Primary 2 Art Scheme of Work

**TERM 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 | **Appreciating Diversity and Relationships (Curriculum Integration)**  **Resources:** PPT, A3 construction paper (coloured and black)  **Assessment:**  Final Product | 2 | Able to write in bubble letters. | Introduce the technique of bubble letters and different font designs.  Create cover page for scrapbook. (English) | Line  Shape | 1  B  E |
| 3 | Learn more about the Chinese culture. | Learn why Chinese New Year is celebrated.  Make paper lanterns using construction paper. | Line  Colour |
| 4 | Know what complementary colours are.  Understand the value of friendship and the differences between friends. | Introduce complementary colours.  (Group work) Trace out individual hands on coloured construction paper and cut them out.  Paste the hands of respective groups on a black construction paper.  Write what you like about your friend on his/her hand. | Line  Shapes |
| 5 | Learn more about each other’s families. | Each child to bring a photo of their family and share something about them with the class.  Class makes a Group Family Tree. | Shapes |
| 3 | **Book Art (Curriculum Integration)**  **Resources:** PPT, art file materials.  **Assessment:** Final Product  **Self Portrait**  **Resources:**  PPT, oil pastels/ colour pencils  **Assessment:**  Final Product | 6 | Appreciate the importance of reading.  Create a bookmark. | Guided drawing of dragon head. Cut it out.  Place the dragon head on the bookmark body.  Cut strips of paper for the tail. | Line  Proportion  Colour | 4  A  C |
| 7 | Reproduce your favourite book cover. | Draw your favourite big book cover using the grid-transfer technique. |
| 8 | Colour your book reproduction. |
| 9 | Famous Illustrators: Quentin Blake | Introduce Quentin Blake and his style of drawing.  Draw favourite Roald Dahl characters based on Quentin Blake’s style |  | 6  B |
|  | 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 2 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 | **Animal Collage (Underwater)**  **Resources:**  Art file materials/ Construction paper  **Assessment :**  Final product | 1 | Famous Artist: Henri Mattisse (Collage) | Introduce Henri Mattisse.  Explore his collage art pieces and discuss how it is done.  Draw the overall outline of an underwater scene.  Draw various elements of the drawing on construction paper. | Colour  Balance  Proportion | 4  A  C |
| 2 | Able to create a collage. | Cut out the drawn elements, arrange it on the drawing paper, and paste it. |
| 2 | **Caterpillar and Butterfly (Curriculum Integration)**  **Resources:**  PPT, art file materials, paper plates  **Assessment:** | 3 | Create a butterfly life cycle as a wind decoration. | Cut out a spiral from the paper plate. Decorate.  Draw and cut out the three stages of butterfly life cycle. |
| 4 | Attach all the different parts together using strings and scotch tape. |
| 3 | **3D Animal – The Octopus**  **Resources :**  Ppt , art file materials, construction paper, used items  **Assessment :**  Final Product | 5 | Able to create a 3D animal using recycled materials. | Detailed instructions are in the powerpoint slides provided.  Assemble the collage. | Proportion  Scale  Shapes  Texture  Colour  Assemblage | 2  A,B |
| 6 |
| 7 |
| 8 | SA1 |  |  |  |
| 9 | SA1 |  |  |  |
| 10 | Closure of Term 2  Filing  Able to discuss what they have learnt with each art piece. | Gallery walk |  |  |

Primary 2 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 | **Creating a Menu**  **Resources** :  Ppt , art file materials, A3 construction paper.  **Assessment** :  Final product | 1 | Know the different components of a menu.  Able to create a menu for a restaurant. | (Group work) Each member of the group will create their own dish.  As a group, bring together all the dishes and create the overall design for the menu. | Line  Shape  Colour | 1  E |
| 2 |
| 2 | **Vegetable Printing**  **Resources:**  PPT, art file materials, black construction paper  **Assessment** :  Final product | 3 | Able to create an artwork using printing. | Use vegetables to create repeated patterns | Colour  Balance | 4  A  C |
| 3 | **Fruit Basket**  **Resources:**  PPT, art file materials, construction paper. | 4 | Create a paper fruit basket. | Draw five different kinds of fruit, paint, and cut them out.  Draw a basket, paint, and cut it out. Partially paste it on a piece of black construction paper.  Place the fruits in the basket. |  |
| 5 |  |
| 6 |  |
| 4 | **Food Pop Art**  **Resource :**  Ppt, art file materials, construction paper  **Assessment** :  Product | 7 | Famous artists: Andy Warhol  Create a pop art work using commercial images of food. | Introduction to pop and commercial art.  Prepare four tiled backdrop for pop art, bordered with black.  Paint the tiles using complementary colours.  Cut out four commercial images of food, and place them in the centre of each tile. | Art Appreciation  Line  Proportion  Space | 2  C  E |
| 8 | Line  Proportion  Space |
| 9 |  |
| **Assessment** :  Product | 10 | Closure of Term 3  Filing  Able to discuss what they have learnt with each art piece. | Gallery Walk | Art Appreciation |

Primary 2 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 | **Diorama**  **Resources** :  Ppt, art file materials, box lid  **Assessment :**  Final product | 1 | Able to create a diorama of a fantasy landscape. | Cover the box lid in construction paper.  Create a background of blue sky and white clouds.  Create different buildings, plants and people out of construction paper.  Assemble the different components. | Colour  Line  Shape  Proportion | 2  B |
| 2 | 6  D |
| 3 | 2  B |
| 2 | **Popsicle Puppet – Grasshopper and the ant**  **Resources** :  PPT, art file materials, popsicle sticks  **Assessment :**  Final Product. | 4 | Make popsicle puppets based on the characters in Grasshopper and the Ant. | Draw the characters, paint and cut them out.  Paste the character on a popsicle stick. | 4  A |
| 5 |
| 3 | **Troll Puppet – Three Billy Goats Gruff**  **Resources :**  PPT, art file materials  **Assessment :** Final Product | 6 | Make a troll puppet.  Stage a show, Lesson 1’s diorama. | Draw a troll based on the detailed instructions.  Paint and cut the troll out.  Cut holes in the troll for finger holes. (Fingers as replacement for the troll’s legs.) | Colour  Line | 2  B |
| 7 | 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 |