

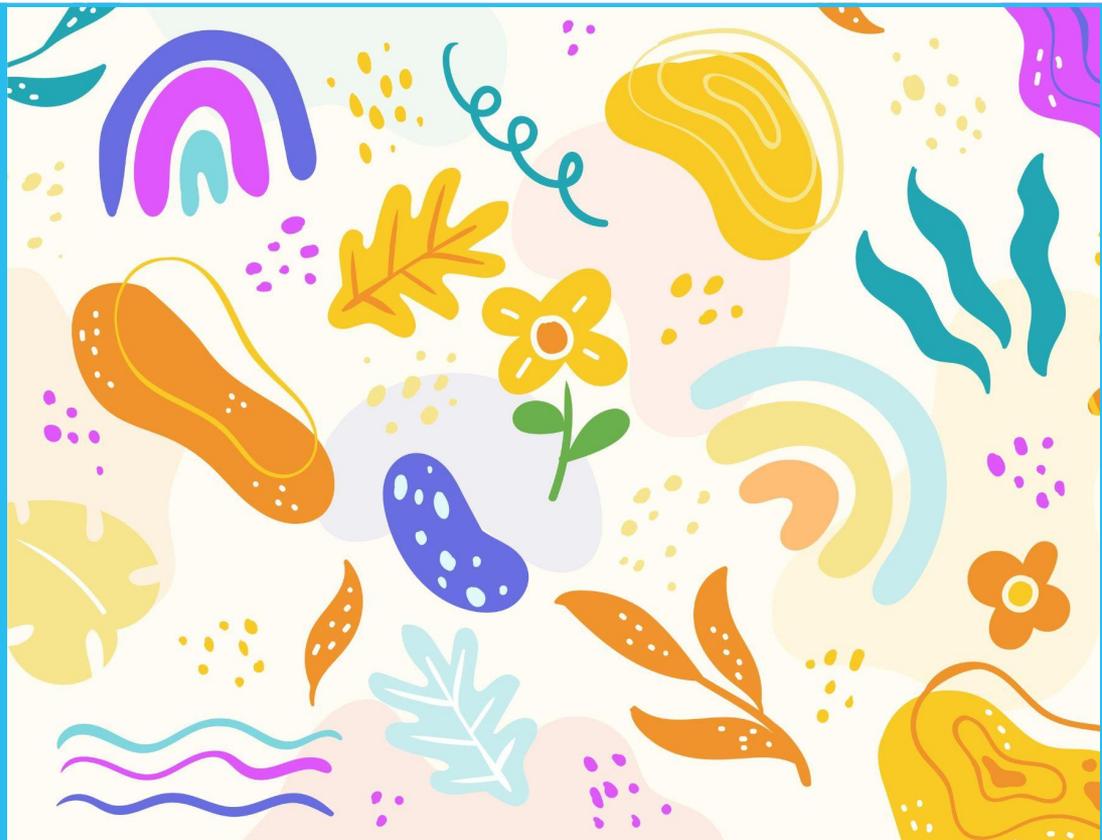


ART

*October - November -
December, 2023*

Different Visual
Manifestations
of Art | Meet the Artist

3rd Form





SECUENCIAS DIDÁCTICAS PRIMARIAS BILINGÜES

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CONTENIDO

OBJETIVOS DE APRENDIZAJE DE PLÁSTICA VINCULADOS CON INGLÉS

- ❑ Incorporar representaciones e imágenes superando modelos y formas estereotipadas.
- ❑ Reconocer las cualidades visuales de las imágenes apreciadas
- ❑ Vincular las diversas manifestaciones artísticas a las diferentes épocas y lugares.
- ❑ Conocer artistas y las características de su trabajo creativo.
- ❑ Tomar contacto con artistas y producciones artísticas.



CONTENIDO

OBJETIVOS DE APRENDIZAJE DE INGLÉS VINCULADOS CON PLÁSTICA / ART

- ❑ Comprender consignas dadas por el/la docente, reconociendo palabras y expresiones sencillas usadas habitualmente.
- ❑ Comprender palabras y frases simples que permitan la apreciación de producciones visuales y manifestaciones artísticas.
- ❑ Comprender palabras y frases simples que permitan la contextualización; poder acercarse a las culturas de procedencia de las manifestaciones visuales, épocas, artistas y a espacios de producción y exhibición.



CONTENIDO

OBJETIVOS DE APRENDIZAJE DE INGLÉS VINCULADOS CON PLÁSTICA / ART

- ❑ Utilizar expresiones y/o frases sencillas para describir imágenes y situaciones relacionadas con los contenidos abordados para manifestar su interés, emociones, sensaciones.
- ❑ Ampliar y usar el vocabulario específico para referirse a los tipos de materiales, texturas, líneas, figuras, etc. que se encuentran en una obra artística.
- ❑ Acercarse a distintas expresiones artísticas del mundo, reconociendo diferencias y mostrándose respetuoso por las sensibilidades diferentes a la propia.



CONTENIDO

BLOQUES

| LO HISTÓRICO, LO GEOGRÁFICO Y LO SOCIAL

Reconocimiento de las distintas manifestaciones artístico- comunicacionales en el campo de las artes visuales: las artes tradicionales y las contemporáneas, la arquitectura, el diseño, las producciones artesanales, los medios de comunicación.

| LAS MANIFESTACIONES VISUALES Y SUS PROTAGONISTAS

Encuentro e intercambio con distintos creadores del presente. Participación en visitas a talleres de artistas y artesanos, escuelas de arte, etcétera.

ALCANCE

| LO HISTÓRICO, LO GEOGRÁFICO Y LO SOCIAL

La presencia de las artes visuales y sus distintos ámbitos de producción: artistas que trabajan en talleres, en medios masivos de comunicación y medios digitales, en el espacio urbano.

| LAS MANIFESTACIONES VISUALES Y SUS PROTAGONISTAS

Las diferentes imágenes y su lugar en las comunidades de hoy, a las transformaciones impulsadas por los avances tecnológicos y al contacto con distintos protagonistas del quehacer visual.



CONTENIDO

CONTENIDOS EN INGLÉS

- ❑ Uso del Presente Simple para la identificación y descripción de la actividad artística (por ejemplo, *Some artists work in their workshops*).
- ❑ Uso del modo imperativo para dar y seguir órdenes, instrucciones e indicaciones sencillas (por ejemplo, *Look at this image*).
- ❑ Uso de conectores básicos y lineales para enlazar palabras o grupos de palabras (por ejemplo, *Artists work on paper and on screen too*).
- ❑ Vocabulario específico de contenido relacionado a la caracterización de elementos naturales como aquellos producidos por el hombre, a las emociones que dichos elementos producen en las personas, y a los artistas y los ámbitos de producción (por ejemplo, *workshop, sculptor, relaxed, etc.*)
- ❑ Construcciones y expresiones de la lengua adicional para la comprensión y expresión de conceptos (cantidad, posesión, existencia, etc.) y funciones comunicativas, como pedir y dar información, expresar opiniones y sentimientos, etc.

ORIENTACIONES PARA LA ENSEÑANZA



PREGUNTAS QUE ORIENTAN A LA OBSERVACIÓN INTEGRAL DE LA OBRA O IMAGEN

¿Qué ven? ¿Qué sensación les da esta obra (o imagen)? ¿Qué parte de la imagen miran primero? ¿Esta imagen/pintura/escultura es antigua o moderna? ¿Fue hecha hace mucho tiempo o poco tiempo? *What can you see?/ How does it make you feel?/ What part of the image do you look at first?/ Is this picture/painting/sculpture old or modern?/ Did the artist make it long or short ago?*



PREGUNTAS QUE FAVORECEN LA IDENTIFICACIÓN DE RECURSOS TÉCNICOS Y MATERIALES

¿Qué material/es ven? *Which material(s) can you see?*



PREGUNTAS QUE FOCALIZAN ASPECTOS VISUALES

¿Hay colores que se repitan en distintos fragmentos de la obra o imagen, cuáles? ¿Cuál es el más claro / oscuro? Miren esta textura: ¿les parece suave, rugosa, áspera? ¿Observan sectores de luces y sombras? *Are the colours repeated, which ones?/ Which is the lightest/darkest?/ Look at this texture: is it smooth or rough?/ Can you see parts with lights and shadows?*

Icons from Flaticon.es

ORIENTACIONES PARA LA ENSEÑANZA



PREGUNTAS QUE ESTIMULAN LA CONSTRUCCIÓN DE SIGNIFICADOS

¿Qué están haciendo los personajes (pintados, dibujados, modelados, etc.)? ¿Tienen expresiones o gestos tristes, felices, serios, etc.? ¿Dónde están? Miren los objetos y/o vestuarios representados: ¿parecen ser del pasado, del presente o de un posible futuro?/ *What are the characters doing?/ Do they look sad, happy, serious, etc.?/ Where are they?/ Look at the objects/costumes: are they from the past, the present or the future?*



PREGUNTAS QUE NOS AYUDAN A CONOCER MÁS DEL ARTISTA

En relación al creador, artista, artesano, dibujante, historietista, pintor, escultor, artista urbano. ¿Conocen los materiales utilizados? ¿Trabajó con lápices, pintura o arcilla, metal, material reciclable? ¿Qué te gusta de su trabajo? ¿Creés que lo realizó en un tiempo corto o largo? ¿De qué país es el/la artista? *What materials did the artist use?/ Did he/she use pencils, paint, clay, metal or recycled material? What do you like about his picture/painting /sculpture? Did it take him a long time to make this? Where is the artist from?*

Icons from Flaticon.es

DIFFERENT VISUAL MANIFESTATIONS OF ART; ARTISTS AND WHERE THEY WORK



Image from Pixabay



Image captured from:
<https://teatrocolon.org.ar/es/colon-fabrica>
 (Sep.2023)



Image captured from
<https://www.bbc.com/mundo/noticias-50382251>
 (Sep., 2023)

COMMUNICATION

- ❑ **Lexical items:** Shapes. Colours. Texture and different types of lines
- ❑ **Space:** Art is all around: theaters.
- ❑ **Emotions:** Angry, happy, sad, worried, relaxed, less alone, moved.
- ❑ **Language exponents:** I can see.../ there is...there are/ I feel... There is (no) background in the painting/ They look...../ He/she is a scenographer.

CONTENT & COGNITION

Reconocimiento de las cualidades de diferentes superficies en el entorno, en elementos de la naturaleza, y en producciones de distintos/as creadores/as: texturas ásperas, rugosas, lisas, etcétera. Expresión de diferentes emociones y sensaciones en relación a las producciones visuales, gustos personales relacionados al disfrute estético. Respeto por las sensibilidades diferentes a las propias.

CULTURE

Museums; cultural centers; art galleries; art in the street; theaters.

CHECK YOUR LEARNING

I can recognize different different types of artists and works of art or images. I can talk about the my feelings and respect feelings different from mine. I can talk about artists and their work.



BRAINSTORM IDEAS

Which type of artists do you already know? Can you think of others?

Makeup
Artists

Scenographers

Architects

Illustrators

ARTISTS

Sculptors

Strip
cartoonists

Photographers

Designers

Muralists

CONTENT AND COMMUNICATION

What are these?
Is this art?



How do you feel when you see this/ these mural/ murals?

When I see this/ these mural(s), I think about...



Image captured from:
<https://turismo.buenosaires.gob.ar/es/attractivo/9-h-murales-en-un-barrio-escondido> (Sep., 2023)



Angry



Impressed



Moved



Surprised



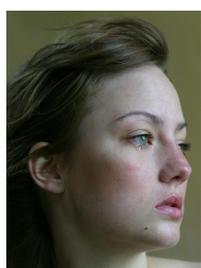
Disgusted



Curious



Relaxed



Very Sad

Images from Pixabay and Pexels

CONTENT AND COMMUNICATION - Who is Banksy?

- ❑ Before reading, the teacher will ask students if they know who Banksy is.
- ❑ Then, the teacher will ask them to read the first two paragraphs and check their predictions.
- ❑ After that, the teacher will ask them to find the materials the artist works with and where his works are.
- ❑ The teacher will explain students that most information about the artist is unknown.



Visit the [webpage](#) and watch the video!

Most of his works, visible in London and in various cities around the world. He combines graffiti with stencils and his technique is extremely particular. For them, some pay hundreds of thousands of euros, while the majority can see them for free on the streets of the most important cities in the world.

Banksy is the pseudonym* by which the popular English street artist is known; most of the information about his identity is unknown. Some research indicates that he was born in a town near Bristol in 1974.

This street art artist began his career in Bristol in the '90s. At that time he was part of an art collective that managed to produce his works without being arrested for vandalism. His worldwide fame and success took Bristol Museum to expose his artwork in 2009. The name of the exhibit was [Banksy Versus Bristol Museum](#).

*Pseudonym: it is not the real name of a person; it is the name some people choose to be called, especially artists.

CONTENT AND COMMUNICATION - Who is Banksy?

In pairs, students will read and answer: What kind of artist is Banksy?

What is the difference between a graffiti artist and a muralist?

Read the text again and tell your friend what you know about Banksy.

Some possible prompts:

Banksy is a _____
His works are _____
The materials he uses are _____
We don't know about _____
etc.



Visit the [webpage](#) and watch the video!

These are two pictures of his artwork. He started his career as a graffiti artist, but he is also a muralist.

What does it mean?

Graffiti is a type of street art. Artists do it on public walls on city streets, usually without having permission. It is considered a crime, so the police is constantly chasing this artists. Murals are also painted on street walls, but the artists have permission to do so and they usually get money for it.

Is this art? Are muralists and people who make graffities artists?



CONTENT AND COMMUNICATION - What are these? Is this art?



These are **scenographies**. Where could they be used? What can you see in the photos? Do you think they are from long or short ago?



- ❑ Do you think the artists used pencils, paint, clay, metal, cardboard, wood or recycled material?
- ❑ Can you see a shape or figure in the background or foreground /closer or further?
- ❑ What do you like about this scenography?
- ❑ Do you think it took the artists a long time to make this?
- ❑ Look at the link to the photo: where do the artists work?

Work along with the next slide



Go back to the images and choose one; invite students to find certain things in the picture.

TREASURE HUNT

(The students may point and say)

- Can you find something rough/soft/hard/bumpy?
- Can you find people?
- Can you find scenographies?
- Can you find an artwork from a designer?
- Can you find parallel lines?
- Can you find a star?
- Can you find a few stars together?
- Can you find parallel lines together?
- Can you find clouds?
- Can you find parallel lines apart?
- Can you find a curved line?
- Can you find curved lines together?
- Can you find curved lines apart?
- Can you find a lot of parallel lines?
- Can you find a few parallel lines?

Go back to the images and invite students to find their similarities and differences. Here are some questions to guide them.

SIMILARITIES AND DIFFERENCES

- What part of the image do you look at first in this picture? What about this other one?
- Are the colours repeated, which ones?
- Which is the lightest/darkest in each picture?
- Can you see this/these colour/colours around you?
- Look at this texture: is it smooth or rough?
- Are there any lines in different directions?
- Which are horizontal and which are vertical?
- Are some of them repeated?
- Can you see parts with lights and shadows?
- Can you see a shape or figure in the background or foreground /closer or further?
- How many people can you see in this picture? What about in this one?
- Can you see stars in both pictures?
- What part of the day may this picture represent? And what about this other one?

What are these? Is this art?

- ❑ What can you see? / How does it make you feel? / What part of the image do you look at first?
- ❑ Can you see artwork made with pencils, paint, fabric?
- ❑ What do you like about the clothing designs and make-up?
- ❑ Did it take him/ her/ the artist a long time to make this?
- ❑ Where do the artists work? The theatre, the streets, the cinema, a museum?



Image captured from https://teatrocolon.org.ar/sites/default/files/2019-10/139_LO-B.pdf pp. 23,24 (Sep., 2023)



Image captured from <https://www.bbc.com/mundo/noticias-50382251> (Sep., 2023)



Image from Pixabay

Go back to the images from the previous slide and offer the students this one too.

When I see this make-up, I think about...



HOW DO THEY MAKE YOU FEEL?

CALM

ANGRY

RELAXED

WORRIED

HAPPY

SAD

LESS ALONE

IMPRESSED

MOVED

OTHER

CULTURE - Did you know?



Image captured and text adapted from <https://teatrocolon.org.ar/es/instituto-superior-de-arte/caracterizacion> (Sep.2023)

Work with this text orally: *What is Theatrical Characterization?*

The **Theatrical Characterization** degree takes two years and the idea is to train professionals for live entertainment. Students are trained to analyse and understand stage language and to get technical, theoretical, stylistic and artistic knowledge that allows them to characterize the different characters in a musical theater production. They develop **skills and tools** for makeup design.

And for making wigs



And hairpieces and prosthesis



And their direct application to the performer.

CULTURE: after working with slides 12 to 15, invite students to visit [Colón Fábrica](#). The videos are in Spanish, but you can play them with no audio. You can also choose the English option to read the web page. Invite them to compare what they see now with other virtual visits they experienced (museums, art galleries, other theatres).



CONTENT, COMMUNICATION AND CULTURE - Architecture

Look at the images and say. Then, share the reading.

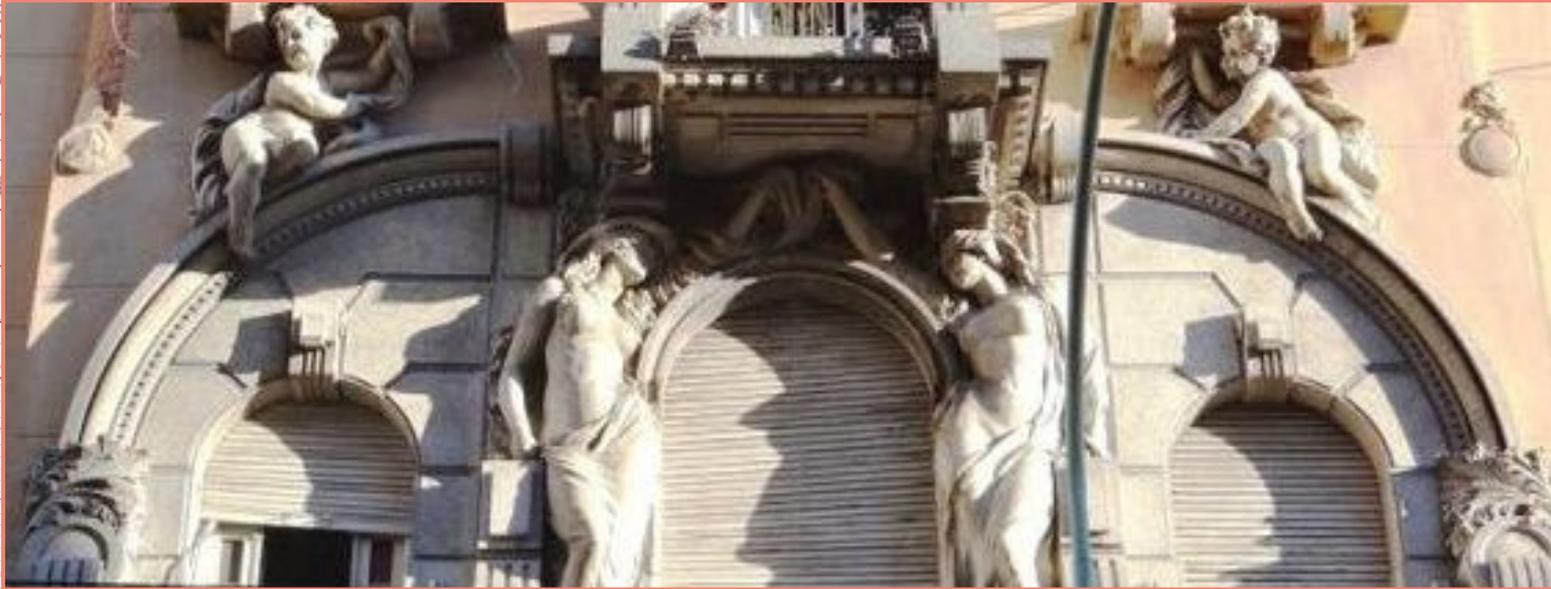
- ❑ What are these?
Is this art?
- ❑ What can you see?
How does it make you feel? / What part of the image do you look at first?
- ❑ Can you see artwork made with pencils, paint, fabric?
- ❑ What do you like about the clothing designs and make-up up?
- ❑ Did it take the artist(s) a long time to make this?
- ❑ Where do the artists work? The theatre, the streets, the cinema, a museum?



The four allegories of art- Architecture, Sculpture, Painting and Graphics- on the top floor of the building of “Arti et Amicitiae” at the Rokin in Amsterdam. Made by Franz Stracké in 1855 as wooden sculptures and turned into bronze sculptures in 1989; Brbbl; CC BY-SA 3.0, via Wikimedia Commons.



ARCHITECTS - What are these? Is this art?



Before reading, the teacher will ask students if they know **who Virginio Colombo is**. They will read the text and answer:

- ❑ Where did he study?

Then, the teacher will ask them to read and find the name of the cities that are mentioned in the text.

- ❑ Why is Buenos Aires mentioned? What happened here?
- ❑ Can you find some of his works in the text?

ARCHITECTS - What are these? Is this art?

Are the colours repeated, which ones? / Which is the lightest/darkest? / Can you see this colour around you? / Look at this texture: is it smooth or rough? / Are there any lines in different directions? / Which are horizontal and which are vertical? / Are some of them repeated? / Can you see parts with lights and shadows? / Can you see a shape or figure in the background or foreground /closer or further?

VIRGINIO COLOMBO

He studied at the Brera Academy of Fine Arts, where he was a disciple of Giuseppe Sommaruga, one of the greatest representatives of the nascent art nouveau style in Milan. He arrived in Buenos Aires in 1906, hired by the Ministry of Public Works to carry out the decorations of the Palace of Justice (by the French architect Norberto Maillart).

Later he was hired by an engineering studio and in 1909 he designed with them two of the pavilions for the Centennial Exhibition of the May Revolution, winning the gold medal for both works.



Once independent, in 1911, he completed one of his fabulous works, the Casa Calise (photo), in the Milanese liberty style, on Hipólito Yrigoyen Street N° 2562/78. The following year, he carried out another important work: the House of the Peacocks, on Avenida Rivadavia n° 3216/36, combining Venetian and Liberty styles.

https://www.conozcabuenosaires.com.ar/noticias2021/virginio_colombo_muerte_dudosa.html (Julio, 2021)

https://www.conozcabuenosaires.com.ar/noticias2021/virginio_colombo_muerte_dudosa.html (Sep., 2023)

ARCHITECTS - What are these? Is this art?



- ❑ Do you think he used pencils, paint, clay, metal, recycled material, cement?
- ❑ What do you like about this artwork?
- ❑ Did it take him a long time to make this?
- ❑ *Where is the artist from?*
- ❑ *Is it from long or short ago?*

https://www.conozcabuenosaires.com.ar/noticias2021/virginio_colombo_muerte_dudosa.html (Julio, 2021)

https://www.conozcabuenosaires.com.ar/noticias2021/virginio_colombo_muerte_dudosa.html (Sep., 2023)

Developing Thinking Skills

a) The teacher shows different images to the students and they name the piece of art they represent (a scenography, an artistic make-up, a mural, etc.).

b) The students will listen to the teacher and identify the piece of art.

1. This is a(n) artistic make-up/mural/scenography. It was made long/short ago.

c) The students choose their favourite scenography/mural/make-up/piece of architecture.

I prefer ____ because ____

I like ____ because ____

I think this is ____

d) The class will vote. The teacher and the students will write a description of the most popular work of art.

MEET THE ARTIST

Watch some of the videos and discuss:

- ❑ What materials did the artist use? Which one/s?
- ❑ Did he/she use pencils, paint, tempera, clay or iron?
- ❑ Would you like to try using those materials?



Visit the link to watch this video:

<https://www.youtube.com/watch?v=fSepekZTyoo>

COMMUNICATION- Artists and where they work

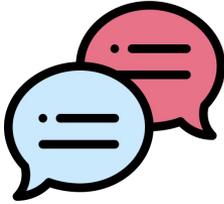


Image from Pixabay

The teacher invites the students to pick one of the videos they have shared and asks them to think and say

- ❑ A colour that artist represents to you or makes you think about.
- ❑ A texture that artist represents to you or makes it come to your mind.
- ❑ A type of line the artist represents to you or makes you think about.

Some possibilities to guide the students

- ❑ X artist represents red to me because the colour is in all of his/her paintings.
- ❑ To me, Y artist makes smooth/rough sculptures.
- ❑ The sculptures of Y make me think of curvy lines.

NOTE: The students may write the name of the artist they have chosen and then write the words first, so that they can go back to their notebooks when it's their turn to share (the names of the artists could be on the board so that students can copy them). They can compare their ideas with that of their classmates.

Artists and where they work

Create a file fact with info from the video you liked the most.

- ❑ Artist's name.
- ❑ Pieces of art he/she makes.
- ❑ Place/s where he/she works.
- ❑ Types of lines that characterise his/her productions.
- ❑ Textures he/she shows in his/her productions.
- ❑ Usual colours he/she uses.
- What I would like to ask him/her.

Note: This activity is optional, according to the possibilities of each group.



LOOK AT THE PICTURES AND SAY

- ❑ What can you see?
- ❑ How does it make you feel?
- ❑ What can the texture be like in these pieces of art?
- ❑ What part of the image do you look at first?
- ❑ Do you think the artist made it long or short ago?
- ❑ Where is it painted/sculptured?
- ❑ Is it displayed in an open or a closed space?
- ❑ Could somebody buy it or take it to a museum? Why?
- ❑ Are the colours repeated, which ones?
- ❑ Which is the lightest/darkest?
- ❑ Can you see this colour around you?
- ❑ Look at this texture: is it smooth or rough?
- ❑ Are there any lines in different directions?
- ❑ Which (lines) are horizontal and which are vertical?
- ❑ Are some of them repeated?
- ❑ Can you see parts with lights and shadows?
- ❑ Are the pieces of art in open or closed spaces?

Image captured from <https://turismo.buenosaires.gob.ar/es/atractivo/paseo-de-la-historieta-0> (Sep., 2023)

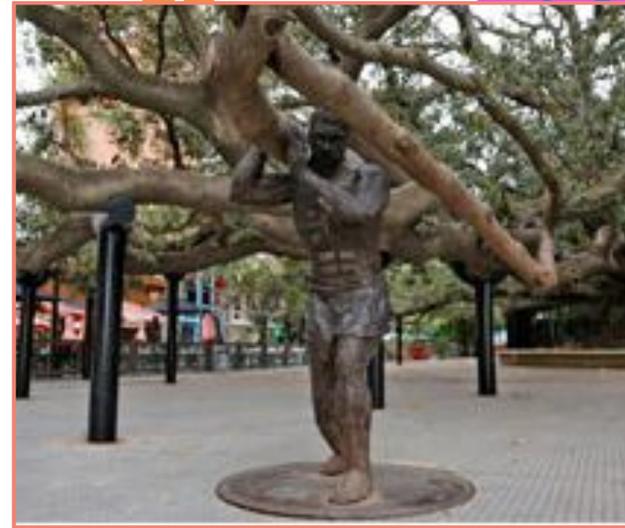


Image captured from <https://turismo.buenosaires.gob.ar/es/articulo/el-arte-en-el-mundo-subterraneo> (Sep., 2023)

LOOK AND FIND

The students may point and say

- Can you find something rough/soft/hard/bumpy?
- Can you find a straight line?
- Can you find parallel lines?
- Can you find parallel lines together?
- Can you find parallel lines apart?
- Can you find a curved line?
- Can you find curved lines together?
- Can you find curved lines apart?
- Can you find a lot of parallel lines?
- Can you find a few parallel lines?
- Can you find an open space?
- Can you find a closed space?

THINK AND SAY

- Where can these pictures come from?
- Could they belong to an art gallery, a museum, the street, or another place? Do they belong to the same room or to a different one?



Images captured from:

<https://teatrocolon.org.ar/es/el-teatro/el-teatro?current=/node/3>

(Sep. 2023)

LOOK AND FIND

The students may point and say

- Can you find something rough/soft/hard/bumpy?
- Can you find a straight line?
- Can you find parallel lines?
- Can you find parallel lines together?
- Can you find parallel lines apart?
- Can you find a curved line?
- Can you find curved lines together?
- Can you find curved lines apart?
- Can you find a lot of parallel lines?
- Can you find a few parallel lines?
- Can you find an open space?
- Can you find a closed space?

THINK AND SAY

- Where can this picture belong to?
- What place is it?
- Can you find the pictures you saw before/in the previous slide in this one? Where?



Colón Theatre. Image captured from:

<https://teatrocolon.org.ar/es/el-teatro/el-teatro?current=/node/3>
(Sep., 2023)

Go back to the images and choose one (or show some of them together); invite students to play a treasure hunt.

TREASURE HUNT

The students may point and say

- Can you find something rough/soft/hard/bumpy?
- Can you find a person?
- Can you find a straight line?
- Can you find light? Can you find shadows?
- Can you find parallel lines apart?
- Can you find a star?
- Can you find parallel lines together?
- Can you find sitting banks?
- Can you find parallel lines apart?
- Can you find a curved line?
- Can you find curved lines together?
- Can you find curved lines apart?
- Can you find a lot of parallel lines?
- Can you find a few of parallel lines?
- Can you find a dressing design?
- Can you find an artistic make-up production?
- Can you find painted scenography?
- Can you find built scenography?
- Can you find an example of artistic architecture?
- Can you find a person with a wig?
- Can you find a mural?
- Can you find a sculpture?

Students prepare to report about

- ❑ **OPTION A:** Students describe their favourite work of art.

- ❑ **OPTION B:** Students describe their favourite work of art and other students guess.

- ❑ **OPTION C:** Students talk about the artist, the materials he/she used and/or when it was created. Other students guess what work of art they are talking about.

My favourite work of art is a photo/ comic strip/ sculpture/ painting/ etc.
I can see ____
There is____/ there are____
The woman/ the man is____
I like it because____
It was created with____(materials)
The name of the artist is____
The artist is from/works in____
It was created a long time ago/ recently.



PLANNING AND PRESENTATION

Options

- ❑ Students can make a poster with a mind map, using the information they will talk about, and hang it in the classroom after talking about it.
- ❑ They may invite the headmistress or another member from school to listen to their presentations.
- ❑ They can prepare a mind map and share the information at home.
- ❑ They can record videos and share them through social media.

THINK AND CHOOSE WITH THE HELP OF THE TEACHER

1) I can talk about murals/artistic make-up/ scenographies and architecture.



2) I can talk about colours, lines and textures.



3) I can talk about different types of artists: make-up artist, muralists, scenographers, etc.



4) I can talk about the way I feel when I see a piece of art.



5) I can talk about my thoughts when I see a piece of art.



ART

- ❑ Have your students been exposed to different works of art: murals, scenographies, artistic make-up, pieces of architecture?
- ❑ Can your students talk about different type of artists: muralists, scenographers, make-up artists, architects, etc.?
- ❑ Have they talked about the main characteristics related to colour, light, texture, lines, lights and shadows, and what they see in the background?
- ❑ Were your students able to talk about the murals', scenographies' and makeups' colours, lines, and textures?
- ❑ Are your students able to talk about an artist?
- ❑ Can they talk about the way they feel when they see an artwork?
- ❑ Can they express what they think about when they see an artwork?
- ❑ Which students need extra practice?

ENGLISH

- ❑ Can your students understand different instructions?
- ❑ Can they understand specific vocabulary related to the topics they have been working with?
- ❑ Can they talk about their personal opinion related to the texts, images, and videos they worked with?
- ❑ Can they explain in their own words what they have been learning about?
- ❑ Can they interact in English using classroom language and everyday expressions?

