Primary 1 Art Scheme of Work

**TERM 1**

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| Lesson | Topic | Week | Lesson Objective | Suggested Lesson Outline  Remarks | Element of Art/ Principle of Design | NE/SEL |
| 1 | **My 1st Art Lesson**  **Resources:** NLB Tumble-book: The Dot PPT  **Assessment:** Final Product | 1 | Introduce art and the importance of Art Education  Able to design their Art Portfolio Cover lines and basic shapes. | Introduce the overarching message and show pupils the joy in art making.  Use A3 paper to create a Portfolio Design Cover based on the theme ‘My Dream Self’.  Possible outcome:  A self portrait on the ideal self eg child as an artist/ soldier/ doctor.  \*Collect Drawing Block to be placed in the classroom. Do take note of the submission.  \*To paste content page at the back of the cover.  \* Pupils may continue their work as homework. | Line  Shapes | 1  A |
| 2 | **A Friend’s Portrait**  **Resources:** PPT, oil pastels/ colour pencils  **Assessment:**  Final Product | 2 | Able to complete a portrait of a friend and able to name all the major parts of the face.  Appreciate the each other’s differences in appearances. | Pair work: Observe and identify different parts of the face.  Observe and draw six different face shapes with three expressions.  Colour the faces using the Warhol style. | Shapes  Contrast | 1  B  E |
| 3 | Cultural appreciation: Learn about the Chinese culture (CNY). Different appearances of Chinese people in different countries.  Observe the differences and similarities in appearances of different races. Focus on complexion and shapes.  Colour Happy Friends template. | Colour |
| 4 | Unlearning the cartoon face.  Drawing of friend’s face through observation. | Line  Shapes |
| 5 | Proper colouring technique for pastel and colour pencils.  Colouring friend’s portrait. | Colour |
| 3 | **Great Paintings: Mona Lisa**  **Resources:** PPT, oil pastels/ colour pencils  **Assessment:** Final Product | 6 | Able to appreciate the Mona Lisa.  Recreation of Mona Lisa. | Learn about the artist and painting.  Discuss who Mona Lisa was and what kind of person she was.  Draw and colour the Mona Lisa. | Art Appreciation  Line  Colour | 4  A  C |
| 7 | Art appreciation | Gallery Walk  Art critique template |
| 4 | **Self Portrait**  **Resources:**  PPT, oil pastels/ colour pencils  **Assessment:**  Final Product | 8 | Able to draw a self portrait (half body) | Use a volunteer as a still life model and discuss the proportion of the body, from torso upwards.  Draw a self portrait entitled “Me Holding a Favourite Thing”. | Line  Proportion  Balance |
| 9 |  | Colour the self portrait from previous lesson. |  | 6  B |
|  | **Total Defence**  **Poster**  **Resources:** PPT, crayons  **Assessment:** - | 10 | Closure of Term 1  Filing  Able to discuss what they have learnt with each art piece. | Make sure the necessary art pieces are filed in to be given a Term Grade.  Discuss each art piece and what pupils enjoyed most about the lesson. |  | 4  B |

Primary 1 Art Scheme of Work

**Term 2**

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| Lesson | Topic | Week | Lesson Objective | Lesson Outline/ Remarks | Element of Art/ Principle of Design | NE/SEL |
| 1 | **African Animal Masks**  **Resources:**  Art file materials/ Construction paper  **Assessment :**  Final product | 1 | Able to create an animal mask.  Appreciate African Mask making.  Learn more about the animal chosen. | Introduction to African Mask making style and its purpose.  Decide on four given animals. Explore different mask shapes and draw one.  Draw the main features of the animal. | Colour  Balance  Proportion | 4  A  C |
| 2 | Discuss the shades of colours used for each animal.  Colour the animal masks. |
| 3 | Decide on the external features of the animal e.g. ears, mane, horn  Cut out the external features from construction paper.  Attach to the mask with glue. |
| 4 | Write up an “I am…” paragraph on the animal to be presented in class. |
| 2 | **Great Artworks:**  **An Odyssey in Colour – A collage by Henri Mattisse**  **Resources :**  Ppt , art file materials, construction paper  **Assessment :**  Final Product | 5 | Able to appreciate a famous art piece and learn more about the artist.  Create an animal collage. | Art appreciation : Discuss the art work.  Identify various things they can see in the art work.  Discuss how the artist did the collage.  Pupils given a picture of a lion and identify shapes using markers. | Art appreciation  Shapes | 2  A,B |
| 6 | Draw these shapes on drawing paper.  Cut out the shapes and colour using different mediums to create texture. | Shapes  Texture |
| 7 | Assemble the collage. | Colour  Assemblage |
| 8 | SA1 |  |  |  |
| 9 | SA1 |  |  |  |
| 10 | Closure of Term 2  Filing  Able to discuss what they have learnt with each art piece. | Gallery walk |  |  |

Primary 1 Art Scheme of Work

**Term 3**

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| Lesson | Topic | Week | Lesson Objective | Lesson Outline/ Remarks | Element of Art/ Principle of Design | NE/SEL |
| 1 | **Monster Exchange: The Monster in Me**  **Resources** :  Ppt , art file materials  **Assessment** :  Product | 1 | Able to draw a monster based on their personality and characteristics. | Brainstorm ideas using Build-A-Monster:  <http://www.goobo.com/monster/>  Draw the monster. | Line  Shape  Colour  Texture | 1  E |
| 2 | Colour and mount the monster.  Cut out the monster.  Decorate your classrooms with monsters. |
| 2 | **The Monster in My Closet**  **Resources:**  PPT, art file materials, black construction paper  **Assessment** :  Final product | 3 | Able to create a closet card with a monster inside. | Watch a clip of Monsters’ Inc.  Based on four monster designs from Monsters’ Inc, create own monster. | Colour  Line  Texture  Scale | 4  A  C |
| 4 | Study different animal prints.  Use one to colour the monster.  Mount and cut out the monster. |  |
| 5 | Design the closet door and colour it.  Attach the closet door to the ‘closet’. |  |
| 6 | Paste the black colour paper in the closet.  Paste the monster in the closet.  Describe the monster. |  |
| 3 | **The Monster Comes Alive**  **Resource :**  Ppt, art file materials, construction paper  **Assessment** :  Product | 7 | **Great illustrators: Maurice Sendak (Where The Wild Things Are)** | Watch a clip of Where the Wild Things Are.  Discuss what the story is about.  Introduce comic book panelling.  Doodle a three-four panelled comic strip about Where the Wild Things Are. Colour. | Art Appreciation  Line  Proportion  Space | 2  C  E |
| 8 | Write a monster story based on the template given.  Draw the comic strip. | (Group work) Fill in the template given to create a story of a monster and a child.  Using the three-panel template, draw the story in. | Line  Proportion  Space |
|  | 9 | Colour the comic strip and outline with thin black marker or colour pencil.  Mount the comic strip on construction paper. |  |
| **Assessment** :  Product | 10 | Closure of Term 3  Filing  Able to discuss what they have learnt with each art piece. | Gallery Walk | Art Appreciation |

Primary 1 Art Scheme of Work

**Term 4**

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| Lesson | Topic | Week | Lesson Objective | Lesson Outline/ Remarks | Element of Art/ Principle of Design | NE/SEL |
| 1 | **Colours**  **Resources** :  Ppt, art file materials  **Assessment :**  Final product | 1 | Able to name the seven colours of the rainbow.  Able to name the three primary colours.  Able to mix primary colours to get secondary colours. | Colour the template of the Green Giant based on a read-aloud poem. | Colour  Contrast | 2  B |
| 2 | Introduction to primary colours.  Basic painting techniques.  Begin colour wheel (primary). | 6  D |
| 3 | Mixing of primary colours to get secondary colours.  Completion of colour wheel (secondary). | 2  B |
| 2 | **Famous Artists: Leroy Neiman**  **Resources** :  PPT, art file materials, oil pastels  **Assessment :**  Final Product. | 4 | Know more about Leroy Neiman and appreciate his paintings.  Able to derive meaning from different colours.  Differentiate warm and cool colours | Introduce Leroy Neiman and discuss some of his paintings.  Define what is warm and cool colours.  Colour two colour template using purely warm and cool colours, respectively. | Colour  Contrast | 4  A |
| 5 | Create an abstract painting based on what was learnt. |
| 3 | **Designing a Flag**  **Resources :**  PPT, art file materials  **Assessment :** Final Product | 6 | Create a flag based on what was learnt. | Explore flags of different countries and what they symbols mean.  Study the Singapore flag.  Draw design for own flag based on personality and interests. | Colour  Line  Contrast | 2  B |
|  | 7 | Paint the flag. | 2  B |
|  |  | 8 | SA2 |  |  |  |
|  |  | 9 | SA2 |  |  |  |
|  |  | 10 | Closure of Term 3  Filing  Able to discuss what they have learnt with each art piece. | Gallery Walk |  |  |

NE Message:

1. Singapore is our homeland; this is where we belong. *We treasure our heritage and take pride in shaping our own unique way of life.*
2. We must preserve racial and religious harmony. *We value our diversity and are determined to stay a united people.*
3. We must uphold meritocracy and incorruptibility. *We provide opportunities for all, according to their ability and effort.*
4. No one owes Singapore a living. *We find our own way to survive and prosper, turning challenge into opportunity.*
5. We must ourselves defend Singapore. *We are proud to defend Singapore ourselves, no one else is responsible for our security and well-being.*
6. We have confidence in our future. *United, determined and well-prepared, we have what it takes to build a bright future for ourselves, and to progress together as one nation.*

SEL Competencies:

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|  | **Core SEL** | **Description** |
| A | Self Awareness | Identifying and recognising emotions |
| Accurate self-perception |
| Recognising strengths, needs and values |
| Self-efficacy |
| Spirituality |
| B | Social Awareness | Perspective taking |
| Empathy |
| Appreciating diversity |
| Respect for others |
| C | Self Management | Impulse control and stress management |
| Self-motivation and discipline |
| Goal setting and organisational skills |
| D | Relationship Management | Communication, social engagement and building |
| Working cooperatively |
| Negotiation, refusal and conflict management |
| Seeking and providing help |
| E | Responsible Decision Making | Problem identification and situation analysis |
| Problem solving |
| Evaluation and reflection |
| Personal, moral and ethical responsibility |