

# Contents

<b>Scope and Sequence</b> .....	4
<b>The Start of a New Era</b> .....	7
2 Chant Tajin	
3 Chant A Toucan Can	
<b>Art Geniuses</b> .....	31
6 Chant Mighty, Mean Goliath	
7 Tongue Twisters	
<b>Advancing in Time</b> .....	55
10 Chant Submarine Swing	
11 Tongue Twisters	
<b>My Picture Dictionary</b> .....	79
<b>Cutouts</b> .....	81

## School Supplies



GLUE



TISSUE PAPER



SOFT WAX  
CRAYONS



COMPASS



WATERCOLORS



TEMPERA  
PAINTS



RULER



PUNCH



PENCIL



FELT-TIP PENS



CRAYONS



BRUSHES



COLORED  
PENCILS



SCISSORS



# Scope and Sequence

	CONTENTS	OBSERVE	EXPRESS AND CREATE	LINGUISTIC COMPETENCE
THE START OF A NEW ERA	<ul style="list-style-type: none"> <li>• Landscapes</li> <li>• Drawing animals</li> <li>• Use of graphic space</li> <li>• Aerial perspective</li> <li>• Lines and patterns</li> <li>• Color range and harmony</li> <li>• Fine art techniques: drawing and painting</li> <li>• Cultural heritage: artists and their works</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of landscape elements from various angles</li> <li>• Visual perception of volume</li> <li>• Analysis of architectural work</li> <li>• Aesthetic appreciation of natural environment</li> <li>• Observation of color variation (tone, blending, and shading)</li> <li>• Gradual acquisition of aesthetic criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Use of lines in landscape drawing</li> <li>• Representation of animals through various fine art techniques</li> <li>• Exploration of color combinations for expressive and aesthetic purposes</li> <li>• Use of basic drawing techniques to create light effects</li> <li>• Use of cutouts to create still-lives</li> <li>• Creation of objects with attention to volume</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> nautical vocabulary, food and agricultural products</li> <li>• <b>Structures:</b> past tense <i>wh</i>-questions, past tense negation, superlative adverbs: <i>s + v + o + the most</i></li> <li>• <b>Chants:</b> “Tajin,” “A Toucan Can”</li> </ul>
ART GENIUSES	<ul style="list-style-type: none"> <li>• The human figure</li> <li>• Proportion in the human face and figure</li> <li>• Cultural heritage: artists and their works</li> <li>• Color and shading</li> <li>• Introduction to technical drawing</li> <li>• Creativity through free expression</li> </ul>	<ul style="list-style-type: none"> <li>• Study of the posture of the human figure</li> <li>• Establishment of criteria for observing artistic works</li> <li>• Creation of artistic works representing volume and perspective</li> <li>• Introduction to use of drawing implements to represent architectural works</li> <li>• Creation of works inspired by feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Practice: body awareness and grids for use in human figure representation</li> <li>• Use of basic drawing and shading techniques</li> <li>• Use of technical drawing implements</li> <li>• Artistic interpretation through music</li> <li>• Creation of three-dimensional objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> seasons, architectural elements, measurements</li> <li>• <b>Structures:</b> Unit 1 structures, present perfect to discuss experiences, comparatives for appreciation of artistic works</li> <li>• <b>Pronunciation:</b> tongue twisters for phonetic practice</li> <li>• <b>Chant:</b> “Mighty, Mean Goliath”</li> </ul>

# Scope and Sequence

	CONTENTS	OBSERVE	EXPRESS AND CREATE	LINGUISTIC COMPETENCE
ADVANCING IN TIME	<ul style="list-style-type: none"> <li>• Object design</li> <li>• Use of graphic space</li> <li>• The color of objects</li> <li>• Volume</li> <li>• Symmetry and grids</li> <li>• Introduction to technical drawing</li> <li>• Images as a resource for expression</li> <li>• Publicity design</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of techniques for representing volume</li> <li>• Introduction to use of technical drawing implements</li> <li>• Analysis of the geometric properties of bodies and objects</li> <li>• Study of color expression: tone and range</li> <li>• Visual perception of volume</li> <li>• Introduction to image design to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use of grid to create proportional elements</li> <li>• Use of cutouts to create a scene</li> <li>• Use of basic concept of scale for representational purposes</li> <li>• Development of skills in correct use of drawing implements</li> <li>• Geometric figure tracing</li> <li>• Creation of three-dimensional objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> technology and inventions, shapes, creative jobs, academic and extracurricular school subjects</li> <li>• <b>Structures:</b> Unit 1 and 2 structures, sequence adverbials to discuss historical events, past participles</li> <li>• <b>Pronunciation:</b> tongue twisters for phonetic practice</li> <li>• <b>Chant:</b> “Submarine Swing”</li> </ul>



# The Start of a New Era



Where is this building located?



Look and discuss.



## Let's chant!

Tajin is a pre-Columbian archaeological site located in Veracruz, Mexico. It was inhabited by the Totonac people from 600 to 1200.

### Tajin

Tajin, Tajin,  
Oh, great Totonac dream.

Ancient city of thunder,  
Oh, what a wonder!

Where did your people go?  
Oh, how I'd like to know!

- ◆ What happened to the people of Tajin?

*The most probable explanation is that...*

*The least probable is that...*

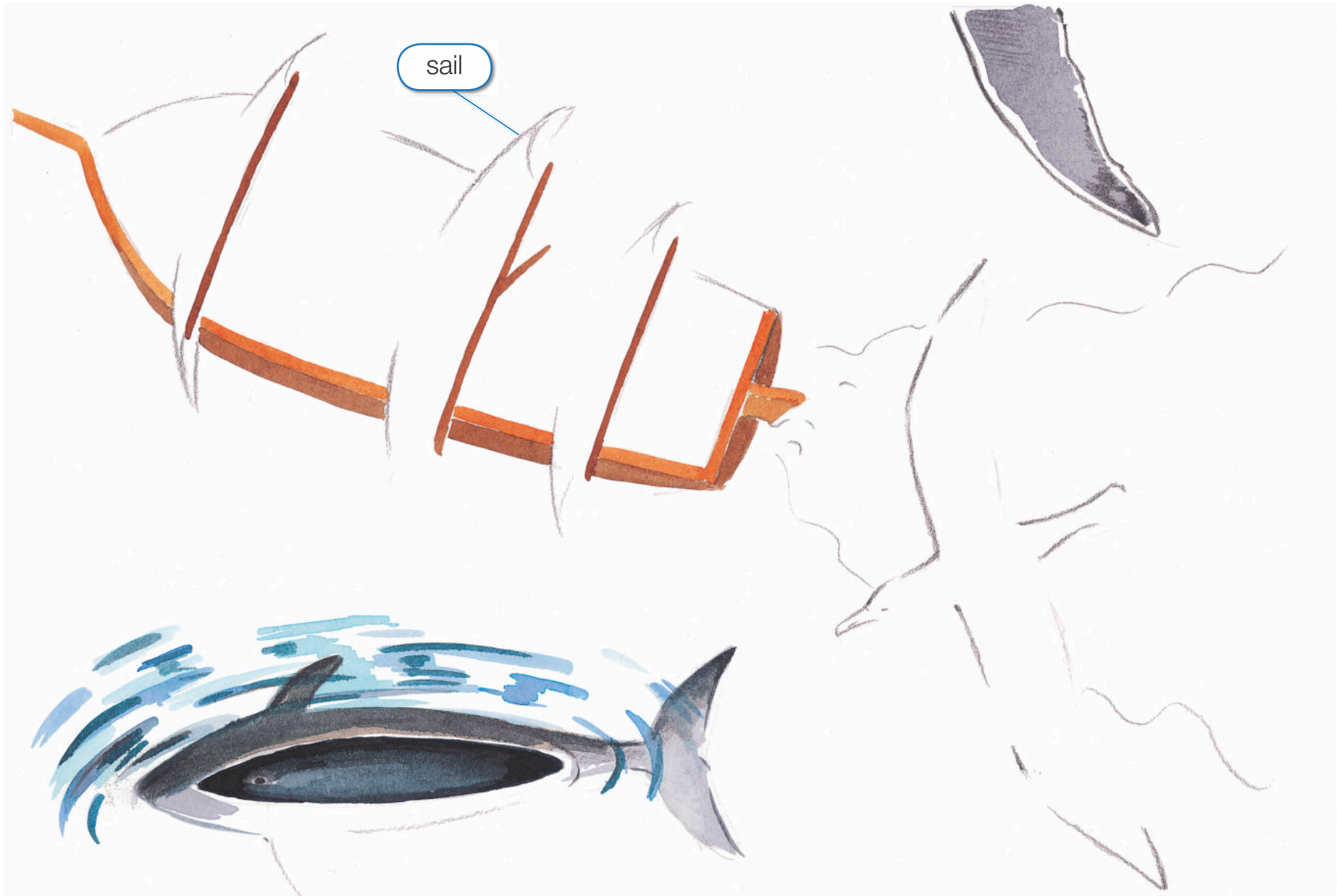
- war    earthquake
- invasion from space
- flood    food shortage
- extreme weather change



Listen to the chant and repeat the words. Then number the possible explanations from most probable to least probable. Compare your answers with a classmate.



# Christopher Columbus in the New World



Christopher Columbus' ships depart for the Americas. **Glue** blue silk paper to color the ocean. **Finish** the animals and the boat.

## Let's play!

### Race: Going on an Expedition

Columbus and his crew made their first voyage from Spain to the New World in 1492 with three ships. Since they did not know exactly how long they would be gone or what they would find, they had to pack the ships carefully.

◆ What things did they take on their expedition?

- 1 Work in a team with a classmate. You need a piece of paper and a pencil.
- 2 Your teacher will time you for 4 minutes.
- 3 When your teacher starts the clock, write a list of items that Columbus and his men needed on the ship.
- 4 When your teacher stops the clock, put your pencil down.
- 5 Cross out items that did not exist in 1492. Count the items. Share the list with the class. The pair with the longest list wins.



Follow the steps to play the game.



## What an interesting fountain!



PENCIL

COLORED  
PENCILS

FELT-TIP PENS



Patio of Lions at the Alhambra  
palace in Granada (14<sup>th</sup> century)

This palace was the sultan of  
Granada's home. Private rooms  
are located around the fountain.



Listen to the music and draw the patio in the square. Add plants to create a garden.

## Let's talk...

### Islamic Architecture in the Americas

◆ Which building is your favorite?

*My favorite is the...*

◆ What do you like about it?

*I like its...*

◆ What was it used for?

*It was used...*

- to meet
- to work
- to pray
- to enjoy

- tower
- arches
- courtyard
- fountain
- geometric design

A



Maicao Mosque, Colombia

B



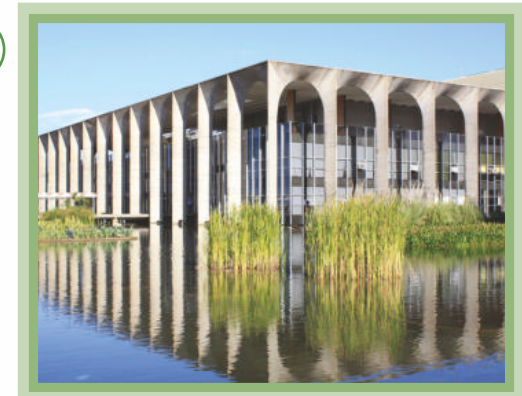
Chiapa de Corzo, Mexico

C



La Merced Fountain, Guatemala

D



Itamaraty Palace, Brazil

Look at the pictures and answer the questions with a classmate. Use the words in the boxes to discuss each building.

# Codices



FELT-TIP PENS



CRAYONS



Finish the drawing with a black felt-tip pen. Color it with crayons.

When you are finished, place a piece of paper on top of the page and glue it here.

## Let's talk...

The codices of pre-Columbian Mesoamerica told stories through hieroglyphic script and illustrations. They were made on long folded strips of bark or plant fibers.

- ◆ What can you see in the picture?
- ◆ Who are the people?
- ◆ What are they doing? Why?



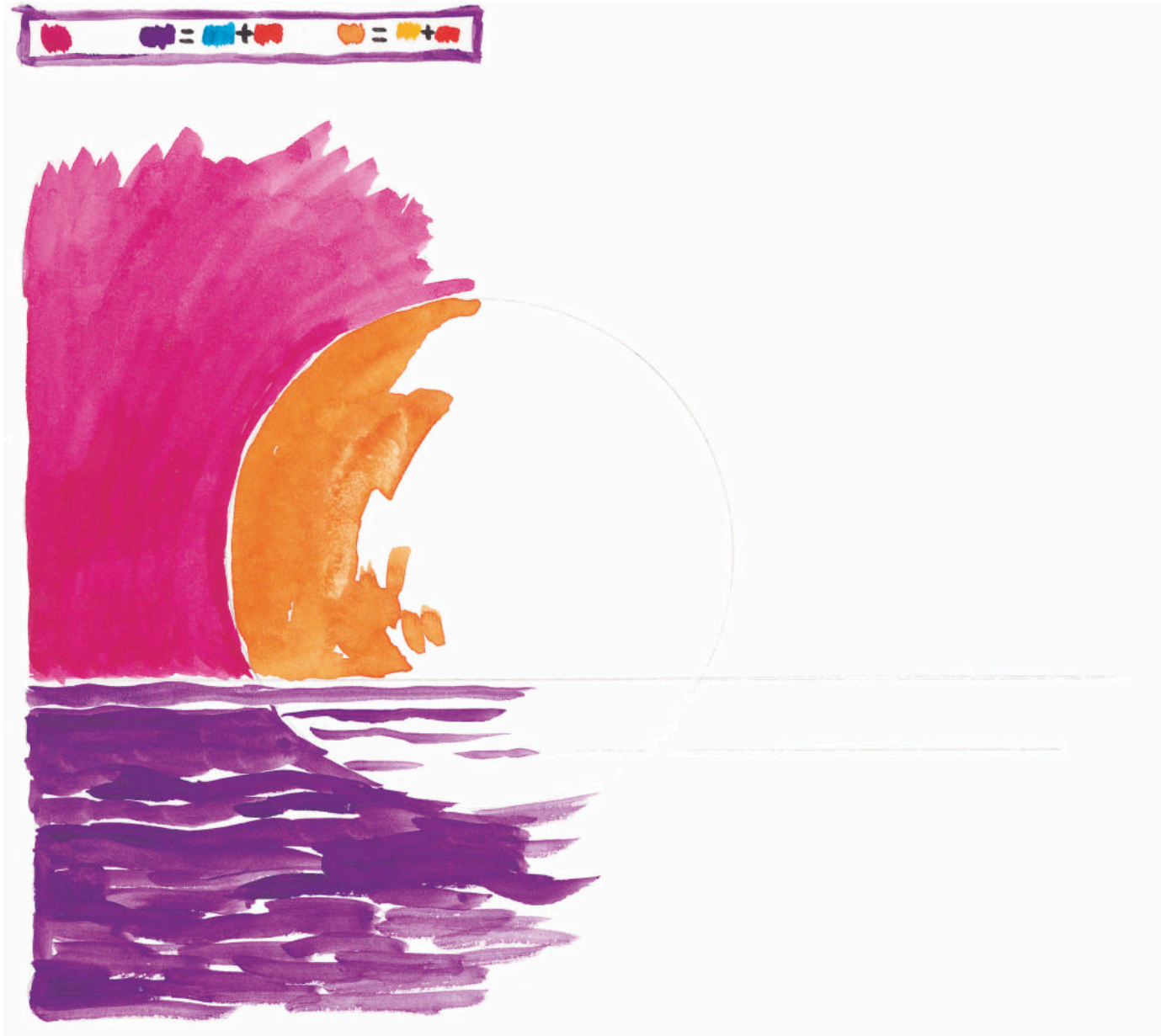
Source: [http://maps.thefullwiki.org/Aztec\\_codices](http://maps.thefullwiki.org/Aztec_codices)

Discuss the Aztec Codex with a partner and answer the questions.  
Use your imagination to create a story to share with the class.

# The Colors of Sunset



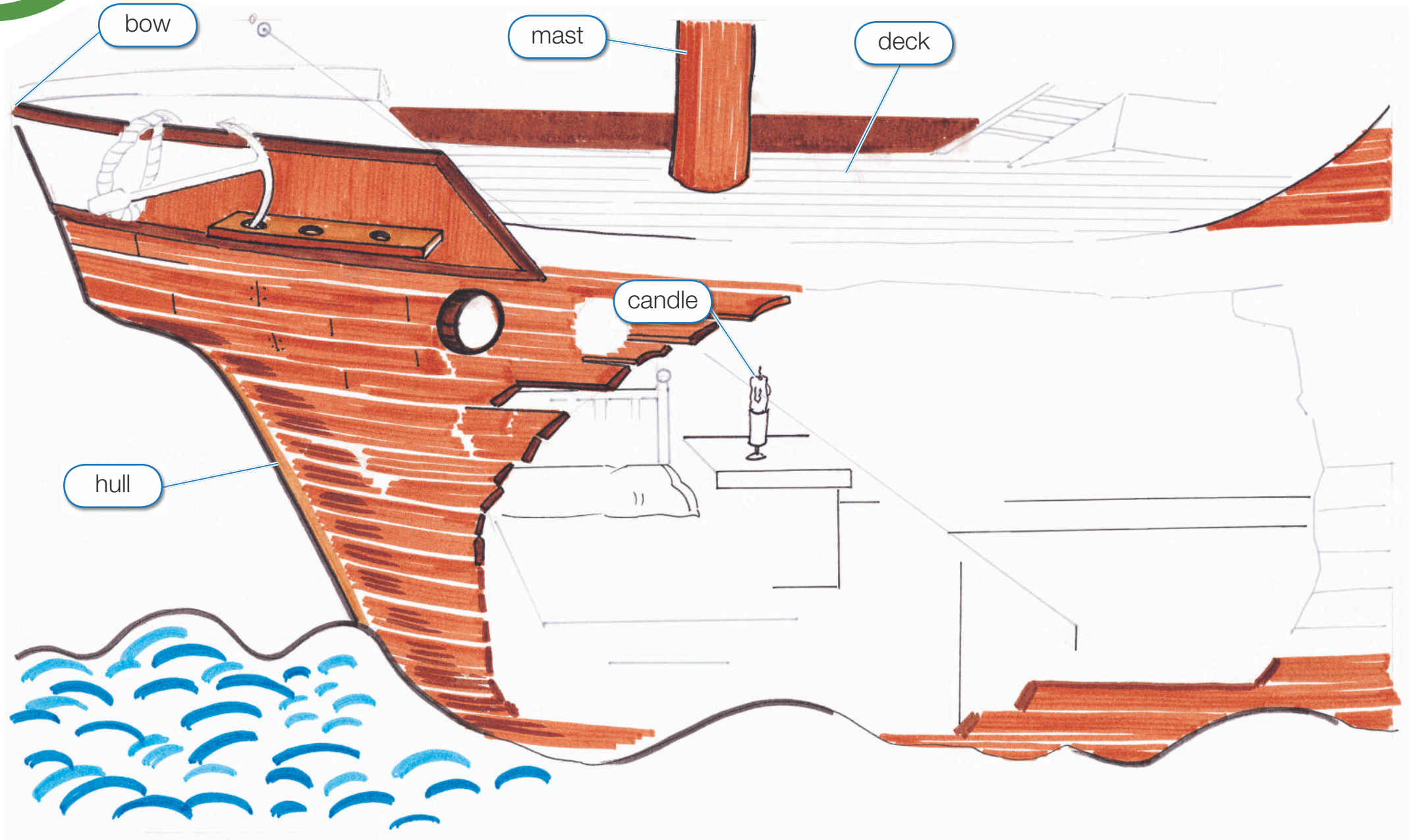
PENCIL

TEMPERA  
PAINTS

Finish painting this sunset. **Imagine** and **draw** a boat sailing towards the horizon. **Remember** the technique for creating secondary colors.



# What's inside?



Complete the inside of the captain's quarters on the ship.

## Let's talk...

### Life Aboard Ship

Each ship on Christopher Columbus' expedition carried a crew of about 40 men. The crew worked in four-hour shifts. They kept time with an hourglass.

The crew's work was difficult. They had to climb the mast to work the sails, pump water out of the hull, watch for land from the bow of the ship, check the ropes on deck, and check the cargo in the hull.

- ◆ What work did the crew have to do?

*They had to check the ... on the...*

- mast
- bow
- hull
- deck



- ◆ Imagine you are a sailor on Columbus' expedition. Apart from your family and friends, what do you miss the most from home?

*I miss ... the most.*

Read the text. Then answer the questions with a classmate.



# What do you see through the telescope?



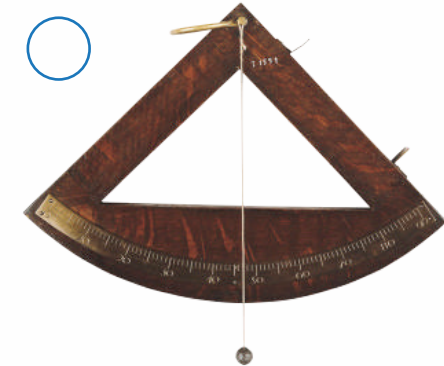
 Listen to the music. Use white and gray pencils to copy the model on the left.

## Let's talk...

- 1 This useful device helped sailors to stay on course. It told them the exact direction they were sailing in.
- 2 This triangular instrument with a 90° angle was used to sail north or south.
- 3 Sailors used this long instrument to look at the stars and the planets, and to spot land in the distance.
- 4 This round device was used to check the position of the sun, the moon, and the planets.



astrolabe



quadrant



compass



telescope

Match the descriptions with the antique navigation equipment with a classmate.

# New Products from America



SCISSORS



PENCIL



FELT-TIP PENS

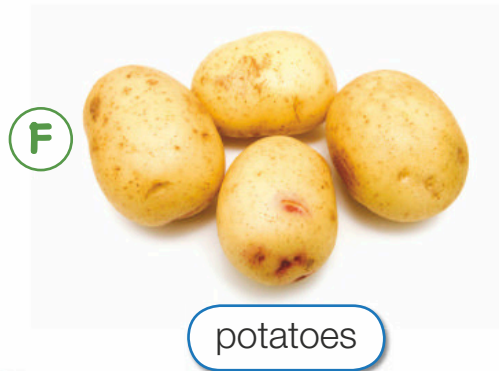
COLORED  
PENCILS

Cut out the fruit and vegetable templates on page 91. Use them to draw a composition in the basket. Then color it.

## Let's talk...

- ◆ What foods did Columbus take back to Europe from the New World?

*Columbus took...*  
*He didn't take...*



Decide which foods Columbus found in the New World with a classmate.

Answers: B, F, H

# Lungs of the Planet



RULER



FELT-TIP PENS



Continue the drawing using the line method to color the birds and surrounding vegetation.

## Let's chant!

### A Toucan Can

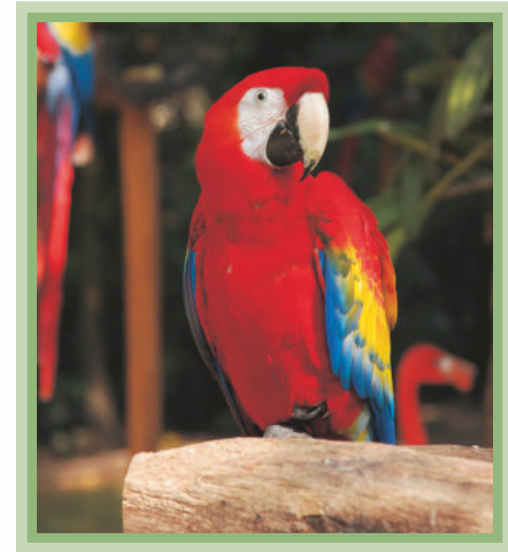
What can you do  
That a toucan cannot do too?

A macaw can do too  
Some things a toucan can do.

You know it's true  
That a toucan cannot do  
All the things you can do.

You can tie your shoe,  
Stick a paper with glue,  
Shake hands with a kangaroo,  
Say, "How do you do?"

These are just a few  
Of the things you do  
That a toucan cannot do.  
It's true.



Listen to the words and repeat the chant.



# Camouflage Color



FELT-TIP PENS



GLUE



TISSUE PAPER



Finish and color the jaguar. Glue green tissue paper to the leaves and blue to the background. Use blue and white felt-tip pens to draw rain on top.





- 1 Draw a sailor standing at the bow of a ship.
- 2 Draw a telescope in his hands.
- 3 Include a speech bubble that reads, "Land ahoy!"
- 4 Draw land in the distance. In your drawing, it is nighttime, but the moon is shining brightly.

Follow the instructions to draw a sailor spotting land from a ship at night.

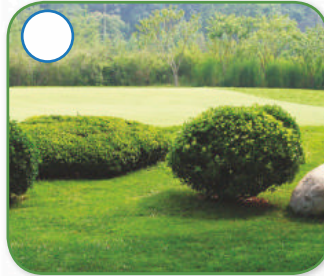


CHECK your learning

Picture Dictionary. Page 79

 **Let's listen!**

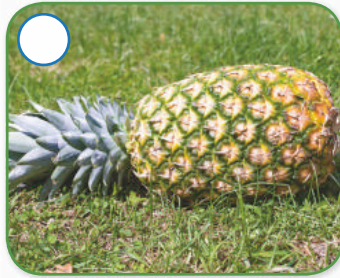
1



2



3



4



5

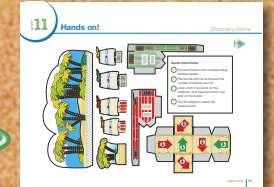


6



Listen and mark (✓) the correct pictures.





## DISCOVERY GAME



**1** Cut out all the pieces.



**2** Fold the pieces along the dashed lines to make the boats.



**3** Glue the sides and sails to the boats. **Make** a die.



**4** Decorate the island with palm trees on the game board. Glue the instructions to the bottom.

Let's play!

Will you play with me?

Yes, I will...  
No, I won't...

## Let's talk...

Imagine your ship lands on an island in the middle of the ocean.

- ◆ What five things do you want to have with you on the island?

*I want to have my ... on the island.*



Answer the question with a classmate.

# Art Geniuses



*Sistine Chapel, Michelangelo*

Look and discuss.

## Let's talk...

### Michelangelo

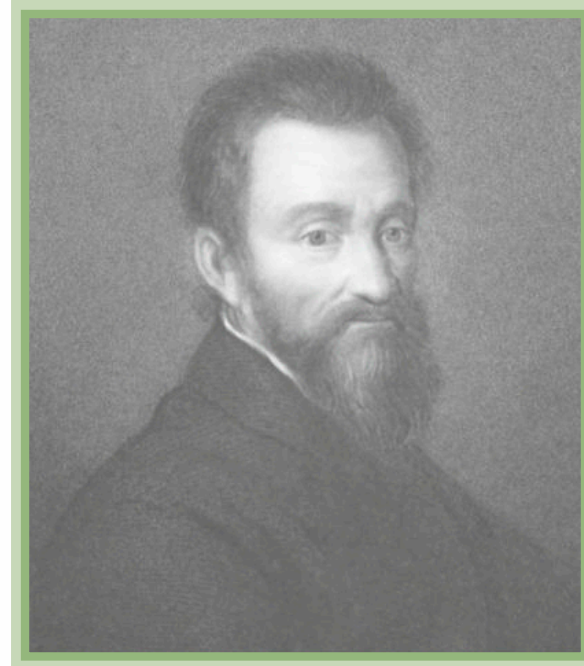
Michelangelo was an Italian painter, sculptor, architect, poet, and engineer. He was born on March 6, 1475.

Michelangelo worked very hard. Two of his most famous sculptures, *Pietà* and *David*, were sculpted before he was thirty years old. At 74 years of age, he became the architect of Saint Peter's Basilica in Vatican City in Italy.

- ◆ What country was Michelangelo from?
- ◆ What are the names of two famous sculptures by Michelangelo?
- ◆ What kind of person was Michelangelo?

*I think he was...*

- hardworking / lazy
- talented / ordinary
- famous / unknown



Read the text. Then answer the questions with a classmate. Use the adjectives in the box and others you know to describe Michelangelo.