

COURSE 2017



# Music and Visual Arts in the Primary Classroom

CEIP.: SALVADOR DALÍ

TEACHER: Patricia Arboniés Castillo

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## **1. Personal and Professional Data.**

My name is Patricia and I,m an english teacher in Salvador Dalí school that is in Villalbilla, Los Hueros (Madrid). I,ve been teaching in this school for 10 years. My pupils are from grade 1 to grade 5 (6 to 10 years old) and because is a bilingüal school I also teach Science and Arts and Crafts in this language.

## **2. Relevant aspects of the course content for my professional development.**

Since children are immersed in a process of learning English in the Bilingual project of the Community of Madrid, artistic and musical education will also be taught in English and we must emphasize the importance of these areas because through them develop habits Individual and team work, effort and responsibility in the study as well as attitudes of self confidence, critical sense, personal initiative, curiosity, interest and creativity in learning and entrepreneurship. Thanks to this course I have learned what my students can feel and has given me the opportunity to be more empathetic towards the future. At the same time I have been given many ideas to work with.

My project is directed mainly to groups of students of 2nd year of Primary Education.

## **3. TOPIC: REPUBLIC OF SOUTH AFRICA**

Every year in the center where I teach, we choose a different place of study where English is spoken. We have been studying: England, Ireland, Edinburgh, Australia, USA, India ... and it has been chosen for the next course South Africa. For this reason and for me to use this project for my future classes

will create a serie of activities to do with the students in the subject of Arts and to immerse themselves in that culture.

## ***METHODOLOGY***

In Primary Education we start from the following methodological principles:

- Meaningful learning, based on the level of development of the student.
- Globalization approach that allows to approach the facts within a context and its globality.
- Constructive activity: the student modifies and re-elaborates his/her knowledge schemes. The teacher acts as a guide and mediator to facilitate the construction of learning.
- Functionality of learning, (development of planning strategies and regulation of the learning activity itself), learning to learn.
- Encourage the relationship between equals to allow confrontation between equals, modification of points of view, collective decision-making, sharing responsibilities, etc.
- Break the apparent opposition between play and work.
- The teacher must provide individualized assistance to the student in such a way that the degree of intervention is directly proportional to the difficulty of each student to carry out the task. This intervention will guarantee, in turn, the progressive autonomy of the student.
- Maintain a balance between the structuring and flexibility of programming in such a way that the latter express themselves, formulate their doubts and interests, make proposals, defend ideas, etc.
- Establish rules of operation in the classroom agreed with the students in such a way that the student is involved and is aware of the need for standards.
- To promote an immediate and fluid communication, aimed at informing the student of both his successes and his mistakes.

- Provide motivational information that guides positively so that the student faces his tasks safely.

In this area we will use the assignment of individual tasks. We will promote the self-evaluation so that our students are aware of their progress in this way to reaffirm their self-esteem.

The activities of the subject will be reviewed weekly by the teacher, who will make annotations in his notebook to have references of how the student's work is evolving. In addition, he will indicate to the student the different observations he makes to his work, so that they know what their mistakes have been and pay more attention to the following works.

The principle of individualized attention of the student is fundamental. Each child has different characteristics and learning style. This implies that not all students will be able to perform the same task or with the same degree of execution. To put into practice the above idea, we use various materials adapted to different needs, as a good resource to capture the attention of children and ensure the participation and collaboration of all according to their possibilities.

In the work in pairs and groups we promote shared responsibility and value individual contributions, developing children's ability to accept the difference. Moreover, at the end of each lesson there are reinforcement activities and other extension activities to serve both students who need more support and those who are more advanced and complete their activities correctly.

## ***ORGANIZATION AND RESOURCES***

### **Student Grouping**

Students are sitting in pairs. This distribution favors shared work and the optimization of resources. However depending on the type of activity and taking

into account the diversity of students and the heterogeneity of teaching-learning activities, variants of grouping of students are articulated:

This distribution will change according to the activities, creating small groups or grouping in pairs.

### **Organization of time**

The plastic area is made in a single session of 45 minutes duration.

The time dedicated to each activity depends on the difficulty of this.

### **Materials**

They work with different materials from those normally used in the classroom, and allow students to discover, manipulate, create and investigate more personal forms.

The basic materials will be:

- Drawing block in which various activities will be carried out and compiled.
- Teaching resource books for the teacher.
- ICT resources: Webs, blogs, interactive whiteboard with the necessary resources to carry out the activities
- Materials of plastic (waxes, paints, felt-tip pens, scissors, glue, tempera, brushes, cardboard, cellophane paper ...), as well as those used for craft activities: plasticine, wood, cardboard or recyclable materials ...

### ***ATTENTION TO DIVERSITY***

Attending to diversity in the classroom is mainly to respect the learning pace of each student, within a heterogeneous group, to allow everyone to participate at all times. This is achieved by simplifying the tasks for the slower students and increasing the degree of difficulty of the tasks for the more advanced ones in a supportive and understanding environment.

### **Some suggestions:**

- Flexibility over time
- Guiding the exercises
- Make slow learners work with faster learners.
- Carry out activities at different levels.
- **Evaluate the different multiple intelligences and different learning styles.**
- Reinforce what you have learned with homework
- Games to facilitate verbal communication.
- Extra activities for the fastest
- Work more basic manipulative skills (trim, color ...)

### **OBJECTIVES**

The Primary Education will contribute to develop in the students the capacities that allow them:

- Know and appreciate the values and norms of coexistence, learn to act in accordance with them, prepare for the active exercise of citizenship respecting and defending human rights, as well as the pluralism proper to a democratic society.
- Acquire skills for the prevention and peaceful resolution of conflicts, which allow them to develop autonomously in the family and domestic environment, as well as in the social groups in which they are related.
- Know, understand and respect cultural and personal differences, equal rights and opportunities for all people and non-discrimination of persons with disabilities.
- Know and use in an appropriate way the Castilian language, valuing their communicative possibilities and develop reading habits as an essential instrument for learning the rest of the areas.
- Acquire in at least one foreign language the basic communicative competence that allows them to express and understand simple

messages and to behave in everyday situations.

- Develop basic mathematical skills and begin solving problems that require elementary calculation operations, geometric knowledge and estimations, as well as being able to apply them to the situations of your daily life.
- To know the fundamental aspects of the Sciences of the Nature, the Social Sciences, the Geography, the History and the Culture.
- Initiate the use of information and communication technologies, developing a critical spirit in the messages they receive and elaborate.
- Use different representations and artistic expressions and begin in the construction of visual and audiovisual proposals.
- To value hygiene and health, to know and respect the human body, and to use physical education and sport as a means to promote personal and social development.
- Know and value animals and plants and adopt modes of behavior that favor their care.
- To develop their affective capacities in all areas of personality and in their relationships with others, as well as an attitude contrary to violence, prejudices of any kind and sexist stereotypes.
- Encourage road education and respect the rules to avoid traffic accidents

## ***BASIC SKILLS***

From this area all the basic competences are developed to enable students to explore, research and become autonomous in the management of initiatives and in the resolution of situations that require creativity and innovation to be solved. Thus the artistic expression contributes to the development of the competences as follows.

### **1. LINGUISTIC COMMUNICATION**

Improves communication exchanges:



Improving the use of the rules that govern them  
Explaining and describing the processes that are developed  
Giving arguments about the solutions sought  
Expanding specific vocabulary  
Making valuations of the artistic work.

## **2. MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY**

It helps the student in the management and understanding of spaces and measures.

Improves location ability in space and time.

It favors reflection for problem solving.

It allows to transfer mathematical solutions to solve problems of daily life.

## **3. DIGITAL COMPETITION**

Facilitates the use of new technologies

It helps in the creation of artistic productions, the analysis of the image and the messages they transmit.

It improves the processes of search of information about artistic manifestations for their knowledge and enjoyment.

It favors the exchange of information on cultural and artistic fields.

## **4. LEARNING TO LEARN**

It favors the reflection on the processes in the manipulation of objects and materials.

It favors the sensory exploration so that the acquired knowledge equips the children with sufficient baggage to use them in different situations.

Develops the ability to observe.

It provides protocols of action, inquiry and planning that can be transferable to other learning.

## **5. SOCIAL AND CIVIC COMPETENCES**

Development of teamwork favored by interpretation and creation.

They help the student to assume responsibilities, follow up of norms, conservation of materials and instruments and appropriate use of spaces.

It sets in motion attitudes of respect, acceptance and understanding.

## **6. SENSE OF INITIATIVE AND ENTREPRENEURIAL SPIRIT**

Emphasis on the knowledge of different artistic codes, use of techniques and own resources.

It starts the student in the perception and understanding of the world around him.

It broadens in the student the possibilities of communication with others.

Promotes initiative, imagination and creativity.

It favors the possibility of representing and communicating ideas, feelings ... in a more personal way.

About the students to diverse artistic and cultural manifestations

It helps the students to configure their own criteria based on their knowledge.

Promotes relevant autonomy and personal initiative.

It initiates the student in the previous planning of an activity and to anticipate the results that can be obtained in a creative process.

It helps to generate flexibility, since, before the same assumption, diverse solutions can be generated.

## **7. CONSCIOUSNESS AND CULTURAL EXPRESSIONS**

It helps the student in the appreciation of the environment through perceptive work with shapes, colors, lines, light texture or movement.

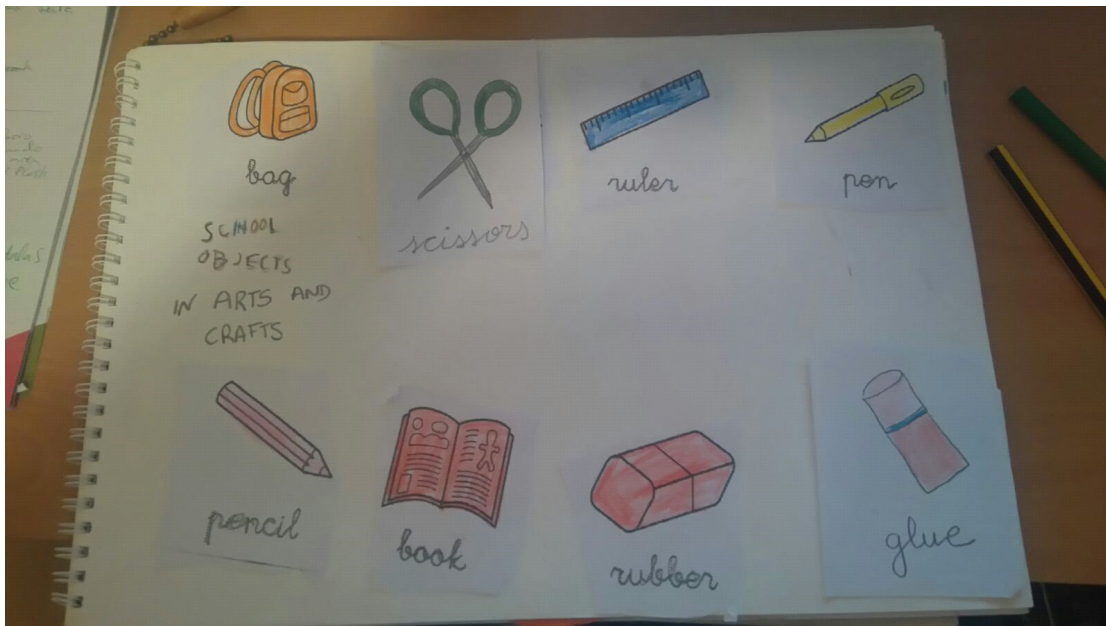
It makes the child reflect and become aware of the importance of contributing to preserve a pleasant and healthy physical environment.

Through artistic expression the student explores, manipulates and recreates his environment enriching his life and that of others.

## **CONTENIDOS y ACTIVIDADES**

### **1st Materials used in the plastic area: drawing and writing materials.**

Description: I give different drawings of the materials that we are going to use in the art and craft class and the children colour them and write their names underneath.



### **2nd Geometric Drawing: Lines**

Use the ruler.

To know and appreciate the result of the correct use of drawing instruments

Identify the different types of lines: horizontal, vertical, straight, sloping, zig-zag ...

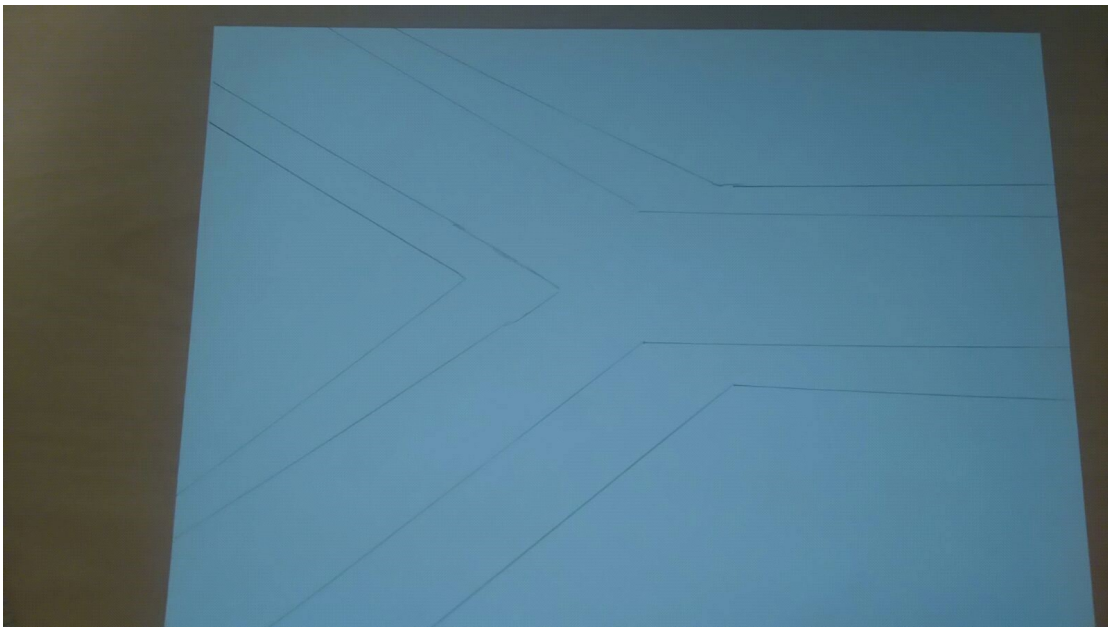
Use strokes that require fine motor control.

Organize the space of your productions

From the direct observation of the given drawing.

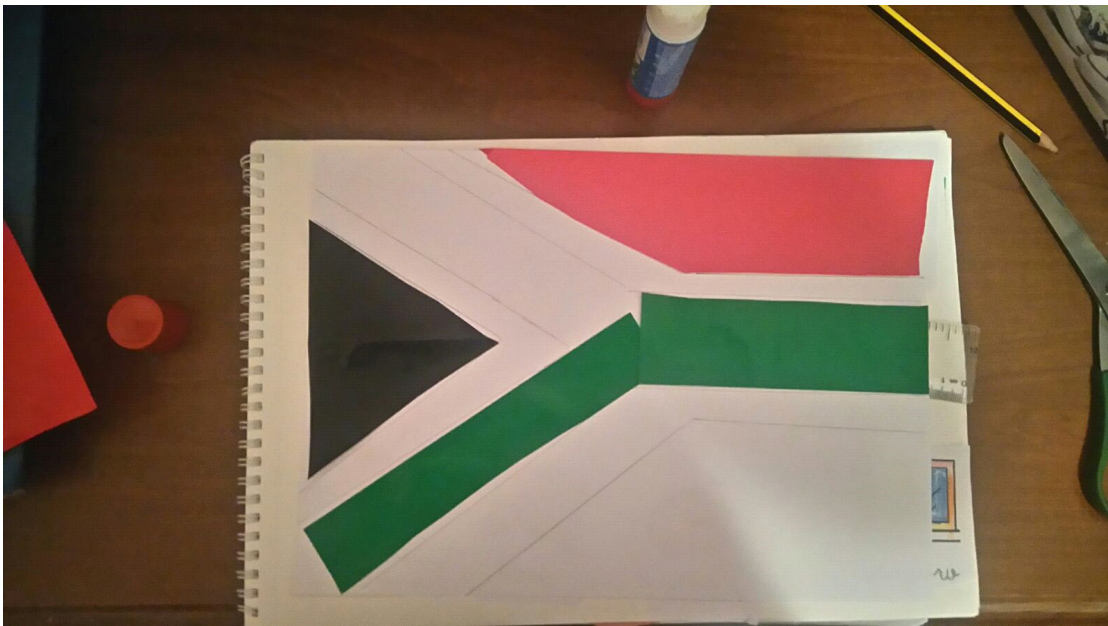
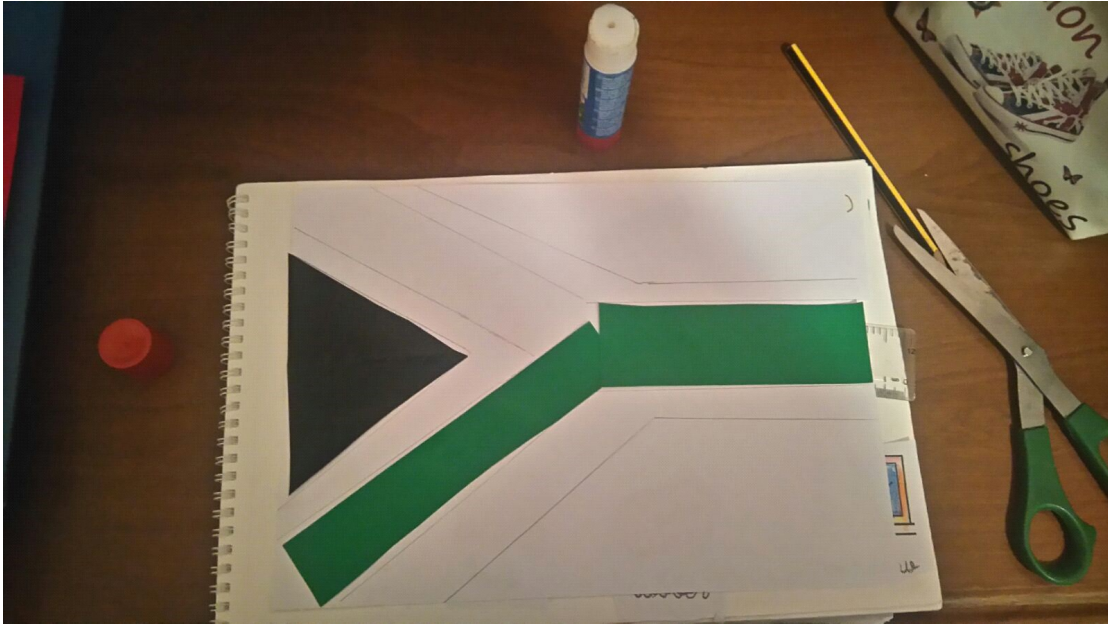


Description: Draw on a blank sheet the lines of the South African flag.



### 3rd Collage: Mosaic

Children are given colored papers that they will have to cut and paste to make the flag.



#### **4th Song of a famous: We learn a dance.**

One of the most famous events was the celebration of the 2010 World Cup where Shakira sang a song that became famous with his "Waka, Waka". We will sing the song in class, visualize the video and try to follow some of the movements of the dance.

#### **Enlace video:**

**<https://www.youtube.com/watch?v=pRpeEdMmmQ0>**

You're a good soldier  
Choosing your battles  
Pick yourself up and dust yourself off and back in the saddle  
You're on the front line  
Everyone's watching

You know it's serious we're getting closer, this isn't over

The pressure is on

You feel it

But you've got it all

Believe it

When you fall get up oh oh

And if you fall get up oh oh

Tsamina mina zangalewa

'Cause this is Africa

Tsamina mina eh eh

Waka waka eh eh

Tsamina mina zangalewa

This time for Africa

Listen to your God

This is our motto

Your time to shine don't wait in line y vamos por todo

People are raising  
Their expectations  
Go on and feed them this is your moment no hesitations

Today's your day  
I feel it  
You paved the way  
Believe it

If you get down get up oh oh  
When you get down get up eh eh

Tsamina mina zangalewa  
This time for Africa

Tsamina mina eh eh  
Waka waka eh eh

Tsamina mina zangalewa  
Anawa aa

Tsamina mina eh eh  
Waka waka eh eh  
Tsamina mina zangalewa  
This time for Africa

Ame la mejole biggi biggi mubbo wa A to Z  
Asi tsu zala makyuni biggi biggi mubbo from East to West  
Asi waga waga ma eh eh waga waga ma eh eh  
Tendency suna tsibuye 'cause this is Africa (Africa, Africa Africa)

Tsamina mina,  
Anawa a a  
Tsamina mina  
Tsamina mina,  
Anawa a a

Tsamina mina, eh eh  
Waka waka, eh eh  
Tsamina mina zangalewa  
Anawa a a  
Tsamina mina, eh eh  
Waka waka, eh eh  
Tsamina mina zangalewa  
This time for Africa

Django eh eh  
Django eh eh  
Tsamina mina zangalewa  
Anawa a a

Django eh eh  
Django eh eh  
Tsamina mina zangalewa  
Anawa a a

This time for Africa  
This time for Africa

We're all Africa  
We're all Africa

Compositores: John Hill / Emile Kojidie / Jean Paul Ze Bell / Eugene Victor Dooh Belly / Zolani Mahola /  
Shakira Isabel Mebarak Ripoll

Letra de Waka Waka © Sony/ATV Music Publishing LLC

### **5th A little History**

I will show the children another type of songs more typical of the country so that they know their culture and we will try to learn a children's song and to follow its rhythm.

**<https://www.youtube.com/watch?v=9B8XyBoEa64>**



## 6th Triptych

Children are given photocopies to color, paste, cut and assemble. They will build a very fun game with typical animals (elephant, lion and rhinoceros) where they can mix head, trunk and limbs making a strange animal.





### 7th SCIENCE: Air moves objects

Description: We make an elephant with paper patent leather folding it following a series of instructions. A straw is inserted where children blow and the trunk moves.







Funny paper elephant.

via [Paper Magic](https://www.papermagic.com), [goo.gl/w0OVJo](https://goo.gl/w0OVJo)

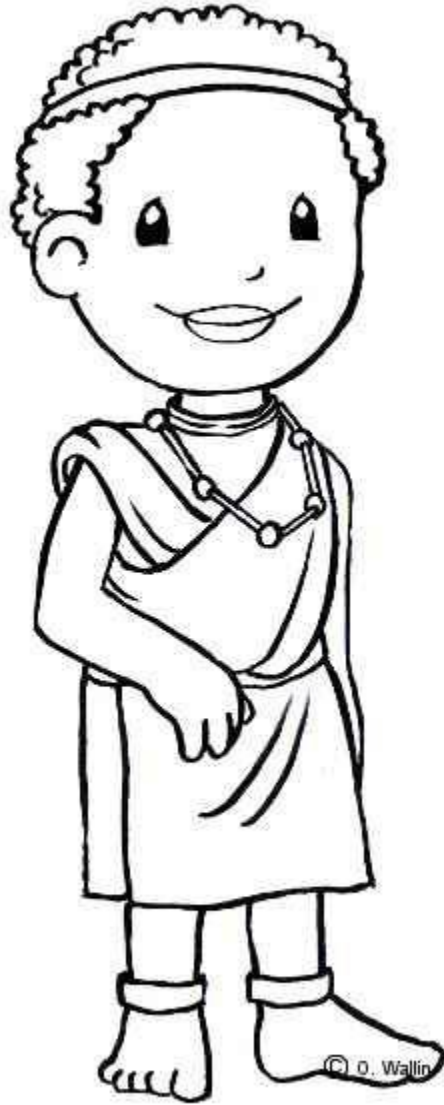
**8th Modeling: we use clay to make figures**

Description: children are given a piece of clay and must make a typical figure of the country, the simplest would be to make an animal such as owls. Once made the figures are allowed to dry and colored with brushes.



**9th We dress a child**

Description: they are given the drawing of a child and many pieces of cloth of different colors so that they choose and cut the scraps and glue them on the drawing to their liking finally leaving the child dressed.



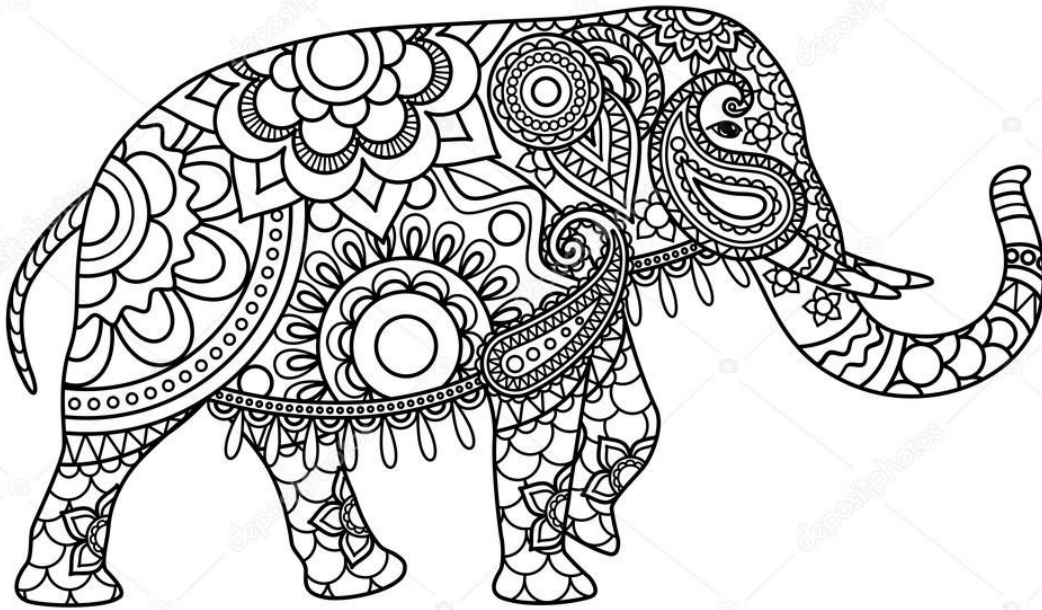


### **10th Mandalas**

Within the multiple techniques of relaxation, one is to paint mandalas, which are published in books similar to those of children's coloring books, where the mandala comes drawn only with lines and the rest in white arranged for coloring. This technique of relaxation does not require any express discipline, as it can be in others, since whoever is doing so colors it according to their aesthetic and imaginative tastes. It can be done by people of any age, and it is an activity that strengthens creativity.

Description: Children will be given an elephant mandala to color them with felt-tip

pens.



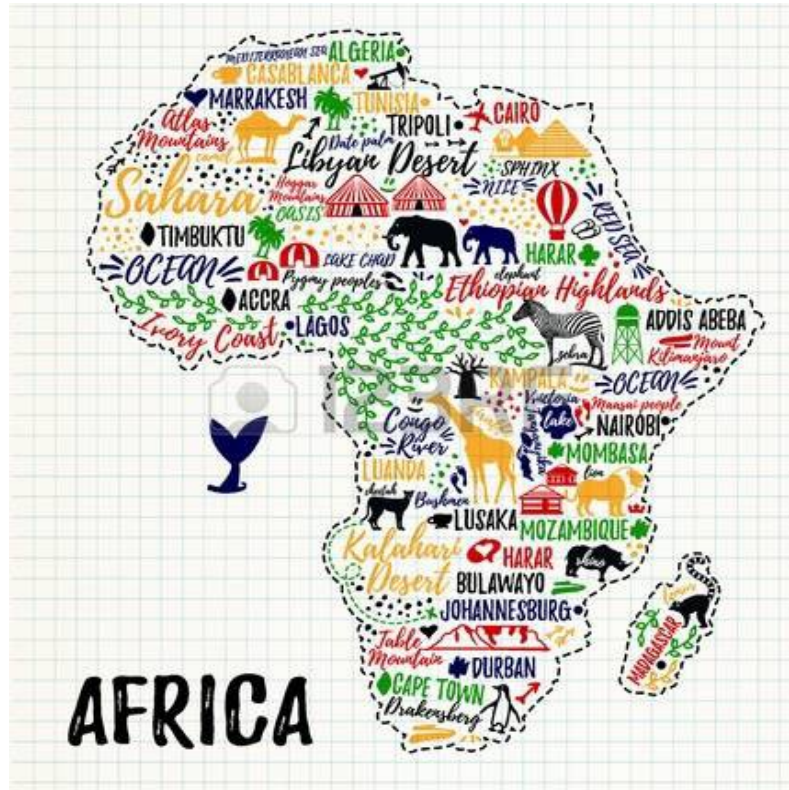




**11th Poster: Poster abstract**

Description: Children should seek information about South Africa and make a poster using techniques such as drawing, coloring, trimming and gluing etc.





### 12th Making a Drawing Pad

They will buy a sketchpad with blank sheets where they will be sticking all their work in order and in addition to facilitating the task to the evaluation teacher will have all their activities in a book that can be titled: "Project South Africa".

### 13th Other Activities:

- Comprehension activities of oral and written communications that are supported by gestures or illustrations and that use the structures and vocabulary studied.
- Activities focused on the vocabulary: Explanation of the concepts works
- Plan for improving oral expression: Explanation of the work done
- Written expression activities: copy the vocabulary worked

- Making murals: Group murals and individual cards
- Pronunciation activities and sound recognition: learn the specific vocabulary of this area.
- Plan of improvement of the capacity of attention: To carry out the proposed activities following the given guidelines
- Plan to improve learning to learn: to memorize the vocabulary of materials and techniques
- Problem Resolution Improvement Plan: Follow the instructions to successfully resolve the required
- Plan for improvement in initiative and personal autonomy: individual and group creative activities
- ICT: use of interactive screen in class.
- Activities of the area: draw, paint, colorize, cut, tap, tear.

## ***EVALUATION***

- The evaluation will be continuous. Special attention will be given to the personal work and the daily activities carried out, the delivery of other work and to carry the task up to date.
- Explain your work.
- To be able to perform individually or by group simple artistic productions in which different artistic and expressive languages are integrated
- To know the most significant artistic manifestations that are part of the artistic and cultural heritage, acquiring attitudes of respect and appreciation of this heritage.
- Be able to have a respectful attitude toward the artistic manifestations of others.
- It will be valued:

Effort and work: they must have their pad with all the activities done.

Creativity

Cleanliness and order: they must deliver their works well presented

Attitude

### ***TEACHING PRACTICE EVALUATION***

The teacher will carry out a self-assessment of his/her work through the progress of the students. The work done is valued to be able to adjust and improve those aspects that are necessary.

