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School supplies



GLUE



TISSUE PAPER



SOFT WAX
CRAYONS



COMPASS



WATERCOLORS



TEMPERA
PAINTS



RULER



PUNCH



PENCIL



FELT-TIP PENS



CRAYONS



BRUSHES



COLORED
PENCILS



SCISSORS



Scope and Sequence

	CONTENTS	OBSERVE	EXPRESS AND CREATE	LINGUISTIC COMPETENCE
MY BODY	<ul style="list-style-type: none"> • The human figure • Body awareness • Human expression: experience and emotion • Interpreting images • Harmony in composition • Texture • Framing and use of graphic space • Geometric shapes as a prerequisite for figure drawing • Outline and line • Volume 	<ul style="list-style-type: none"> • Observation and recognition of the human figure • Verbal expression in response to artistic works • Facial expression illustration • Human figure through images • Creative layout of elements in a drawing • Familiarity and use of outline • Exploration of different ways of depicting space 	<ul style="list-style-type: none"> • Use of distinct forms of expression • Use of the hand as a guide in creating an illustration • Creation of works through use of a tangram • Production of creative works based on feelings and ideas • Appreciation of texture through use of distinct materials • Development of various two and three dimensional techniques 	<ul style="list-style-type: none"> • Vocabulary: numbers, parts of the body, geometric shapes, school supplies, idiom: <i>look like</i> to describe physical appearance. • Structures: <i>Wh</i>-questions, verb <i>to be</i>, personal pronouns, modal <i>can</i> for ability and permission, <i>do</i> auxiliary. • Songs: “Let’s All Learn to Count;” “We Wish You a Merry Christmas”
ANIMALS	<ul style="list-style-type: none"> • Drawing animals • Geometric shapes as a prerequisite for figure drawing • Spots • Primary colors and color combinations • Artists and their works • Free expression • Volume • Masks • Fine art techniques: drawing, painting and collage • Symmetry • Drawing techniques 	<ul style="list-style-type: none"> • Observation of animal body structure and posture • Observation of paintings using various colors • Exploration of color with different types of paints using distinct media • Exploration of different techniques and materials for aesthetic purposes • Development of dialogue regarding creative experiences • Introduction to the axis of symmetry • Recognition and drawing of basic geometric shapes 	<ul style="list-style-type: none"> • Representation of animals through various fine art techniques • Use of ovals to draw animals • Three dimensional crafts work • Use of works of arts as a basis for student artwork • Use of basic creative techniques for expressive and aesthetic purposes • Creation of textured collages and artwork 	<ul style="list-style-type: none"> • Vocabulary: animals, animal sounds, sea elements, colors. • Structures: Unit 1 structures, possessive adjectives, demonstrative pronouns, <i>yes/no</i> questions, <i>there is</i>. • Songs: “On the Farm;” “Can’t You See?”

Scope and Sequence

	CONTENTS	OBSERVE	EXPRESS AND CREATE	LINGUISTIC COMPETENCE
LANDSCAPES	<ul style="list-style-type: none"> • Landscape elements • Introduction to aesthetic appreciation • The environment in artistic representations • Arrangement of graphic space • Primary colors and color combinations • Warm and cool colors • Objects in perspective: foreground and background • Creativity through free expression • Symmetry • Perspective • Geometric shapes 	<ul style="list-style-type: none"> • Observation of the environment and practice with perception • Aesthetic appreciation of natural and urban environments • Observation of color combinations superimposed through paper • Exploration and analysis of new color combinations and shades for aesthetic purposes • Selection and exploration of materials and techniques • Visual perception of volume • Introduction to the axis of symmetry • Exploration of distance • Production of creative works based on feelings and ideas 	<ul style="list-style-type: none"> • Use of a grid to work with geometric shapes • Use of colors to represent different times of day • Creation of landscapes using geometric shapes • Creation of landscapes using moveable elements • Creation of works through use of a tangram • Work with different paints to explore various finishes 	<ul style="list-style-type: none"> • Vocabulary: landscapes, forest animals, times of the day, seasons of the year, flowers and leaves, the bottom of the sea, the countryside and the mountains. • Structures: Units 1 and 2 structures, <i>How many...?</i>, <i>there is/are</i>, prepositions for time and location. • Chants: “Colors Everywhere;” “Just Like Me”

My Body



Look and count.

Let's Sing!

Let's All Learn to Count

Let's all learn to count.
Let's count the right amount.
1 and 2 and 3 and 4,
5 and 6 and 7 and 8,
9 and 10 and start again.
Let's all learn to count.

Let's all learn to count.
Let's count the right amount.
10 and 9 and 8 and 7,
6 and 5 and 4 and 3,
2 and 1—yeah, this is fun.
Let's all learn to count.



one



two



three



four



five



six



seven



eight



nine

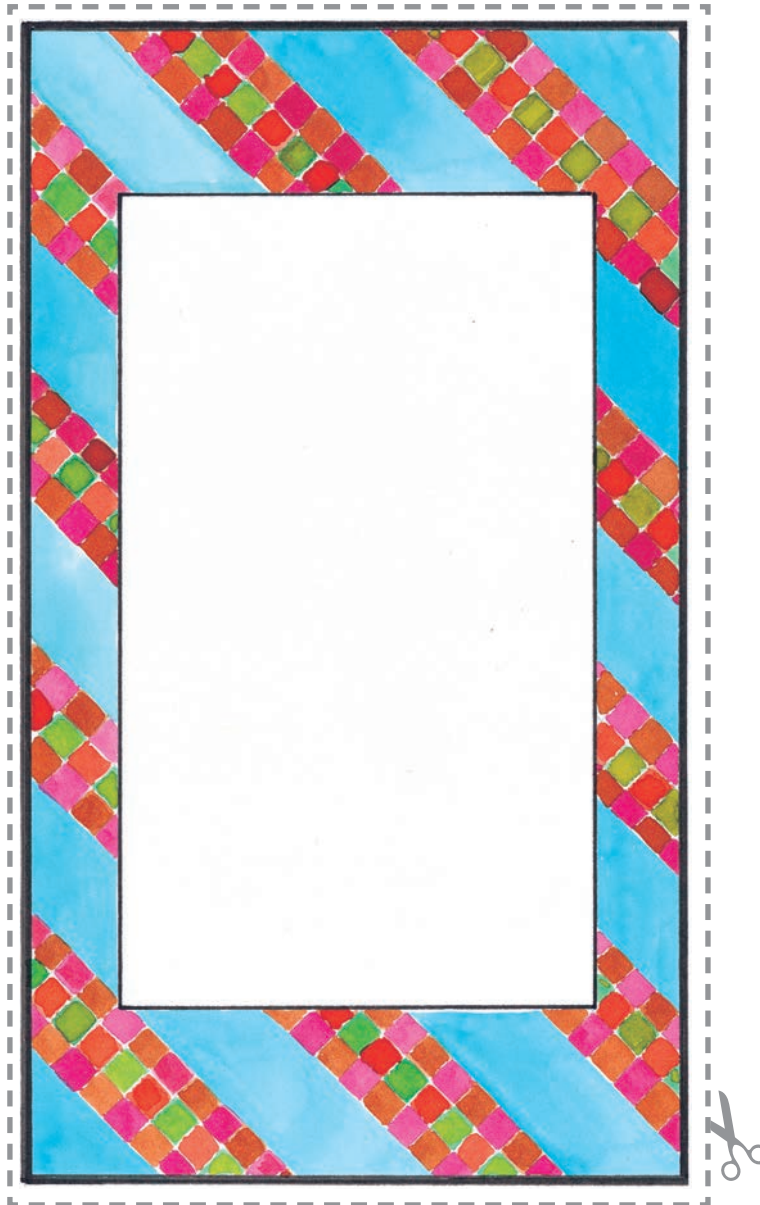
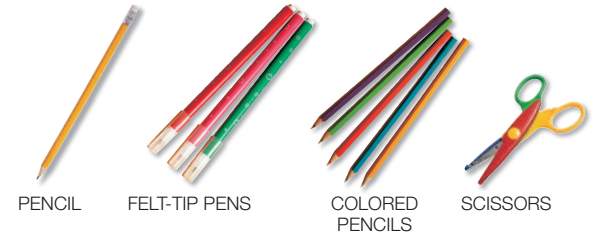


ten

Listen to the song and sing along.



Portraits



Draw your face. Then draw a friend's face. Cut out the two portraits.



Hand Pictures



Listen to the music. Trace your hand. Then make the shape into an animal or person.

Let's talk...

What is it? It's a wolf.



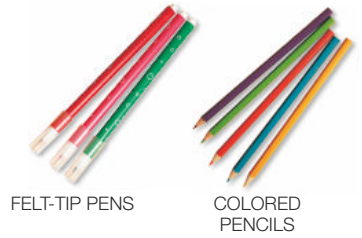
What is it?

It's a...



Describe your hand picture to a friend.

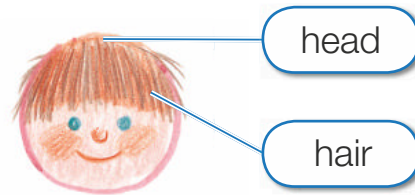
People Pictures: Step by Step



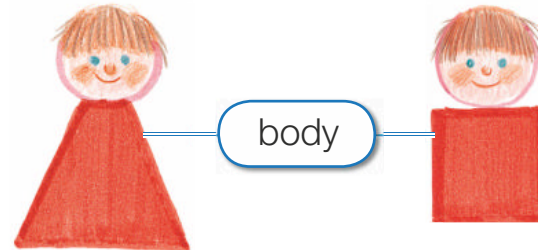
1 Draw a circle with a felt-tip pen.



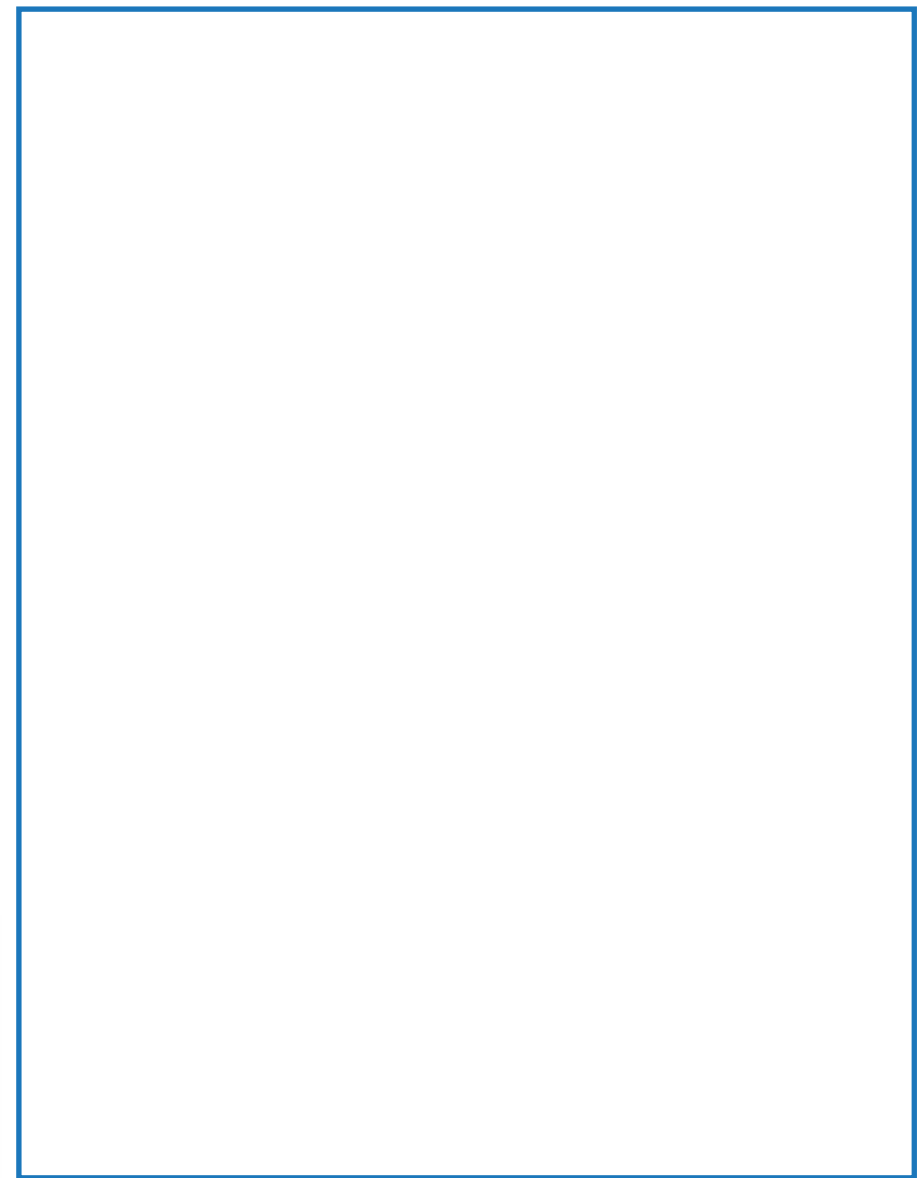
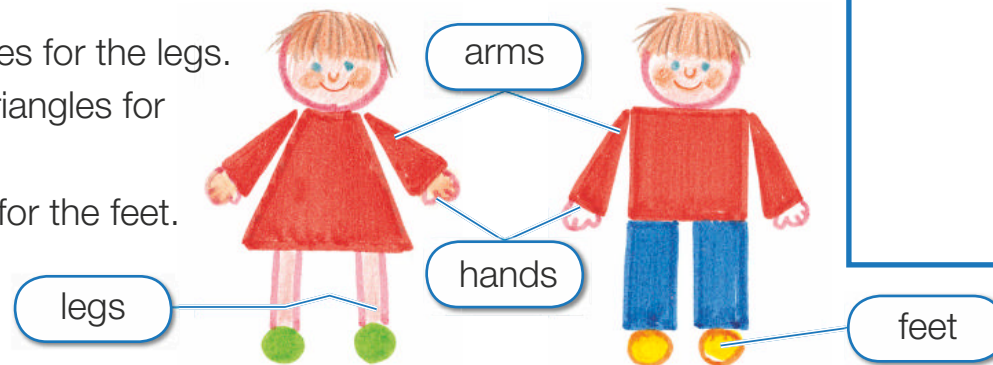
2 Draw the face and the hair with colored pencils.



3 Draw a triangle for a girl or draw a square for a boy.



4 Add two rectangles for the legs. Draw two more triangles for the arms. Draw two circles for the feet. Draw the hands.



Draw more people like this.

 **Let's talk...**

This is Carlos. He has a head, a body, two arms, two hands, and two feet.



Name your shape figure. Describe his or her body to a friend.

Shape Figures



FELT-TIP PENS



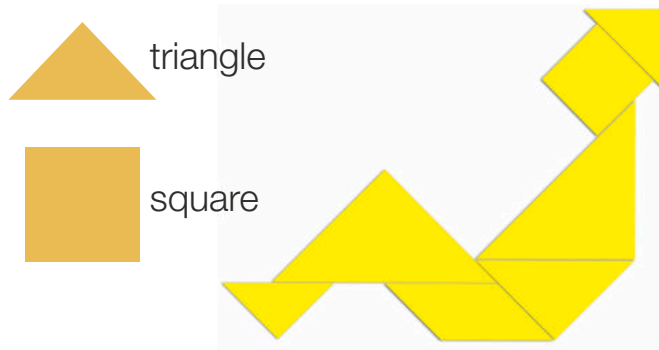
COLORED PENCILS



SCISSORS



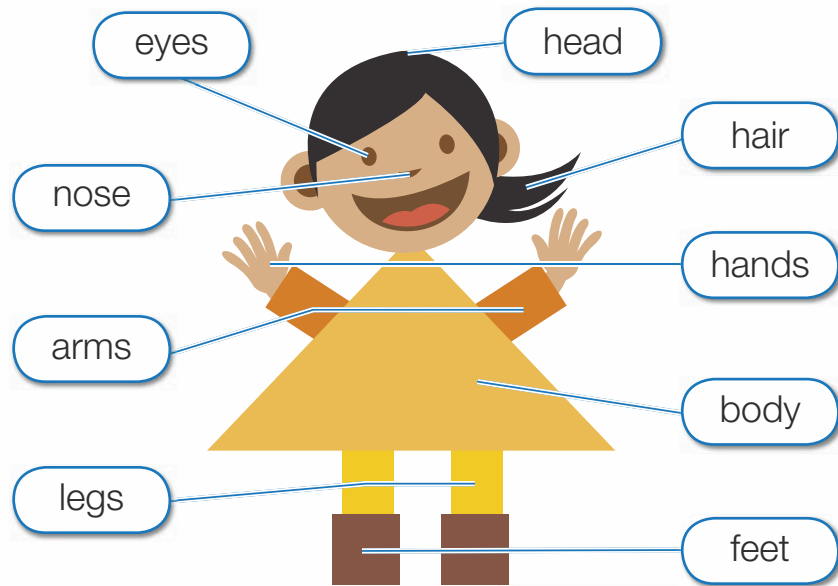
GLUE



Cut out the shapes on page 93. Glue them together on this page to make a person. Color the person to add clothes and details.

Let's talk...

We can move our bodies.



Move the parts of your body that your friend asks about. Answer Yes, I can. / No, I can't.

The Girl



Draw and color the girl.

 **Let's talk...**

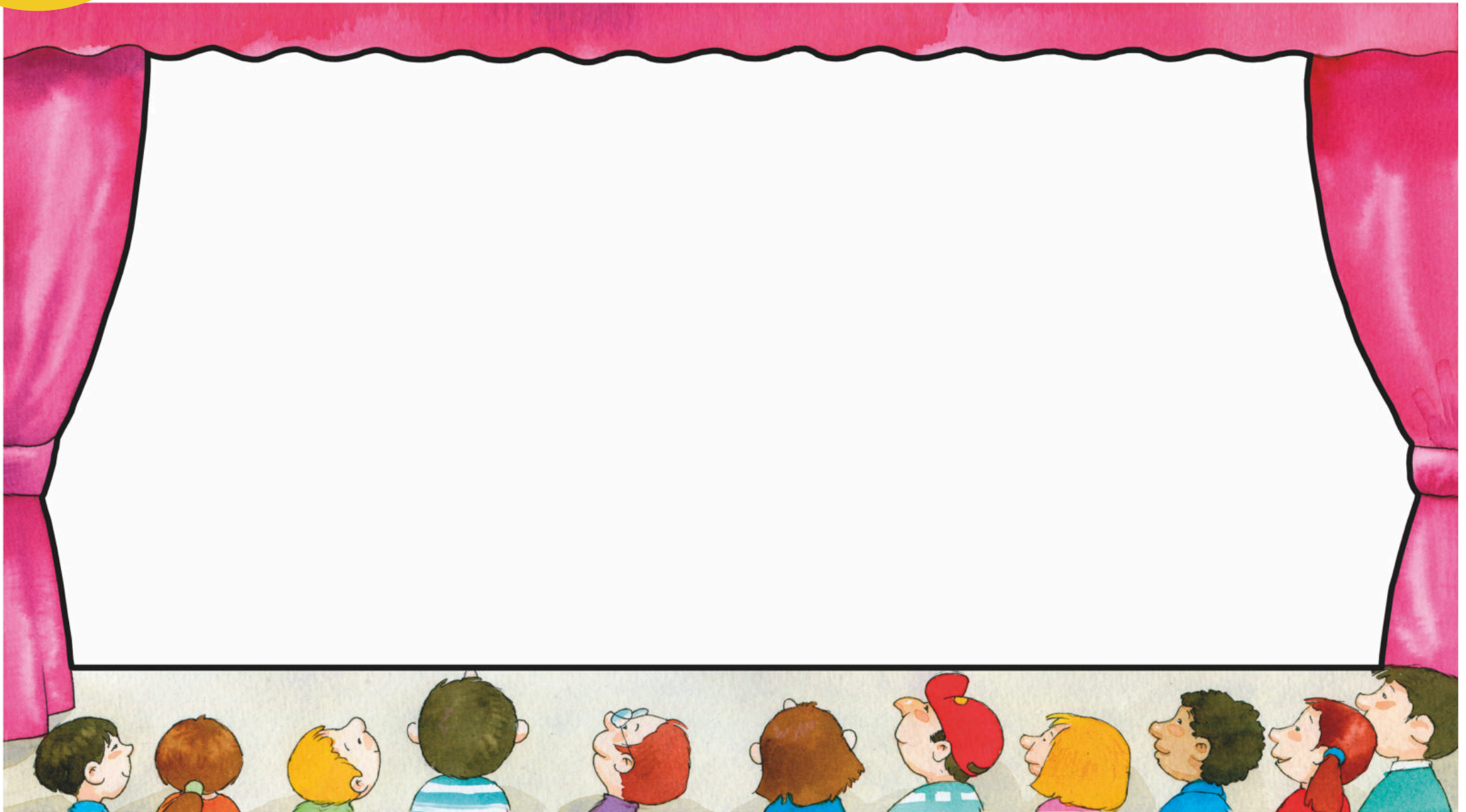
The girl has green eyes. What color are your eyes?



green / blue / brown / black

Ask a friend about his or her eyes.

Puppet Show



Draw on the stage the characters from your favorite story.

 **Let's talk...**

My favorite story is Pinocchio.

What does Pinocchio look like?



He has a head...

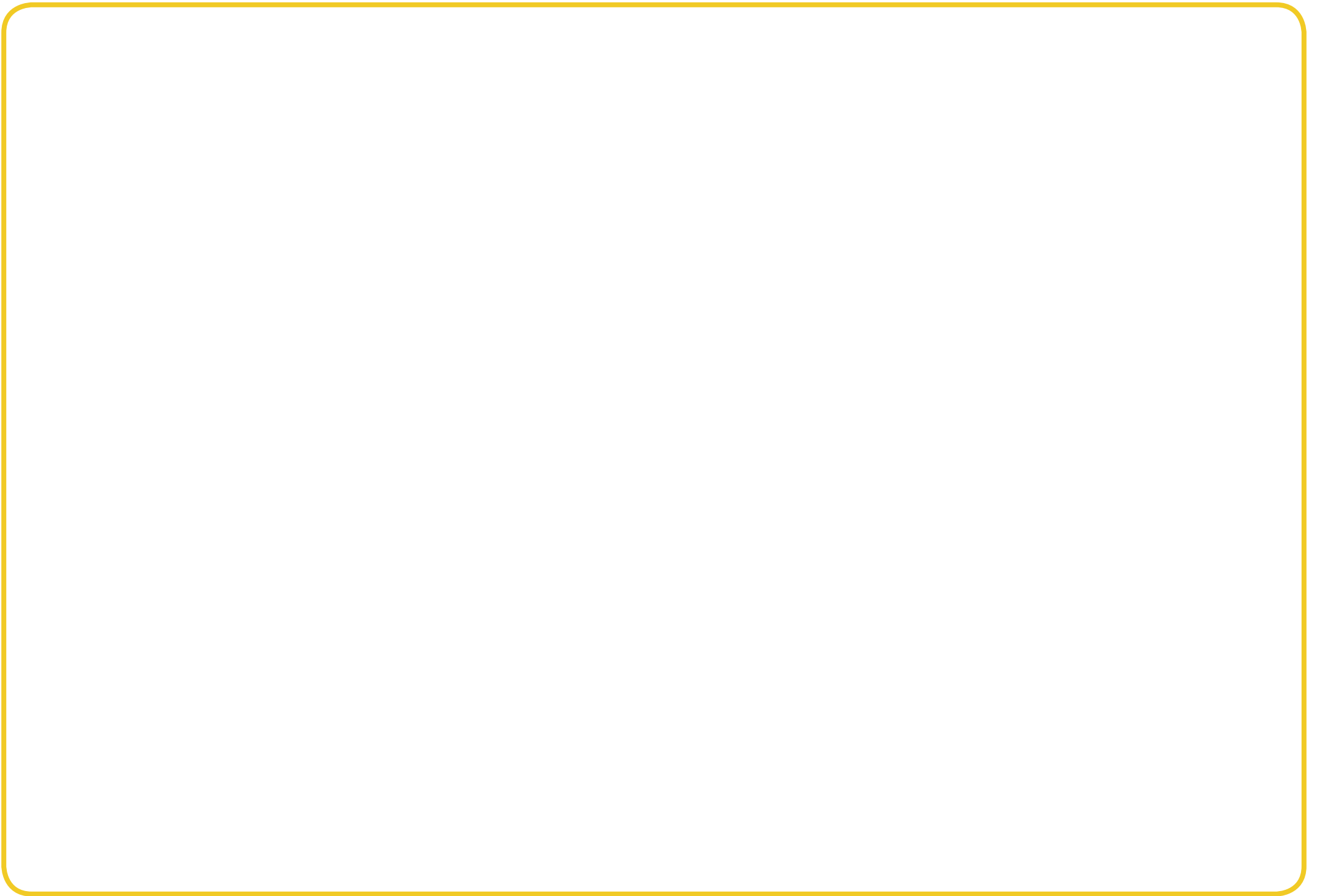


Describe Pinocchio to a friend.

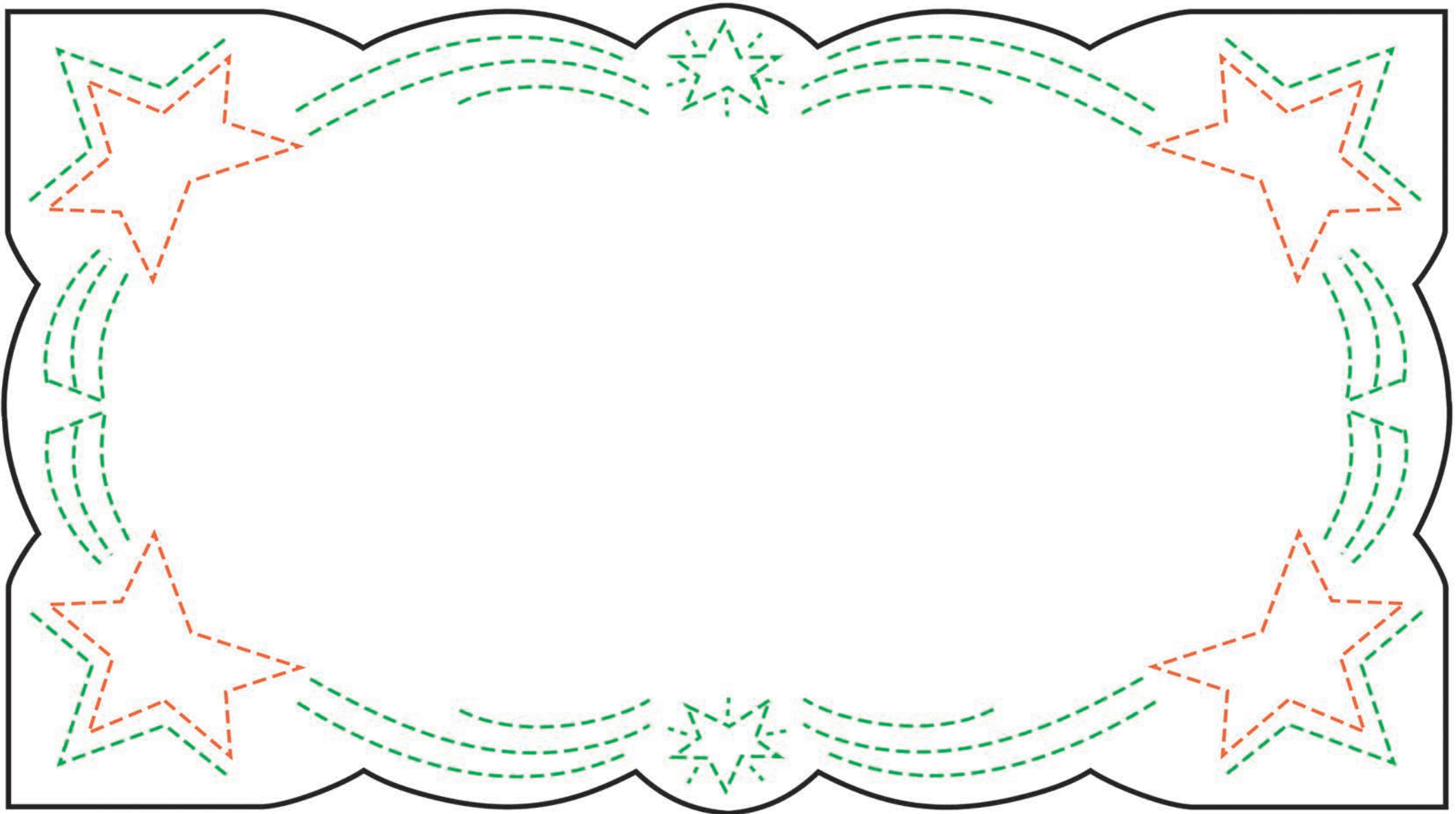
Make a face!



Complete the faces. Draw a happy, a sad, and a surprised face. Then color each one.



The Stable in Bethlehem



Listen to the music. Draw the people and animals in the stable. Color them.

Let's sing!

We Wish You a Merry Christmas

We wish you a Merry Christmas.

We wish you a Merry Christmas.

We wish you a Merry Christmas and a Happy New Year!

Good tidings we bring to you and your kin,

Good tidings for Christmas and a Happy New Year.

We wish you a Merry Christmas.

We wish you a Merry Christmas.

We wish you a Merry Christmas and a Happy New Year!



Listen to the song and sing along.



Angel Decoration



GLUE



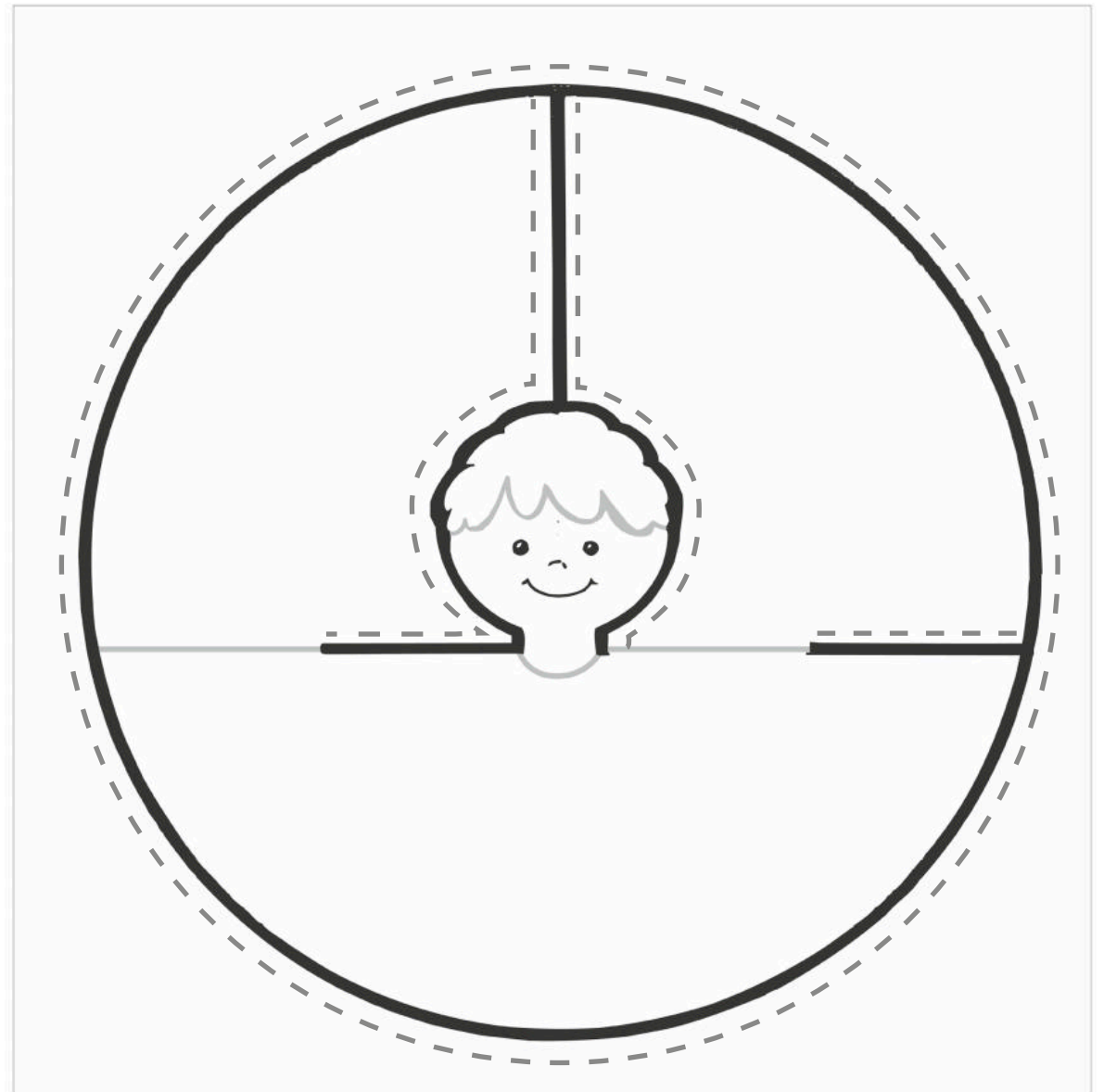
TISSUE PAPER

COLORED
PENCILS

SCISSORS



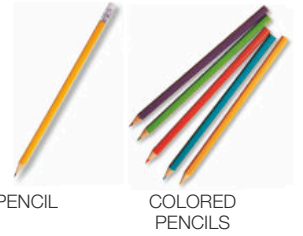
- 1 Color the angel's face with colored pencils.
- 2 Glue bits of tissue paper onto the circle.
- 3 Cut along the black lines.
- 4 Roll the body into a circle.
- 5 Glue it together at the back.



Make a Christmas decoration.







- three arms
- five hands
- four legs
- six feet



Listen to the music and draw the monster.

Let's talk...

Can I borrow your...?

- scissors
- glue stick
- pencil
- rubber
- ruler
- crayons

Can I borrow your pencil?

Yes, you can.



Ask to borrow your friend's things.

HANDS ON!



CAN I COME IN?



1 Color and cut out all the pieces. Punch holes along the dotted lines on piece A.



2 Put the long part of piece B through the bottom slit in piece A.



3 Put the flaps in piece B through the side slits in piece A.



4 Fold and glue the flaps of piece C to the flaps of piece B.

Move the bedding up and down.

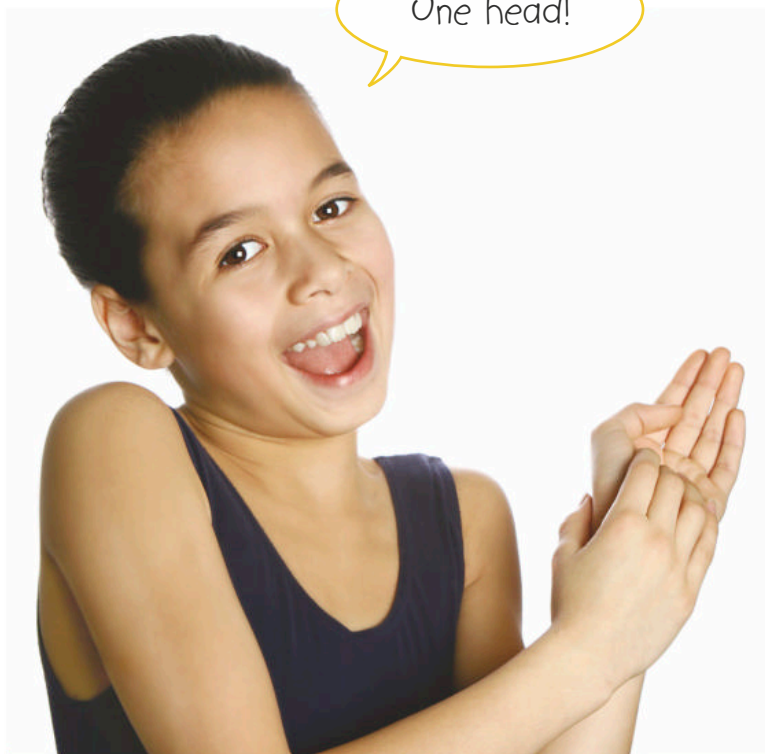
Can I come in?

- Yes, you can.
- No, you can't.

Let's chant...

One Head

One head,
One body,
Two arms,
Two legs,
My hands,
My feet,
And this is me.
As you can see.



Listen and repeat. Point to each body part.



Animals



Look and answer.

Let's sing!

On the Farm

- 1 The farmer's on the farm.
The farmer's on the farm.
The farmer's on the farm.
On the farm, on the farm.
- 2 The cows are on the farm.
The cows are on the farm.
The cows are on the farm.
On the farm, on the farm.
- 3 The pigs are on the farm.
- 4 The hens are on the farm.
- 5 The sheep are on the farm.
- 6 The horses are on the farm.



Listen to the song and sing along.

