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| **SUBJECT:** ART 3º ESO | | | |
| **UNIT 4:** METRIC RELATIONSHIPS | | | |
| **SYLLABUS/GOAL** | **KNOWLEDGE** | **SKILLS** | **ESSENTIAL QUESTIONS FOR ASSESSMENT** |
| *Students will:* | *Students will know:* | *Students will be able to do:* |
| To take measures with different instrument.  To recognise different geometric shapes: triangles, quadrilateral and polygons.  To divide a segment using Thales´ Theorem.  To drawregularpolygons. | Knowing how to use the technical tools.  Identifying and classifying the geometric shapes.  Dividing a segment into equal parts.  Dividing a segment into proportional parts.  Increasing their creative abilities to draw organic shapes and regular polygons. | Use the triangular set square, protractor, ruler, compass…  Identify the three types of triangles according to the sides  Identify the three types of triangles according to the angles.  Know the classification of quadrilateral: parallelograms and not parallelograms.  Use Thales´ Theorem  Draw regular polygons inscribed in a circumference.  Draw regular star polygons. | **Make a list of technical drawing tools.**  **What is the General Method for polygon?**  **How can you divide a segment?**  **Name the regular shapes and polygons.**  **What are the elements of a circumference?**  **Create your own star polygon.** |
| **DISCOURSE /MARKERS** | **GRAMMAR** | **VOCABULARY** | |
| * Sequence marker: first, then, second, after that, finally… * Comparison marker: similarly, likewise, in the same way, like… | * Conditionals * Present simple * Passive voice * Past perfect * Comparatives and superlatives | Graphite pencil, mechanical propelling pencil, stylograph, felt pens, rubber, compass, graduated ruler, triangular set squares, protractor, semicircle, straight line, semi-straight line, segment, curved, perpendicular lines, parallel lines, oblique lines, skew lines, Thales´ theorem, bisector, acute angle, right angle, obtuse angle, straight angle, square, rectangle, rhombus, rhomboid, trapezoid, quadrilateral, polygon, circumference, ray, chord, diameter, secant, tangent… | |
| **LANGUAGE ASSISTANT** | **INTERDISCIPLINARY UNIT** | **RESOURCES** | |
|  | Students analyze and describe artists that use angles to create artistic images: Picasso, Mondrian, Kandinsky, Miró, Gleizes. It is a activity with English Department. | * Powerpoint presentations. * Photocopies. * Videos. | |

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| **SUBJECT:** ART 3º ESO | | | |
| **UNIT 5:**Space and volume | | | |
| **SYLLABUS/GOAL** | **KNOWLEDGE** | **SKILLS** | **ESSENTIAL QUESTIONS FOR ASSESSMENT** |
| *Students will:* | *Studentswillknow:* | *Students will be able to do:* |
| To learn language related to perspective,volume and space.  To differentiate between linear perspective and cylindrical representations.  To recognise the various uses of different representation systems.  To make accurate drawing of three-dimensional objects on two-dimensional surfaces. | Knowing the elements of the representation systems.  Identifying the orthographic systems and the linear perspective.  Recognizing the uses of projection systems: Topography, Design, Architecture, Engineering, Scenography…  Increasing their creative abilities to draw the views of solid shapes. | Study the elements of orthographic system and linear system.  Know the difference between orthographic and linear perspective.  Identify the uses of the representation systems.  Name the views: front elevation, plan view, left side elevation, right side elevation, rear elevation o bottom view.  Draw different views o projection of a three-dimensional object. | **Compare the uses of linear perspective with the cylindrical projections systems.**  **What is the difference between orthographic and oblique projection?**  **Look for images of the two representation systems.**  **When do we need a profile view of a solid object?**  **Draw views of different solid objects: plan, left side elevation, right side elevation and front elevation.** |
| **DISCOURSE /MARKERS** | **GRAMMAR** | **VOCABULARY** | |
| * Comparison marker: similarly, likewise, in the same way, like… * Modifying adverbs: quite, really, a little… * Addition and contrastive linkers: and, besides, but, in addition, however… | * Conditionals * Present simple * Passive voice * Past perfect * Comparatives and superlatives | Projection, picture projection, projection rays, centre of projection, ground line, front plane, horizontal plane, orthographic system, solid, level o height, distance, quadrant, cylindrical projection, horizon line, view point, vanishing point, linear perspective, orthogonal projection, front elevation, plan, left side, right side, bottom view, rear elevation…. | |
| **LANGUAGE ASSISTANT** | **INTERDISCIPLINARY UNIT** | **RESOURCES** | |
|  | Draw the views of an object that they will use in Technology. | * Powerpoint presentations. * Photocopies of activities. * Pieces. | |
| **SUBJECT:** ART 3º ESO | | | |
| **UNIT 5:** Line and texture | | | |
| **SYLLABUS/GOAL** | **KNOWLEDGE** | **SKILLS** | **ESSENTIAL QUESTIONS FOR ASSESSMENT** |
| *Students will:* | *Studentswillknow:* | *Students will be able to do:* |
| To learn language related to the expressive qualities of lines and textures.  To differentiate between types of line.  To recognise types of texture.  To create images exploring the expressive qualities of lines and texture. | Knowing the most important function of a line in its visual meaning: direction, volume, depth, structure and spatial distribution.  Identifying the different types of lines: inclined, radial, curved, broken, concurrent, filiform…  Recognizing the types of textures: optical, organic, geometric, textures using lines and textures using colour.  Increasing their creative abilities to experiment with various tools to discover the expressive possibilities of lines and textures. . | Study the function of a line in an artwork.  Identify the uses of the different types of lines.  Create different types of textures.  Draw textures using printed patterns.  Use different materials and lines to draw textures. | **What are the five graphic qualities of the line?**  **Compare three different expressive qualities of the line.**  **Describe methods used to create real texture in European art after the Cubist movement.**  **Draw the contours of the object that appear in a model.**  **Experiment with various tools to discover the expressive possibilities of different types of lines.** |
| **DISCOURSE /MARKERS** | **GRAMMAR** | **VOCABULARY** | |
| * Comparison marker: similarly, likewise, in the same way, like… * Modifying adverbs: quite, really, a little… * Describe ….according to…. | * Conditionals * Present simple * Passive voice * Past perfect * Comparatives and superlatives | Contour, outline, silhouette, surface, stroke, depth, structure, direction, volume, spatial distribution, straight lines, vertical, horizontal, inclined, curved, radial, concurrent, geometric, filiform, modulated, vector, mark, shaded, tenebrism, rugosity, softness, roughness, homogeneity, optical textures, organic textures, geometric textures, orverlap, juxtapose, pencil, felt pens, nibs, brush, charcoals, crayons, ink,… | |
| **LANGUAGE ASSISTANT** | **INTERDISCIPLINARY UNIT** | **RESOURCES** | |
|  |  | * Magazines, newspaper, felt pens, charcoals, crayons, inks.. * Exercises. * Powerpoint presentations. | |