newsprint as a material for the stamping technique.</li> <li>• Manipulating and exploring recycled material.</li> <li>• Recreating fruit to scale using graphing paper.</li> <li>• Identifying Pablo Picasso as one of the most important names in the art profession.</li> <li>• Oral communication of the impressions brought on by artwork.</li> </ul>	1. Identify, describe and depict the natural environment (fruits, animals and water).	1.1. Describes and identifies the qualities and characteristics of materials, objects and instruments in our natural environment.	CCL CSYC
		1.2. Draws and colours with different colour schemes.	CEC
	2. Make a drawing using a ruler to draw lines and segments.	2.1. Uses lines and geometric shapes to draw.	CMCT
		2.2. Uses the ruler as a basic tool to draw lines and segments.	
	3. Recognise, differentiate, and use the expressiveness of various materials and formats.	3.1. Uses the possibilities offered by the stamping technique with newsprint material as a basis for the activity.	SIEP



<ul style="list-style-type: none"> <li>• Interest in appropriate use of scissors and glue to create artwork.</li> <li>• Exploring mixtures of primary colours and observing their results.</li> <li>• Manipulating and transforming objects to be used in plays.</li> <li>• Preparing an individual project by exploring the possibilities of using recycled material.</li> <li>• Constructing a three-dimensional art project.</li> </ul>	4. Use graphing paper as drawing tool.	4.1. Uses graphing paper to depict the proportion of shapes.	CMCT
	5. Orally and simply describe different manners of pictorial expression.	5.1. Recognises Pablo Picasso as one of the most influential artists of our cultural heritage.	CEC
	6. Carry out arts and crafts activities skilfully using the corresponding tools (scissors and glue).	6.1. Accurately cuts and pastes.	SIEP CAA
	7. Identify primary and secondary colours according to their classification.	7.1. Identifies primary and secondary colours.	CEC
	8. Correctly read in order to perform a play.	8.1. Produces and identifies a play using oral language as a vehicle.	CCL CSYC CEC
	9. Identify the materials needed to create a three-dimensional art project.	9.1. Designs simple arts and crafts creations following the steps indicated.	CAA CEC

		9.2. Creates something using recycled material taking adequate care of the utensils.	CSYC SIEP
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#### 4. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptor	Performance
<i>Linguistic competency.</i>	Compose different types of texts creatively with literary meaning.	Participates in a dramatization and performs the assigned role taking into account intonation and verbal and body language.  Uses oral language to describe a work of art.  Reads and understands statements in order to appropriate carry out tasks.
<i>Mathematical competency and basic competencies in Science and Technology.</i>	Use knowledge of science and technology to solve problems and understand what happens around us.	Uses the tools needed to draw lines and segments.  Observes the use of graphing paper to depict the proportion of shapes.
<i>Digital competency.</i>	Understand messages prepared in different codes.	Uses the drawing and painting tools with the icons to create artwork with the help of a computer.
<i>Learning to learn.</i>	Generate strategies to learn in different learning contexts.	Associates the activities proposed with the natural and immediate environment.  Assimilates the activities learned with those used in previous courses.
	<i>Multiple intelligences:</i> Develop different multiple	Associates arts and crafts activities with the expression of

	intelligences.	emotions and in connection with the internal and external world.
<i>Social and Civic Competencies.</i>	Demonstrate willingness to actively participate in established areas of participation.	Uses recycled materials to create a three-dimensional art project.  Respects his or her classmate's right to speak when describing their artwork.
	<i>Education in values:</i> Learn to behave based on awareness of different values	Learns to have self-esteem, respect and values the works of others, cares for the environment, has healthy habits, and share creative ideas.
<i>Initiative and entrepreneurship.</i>	Generate new and original possibilities from previous knowledge on the matter.	Values arts and crafts and their techniques as entertainment and a way to have fun.
<i>Cultural awareness.</i>	Prepare works and presentations with a sense of aesthetics.	Values theatre as a means of artistic expression.  Knows and appreciates Pablo Picasso as one of our most important artists.  Identifies artwork as a means of cultural transmission.

**ANEXO CURRÍCULUM 3º Y 4º EDUCACIÓN ARTÍSTICA (EDUCACIÓN PLÁSTICA)**

ÁREA	EDUCACIÓN ARTÍSTICA (EDUCACIÓN PLÁSTICA)		CURSO	PRIMEIRO
Obxectivos	Contidos	Criterios de avaliación	Estándares de aprendizaxe	Competencias clave
<b>BLOQUE 1. EDUCACIÓN AUDIOVISUAL</b>				
<ul style="list-style-type: none"> <li>▪ a</li> <li>▪ j</li> <li>▪ b</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.1. Valoración e respecto polas obras plásticas do contorno.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.1. Amosar respecto pola área e polos diferentes tipos de expresión plástica.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB1.1.1. Valora e respecta os diferentes tipos de expresión plástica.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CSC</li> </ul>
<ul style="list-style-type: none"> <li>▪ a</li> <li>▪ j</li> <li>▪ b</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.2. Valoración da limpeza, a orde e a presentación ao realizar un traballo.</li> <li>▪ B1.3. Satisfacción na manipulación e na exploración de diferentes materiais.</li> <li>▪ B1.4. Interese por usar adecuadamente os instrumentos, os espazos etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.2. Valorar a limpeza, os materiais e a orde na realización dunha tarefa plástica e o seu produto final.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EP1.2.1. Valora a importancia da limpeza, do coidado do material e da orde para alcanzar o resultado final proposto.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CSC</li> </ul>
<ul style="list-style-type: none"> <li>▪ j</li> <li>▪ e</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.5. Observación e exploración sensorial dos elementos plásticos presentes nos ámbitos natural, artificial e artístico.</li> <li>▪ B1.6. Descrición de imaxes presentes no contexto próximo.</li> <li>▪ B1.7. Observación de elementos plásticos do ambiente artificial presentes en edificios, moblaxe urbana, luminosos ou sinais.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.3. Describir calidades e características dos materiais, dos obxectos e dos instrumentos presentes no contexto natural e artificial.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EP1.3.1. Describe calidades e características de materiais, obxectos e instrumentos presentes no contexto natural e artificial.</li> <li>▪ EP1.3.2. Identifica, nomea e debuxa as formas básicas.</li> <li>▪ EP1.3.3. Identifica os tamaños.</li> <li>▪ EP1.3.4. Identifica e usa as cores aprendidas.</li> <li>▪ EP1.3.5. Nomea e recoñece as figuras xeométricas básicas e os elementos plásticos.</li> <li>▪ EP1.3.6. Recoñece e nomea as principais partes da figura humana.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> <li>▪ CCEC</li> <li>▪ CCL</li> <li>▪ CMCCT</li> <li>▪ CCEC CMCCT</li> <li>▪ CCEC</li> <li>▪ CCEC</li> <li>▪ CCL</li> <li>▪ CMCCT</li> <li>▪ CMCCT</li> <li>▪ CCL</li> </ul>

ÁREA	EDUCACIÓN ARTÍSTICA (EDUCACIÓN PLÁSTICA)		CURSO	PRIMEIRO
Obxectivos	Contidos	Criterios de avaliación	Estándares de aprendizaxe	Competencias clave
			<ul style="list-style-type: none"> <li>EP1.3.7. Identifica figuras xeométricas básicas.</li> </ul>	<ul style="list-style-type: none"> <li>CCEC</li> <li>CMCCT</li> </ul>
			<ul style="list-style-type: none"> <li>EP1.3.8. Identifica os diferentes tipos de liña.</li> </ul>	<ul style="list-style-type: none"> <li>CCEC</li> <li>CMCCT</li> </ul>
<ul style="list-style-type: none"> <li>e</li> <li>j</li> </ul>	<ul style="list-style-type: none"> <li>B1.8. Descrición verbal de sensacións e observacións das obras plásticas.</li> <li>B1.9. Observación da obra plástica e visual no contexto, en exposicións e en museos, e comentarios posteriores sobre elas.</li> <li>B1.10. Expresión oral das impresións que a obra artística xera.</li> </ul>	<ul style="list-style-type: none"> <li>B1.4. Usar léxico sinxelo e adecuado para comentar as obras plásticas propias e alleas.</li> </ul>	<ul style="list-style-type: none"> <li>EPB1.4.1. Describe o que sente ou pensa sobre as súas propias creacións plásticas e as dos compañeiros e as compañeiras, usando o vocabulario axeitado.</li> </ul>	<ul style="list-style-type: none"> <li>CCL</li> <li>CSIEE</li> <li>CCEC</li> </ul>
<ul style="list-style-type: none"> <li>j</li> </ul>	<ul style="list-style-type: none"> <li>B1.11. Exploración de distancias, percorridos e situacións de obxectos e persoas en relación co espazo.</li> <li>B1.12. Observación de diferentes maneiras de representar o espazo (fotografía aérea, planos de vivendas, maquetas, mapas etc.).</li> </ul>	<ul style="list-style-type: none"> <li>B1.5. Identificar diferentes formas de representación do espazo.</li> </ul>	<ul style="list-style-type: none"> <li>EPB1.5.1. Observa diferentes formas de presentar o espazo.</li> </ul>	<ul style="list-style-type: none"> <li>CCEC</li> <li>CAA</li> <li>CMCCT</li> </ul>
			<ul style="list-style-type: none"> <li>EPB1.5.2. Explora as distancias, os percorridos e as situacións de obxectos e persoas en relación ao espazo.</li> </ul>	<ul style="list-style-type: none"> <li>CCEC</li> <li>CAA</li> </ul>
<b>BLOQUE 2. EXPRESIÓN ARTÍSTICA</b>				
<ul style="list-style-type: none"> <li>j</li> </ul>	<ul style="list-style-type: none"> <li>B2.1. Uso de diferentes formas, texturas e cores nas producións.</li> </ul>	<ul style="list-style-type: none"> <li>B2.1. Probar en producións propias as posibilidades que adoptan as formas, texturas e cores.</li> </ul>	<ul style="list-style-type: none"> <li>EPB2.1.1. Manexa e emprega as diferentes texturas naturais e artificiais.</li> </ul>	<ul style="list-style-type: none"> <li>CCEC</li> </ul>
			<ul style="list-style-type: none"> <li>EPB2.1.2. Emprega os diferentes tipos de liña e experimenta con elas para completar debuxos.</li> </ul>	<ul style="list-style-type: none"> <li>CCEC</li> <li>CSIEE</li> </ul>
			<ul style="list-style-type: none"> <li>EPB2.1.3. Usa diferentes tipos de materiais e experimenta con eles para crear a posteriori obras plásticas.</li> </ul>	<ul style="list-style-type: none"> <li>CCEC</li> <li>CAA</li> </ul>
			<ul style="list-style-type: none"> <li>EPB2.1.4. Sitúa elementos no espazo nas producións plásticas.</li> </ul>	<ul style="list-style-type: none"> <li>CCEC</li> </ul>

ÁREA	EDUCACIÓN ARTÍSTICA (EDUCACIÓN PLÁSTICA)		CURSO	PRIMEIRO
Obxectivos	Contidos	Criterios de avaliación	Estándares de aprendizaxe	Competencias clave
▪ j	<ul style="list-style-type: none"> <li>▪ B2.2. Elaboración de debuxos, pinturas, colaxes, estampaxes, ilustracións, volumes, encartado de formas etc.</li> <li>▪ B2.3. Manipulación de obxectos para a súa transformación (monicreques, disfraces, escenarios etc.).</li> <li>▪ B2.4. Exploración de recursos dixitais para a creación de obras.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.2. Realizar composicións plásticas que representen o mundo imaxinario, afectivo e social.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB2.2.1. Produce e identifica obras sinxelas usando formas xeométricas básicas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB2.2.2. Elabora portadas, colaxes e outros obxectos empregando as ferramentas e as técnicas básicas (recortar, pegar, encher; usar pinceis, rotuladores, lapis de cores etc.).</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CSIEE</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB2.2.3. Realiza un mosaico, coa axuda da cuadrícula, identificando e recoñecendo os tamaños.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB2.2.4. Elabora e representa imaxes despois dunha presentación audiovisual.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
<ul style="list-style-type: none"> <li>▪ a</li> <li>▪ b</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.5. Manipulación adecuada de materiais, instrumentos e espazos.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.3. Respectar e coidar os materiais, os utensilios e os espazos.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB2.3.1. Respecta as normas preestablecidas e coida os materiais, os utensilios e os espazos.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CSC</li> </ul>

ÁREA	EDUCACIÓN ARTÍSTICA (EDUCACIÓN PLÁSTICA)		CURSO	SEGUNDO
Obxectivos	Contidos	Criterios de avaliación	Estándares de aprendizaxe	Competencias clave
<b>BLOQUE 1. EDUCACIÓN AUDIOVISUAL</b>				
<ul style="list-style-type: none"> <li>▪ j</li> <li>▪ e</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.1.Exploración sensorial de elementos presentes no contorno natural (plantas, árbores, minerais, animais, auga etc.).</li> <li>▪ B1.2. Observación de elementos plásticos do entorno artificial (edificios, mobiliario urbano, luminosos, sinais etc.).</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.1. Identificar as diferentes materiais e formas de expresión plástica.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB1.1.1. Describe e identifica as calidades e as características dos materiais, dos obxectos e dos instrumentos presentes no contexto natural e artificial.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CCL</li> </ul>
<ul style="list-style-type: none"> <li>▪ e</li> <li>▪ j</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.3. Observación comentario da obra plástica e visual no contexto, en exposicións e en museos.</li> <li>▪ B1.4. Curiosidade por descubrir as posibilidades artísticas que ofrece o contexto. Identificación de nomes da profesión artística.</li> <li>▪ B1.5. Descrición de imaxes presentes no contexto.</li> <li>▪ B1.6. Exploración dos elementos plásticos nas imaxes (ilustracións, fotografías, cromos, carteis, logos etc.).</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.2. Describir oralmente e de forma sinxela diferentes formas de expresión artística.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB1.2.1. Usa termos sinxelos e adecuados para comentar as obras plásticas observadas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCL</li> <li>▪ CCEC</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB1.2.2. Describe con termos propios da linguaxe as características de feitos artísticos e os seus creadores presentes no contorno.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCL</li> <li>▪ CCEC</li> </ul>
<ul style="list-style-type: none"> <li>▪ j</li> <li>▪ e</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.7. Manipulación de obxectos cotiáns con diferentes texturas e formas.</li> <li>▪ B1.8. Descrición verbal de sensacións e observacións.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.3. Identificar as formas básicas e diferentes tonalidades e texturas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB1.3.1. Realiza debuxos e colorea con diferentes tonalidades.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCL</li> <li>▪ CCEC</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB1.3.2. Manexa en producións propias as posibilidades que adoptan as diferentes formas, cores e texturas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> </ul>
<ul style="list-style-type: none"> <li>▪ j</li> </ul>			<ul style="list-style-type: none"> <li>▪ EPB1.4.1. Identifica diferentes formas de</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCL</li> </ul>



ÁREA	EDUCACIÓN ARTÍSTICA (EDUCACIÓN PLÁSTICA)		CURSO	SEGUNDO
Obxectivos	Contidos	Criterios de avaliación	Estándares de aprendizaxe	Competencias clave
▪ e	<ul style="list-style-type: none"> <li>▪ B1.9. Exploración de distancias, percorridos e situacións de obxectos e persoas en relación co espazo.</li> <li>▪ B1.10. Observación de diferentes maneiras de representar o espazo (fotografía aérea, planos, maquetas, mapas etc.).</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.4. Identificar, describir e representar o entorno natural e o entorno artificial.</li> </ul>	representación do espazo.	<ul style="list-style-type: none"> <li>▪ CCEC</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB1.4.2. Representa de diferentes maneiras o espazo.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> </ul>
▪ j	<ul style="list-style-type: none"> <li>▪ B1.11. Experimentación con ferramentas nas actividades plásticas e con diversos soportes</li> </ul>	<ul style="list-style-type: none"> <li>▪ B1.5. Manexar as actividades plásticas utilizando coa correspondente destreza diferentes ferramentas (recortar, pegar, encher, traballar con pincel, pegamentos etc.).</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB1.5.1. Practica con precisión o recorte, o pegado, o pintado etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
<b>BLOQUE 2. EXPRESIÓN ARTÍSTICA</b>				
<ul style="list-style-type: none"> <li>▪ j</li> <li>▪ b</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.1. Exploración de cores, mesturas e manchas de cor con diferentes tipos de pintura e sobre diversos soportes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.1. Representar de forma persoal ideas, accións e situacións valéndose dos elementos que configuran a linguaxe visual.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB2.1.1. Manexa en producións propias as posibilidades que adoptan as cores.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB2.1.2. Realiza correctamente mesturas de cores primarias.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB2.1.3. Clasifica e ordena as cores primarias ( maxenta, cian e amarelo ) e secundarias ( verde, violeta e vermello) no círculo cromático, e utilizaas con sentido nas súas obras.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB2.1.4. Coñece a simboloxía das cores frías e cálidas, e aplica estes coñecementos para transmitir diferentes sensacións nas composicións plásticas que realiza.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>

ÁREA	EDUCACIÓN ARTÍSTICA (EDUCACIÓN PLÁSTICA)		CURSO	SEGUNDO
Obxectivos	Contidos	Criterios de avaliación	Estándares de aprendizaxe	Competencias clave
<ul style="list-style-type: none"> <li>▪ J</li> <li>▪ b</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.2. Indagación sobre as posibilidades plásticas e expresivas dos elementos naturais e artificiais do entorno próximo.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.2. Identificar o entorno próximo e o imaxinario, explicándoo con linguaxe plástica adecuada ás súas características.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB2.2.1 Utiliza o punto, a liña e o plano ao representar o entorno próximo e o imaxinario.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EPB2.2.2. Realiza composicións plásticas que representan o mundo imaxinario, afectivo e social.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CSC</li> </ul>
<ul style="list-style-type: none"> <li>▪ j</li> <li>▪ b</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.3. Elaboración de debuxos, pinturas, colaxes, estampaxes, encartados, ilustracións etc.</li> <li>▪ B2.4. Manipulación e transformación de obxectos para o seu uso noutras actividades escolares.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.3. Realizar composicións bidimensionais e tridimensionais segundo un desexo de expresión, coas técnicas aprendidas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EPB2.3.1. Practica con precisión o recorte e o encartado para crear obras bidimensionais e tridimensionais.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EP2.3.2. Utiliza a técnica de colaxe para realizar unha obra persoal con limpeza e precisión.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
<ul style="list-style-type: none"> <li>▪ j</li> <li>▪ g</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.5. Experimentación con tipos de liñas (curva, recta, quebrada etc.).</li> <li>▪ B2.6. Exploración das liñas que delimitan contornos e do espazo que delimita a forma aberta, pechada, plana e en volume.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.4. Utilizar nas súas representacións distintos tipos de liñas (curva, quebrada, recta etc.) e formas xeométricas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EP2.4.1. Utiliza liñas e formas xeométricas nos debuxos.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EP2.4.2. Emprega ferramentas básicas do debuxo (regra e escuadro) para realizar diferentes formas xeométricas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EP2.4.3. Manexa a cuadrícula para respectar as proporcións das formas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CAA</li> </ul>
<ul style="list-style-type: none"> <li>▪ j</li> <li>▪ h</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.7. Exploración visual e táctil da figura humana.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.5. Recoñecer as partes principais da figura humana.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EP2.5.1. Debuxa a figura humana e diferencia as principais partes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CMCCT</li> </ul>
<ul style="list-style-type: none"> <li>▪ j</li> <li>▪ i</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.8. Exploración de recursos dixitais para a creación de obras artísticas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.6. Recoñecer, diferenciar e utilizar a expresividade de diversos materiais e soportes audiovisuais.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EP2.6.1. Elabora e representa imaxes despois dunha presentación audiovisual.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> </ul>
			<ul style="list-style-type: none"> <li>▪ EP2.6.2. Deseña sinxelas creacións plásticas despois de recoller información por medios audiovisuais.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CCEC</li> <li>▪ CD</li> </ul>

ÁREA	EDUCACIÓN ARTÍSTICA (EDUCACIÓN PLÁSTICA)		CURSO	SEGUNDO
Obxectivos	Contidos	Criterios de avaliación	Estándares de aprendizaxe	Competencias clave
<ul style="list-style-type: none"> <li>▪ a</li> <li>▪ j</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.9. Interese por usar axeitadamente e de maneira progresiva os instrumentos, os materiais e os espazos.</li> <li>▪ B2.10. Satisfacción coa manipulación e a exploración dos materiais.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.7. Coidar, respectar e utilizar axeitadamente os materiais, os utensilios e os espazos.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EP2.7.1. Coida o material e respecta as normas preestablecidas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CSC</li> </ul>
<ul style="list-style-type: none"> <li>▪ a</li> <li>▪ j</li> <li>▪ c</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.11. Interese polo traballo individual e colectivo confiando nas posibilidades da produción artística.</li> <li>▪ B2.12. Respecto polas contribucións dos compañeiros e das compañeiras, e disposición para resolver as diferenzas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ B2.8. Elaborar os traballos individualmente e en grupo.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EP2.8.1. Aмосa interese polo traballo individual e colabora no grupo para a consecución dun fin colectivo.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CSC</li> </ul>