

<b>Subject</b>	ART /EPVA	<b>Level</b>	1º ESO
<b>Title/Topic</b>	Picture Description	<b>Time / Number of</b>	4
<b>Activity type</b>		<b>Groups</b>	Individual or/and Groups: 4-5

### AIMS

1. To know the main visual elements and how they organize in a work of art.
2. To recognize the importance of an adequate organization of the graphic elements to compose a space or scene.
3. Observation, recognition and appreciation of various visual characteristics of art from various cultures and eras.
4. Represent plastic compositions that express different feelings from the organization of key visual elements and develop the aesthetic sense through research with them.

### CONTENTS

1. Identify the configurating elements of an image. CCL, SIEP
2. Analyze the formal variations of the point, the plane and the line. CAA, SIEP.
3. Identify emotions using different configurative elements and graphic resources: line, points, colors, textures, chiaroscuro. CAA, CEC.
4. Identify and differentiate properties of light color and pigment color. CMCT, CD.

### KEY COMPETENCES

- **(C7) Cultural awareness and expression:** Students learn to look, see, observe and perceive, and from the knowledge of the visual language, to appreciate the aesthetic and cultural values of the artistic productions
- **(C1) Linguistic competence:** The study of visuals and speech promotes reflection on language and its possibilities, and the development of spoken communication activities.
- **(C2) Mathematical competence and basic competences in science and technology.** The use of procedures such as observation, experimentation and discovery and subsequent reflection and analysis contribute to the acquisition of this competence.
- **(C3) Digital competence:** This activity require the use of technological tools such as online information and resources about the work of art.
- **(C5) Social and civic competencies:** The various individual and group activities and the ability to share opinions and results may search for the cooperation, coexistence and the exercise of democratic citizenship.
- **(C6) Initiative and entrepreneurship:** Performing arts allows students to have skills needed to start learning and be able to imagine, engage, develop and evaluate creative projects with confidence, responsibility and critical sense.

<b>KEY LANGUAGE</b>			
<b>VOCABULARY</b>	<b>Positioning:</b> Foreground / Background in the upper / lower part on the right / on the left in the middle in front of / behind next to ... Colors: light / dark / loud colors Light: Daylight / artificial light		
<b>GRAMMAR</b>	<b>Describing the scene</b> The picture shows a scene from ... It's an image of ... (place, person, scene). The picture describes ... (scene). The picture shows ... (place, person, scene) from a distance. ... (place, person, scene) is shown from ... (a bird's eye view/...). You look at ... (place, person, scene) from ... (above/behind/...).	<b>What can you see?</b> In the picture you can see ... (position: on the left/right/...) there is / are ... (position: on the left/right/...) you can see ... is ... (position: on the left/right/...)	<b>Impression</b> ... gives the impression of depth. ... (person) seems to look at the viewer. His / Her eyes seem to follow the viewer. The figures look as if they exist in three dimensions. The viewer has the impression that the people in the picture are alive. The viewer's attention is focused on ... To the alert eye it will become apparent ... The viewer finds it difficult to withdraw his eyes from ... The painting is vivid / happy / expressive. The picture makes the viewer feel ... (sad/happy) The picture inspires the viewer to think about ...
<b>PROCEDURE</b>			
<b>START</b>	Revise colors and shapes vocabulary. Show some pictures and let them describe. Make some formal descriptions following a scheme.		
<b>FINDING OUT</b>	Search the web for colored pictures.		
<b>SORTING OUT (Processing)</b>	Print a picture and prepare a description sheet		
<b>SELF-EVALUATION (reflection)</b>	Students will identify basic elements in a piece of art through speaking and writing. Students will enhance their observation skills.		
<b>PREPARATION - RESOURCES</b>			

<b>WORKSHEET</b>	A different worksheet may be prepared by mixing images and questions according to the aims at any item. Worksheet Example: <a href="#">PDF</a>
<b>DOCUMENTS</b>	Questions about the picture: <a href="#">PDF</a> Useful words for Picture Description: <a href="#">PDF</a> Some Results: <a href="#">PDF</a>
<b>LINKS</b>	Image Suggestions <a href="#">Paul Gauguin.</a> <a href="#">Georges Seurat.</a> <a href="#">Edvard Munch.</a> <a href="#">Henri Matisse.</a> <a href="#">Gustav Klimt.</a> <a href="#">Van Gogh</a>

### INTERRELATIONSHIP WITH OTHER SUBJECTS

We can choose any type of pictures representing contents related with other subjects: geometric shapes, animals, landscapes, climate representations, historic scenes, mythology....

### EVALUATION

<b>METHODS / RESOURCES</b>	<b>ASSESSMENT CRITERIA</b>	<b>LEARNING STANDARDS</b>
Direct observation. Self-evaluation sheet.	1 - Identify the configurating elements of the image.  2.- Identify and differentiate properties of light color and pigment color.  3.- Identify and apply the concepts of balance, proportion and rhythm in basic compositions.  4. Identify image and meaning in a visual message.	1.1. Identifies and values the importance of the point, the line and the plane analyzing oral and written images and graphic and own graphic productions. 2.1. Represents with chiaroscuro the spatial sensation of simple volumetric compositions. 2.2. Produces abstract compositions with different graphic techniques to express feelings through the use of color. 3.1. Distinguish signifier and meaning in a visual sign. 4.1. Differentiate figurative images of abstract.

### TASKS / ACTIVITIES

Session 1.- Show some pictures and let them describe. Make some formal descriptions following a scheme. Introduce specific terms for picture description  
Session 2.- Finding and sorting out pictures.  
Session 3.- Group discussions about some selected pictures. Answer the proposed questions.  
Session 4.- Show the results to the group, talking about the picture.