

РАССМОТРЕНО

Педагогическим советом АНОО
«Технолицей им. И.В. Долгих»
Протокол
от «28» августа 2023 г.

УТВЕРЖДЕНО

приказом директора автономной некоммерческой
образовательной организации «Технолицей
им. И.В. Долгих»
от «28» августа 2023 г.

РАБОЧАЯ ПРОГРАММА

автономной некоммерческой общеобразовательной организации
«Технолицей им. В.И. Долгих»

учебного предмета
«Изобразительное искусство»

для 1-4 класса начального общего образования
на 2023-2024 учебный год

Учитель (-я): *Kate Axen, Valerie Rosales*

Московская область,
г. Истра,
с. Павловская Слобода,
2023 г.

EXPLANATORY NOTE

The work program in fine arts for students in grades 1-4 at the level of primary general education is based on the "Requirements for the results of mastering the main educational program" presented in the Federal State Educational Standard of Primary General Education. The content of the program is divided into modules, taking into account the verifiable requirements for the results of mastering the subject, submitted for intermediate certification.

The purpose of teaching the subject "Arts and crafts" is to form the artistic culture of students, the development of artistic and imaginative thinking and aesthetic attitude to the phenomena of reality by mastering the initial foundations of artistic knowledge, skills and development of the creative potential of students..

Teaching the subject is aimed at developing the spiritual culture of students, forming an active aesthetic position in relation to reality and works of art, understanding the role and significance of artistic activity in people's lives.

The content of the subject covers all the main types of visual-spatial arts (actually fine arts): the initial foundations of graphics, painting and sculpture, decorative, applied and folk arts, architecture and design. Particular attention is paid to the development of aesthetic perception of nature, the perception of works of art and the formation of spectator skills, artistic perception of everyday culture. For elementary school students, the perception of works of children's creativity, the ability to discuss and analyze children's drawings from the standpoint of the content expressed in them, artistic means of expression, and compliance with the educational task set by the teacher are also of great importance.

Such reflection of children's creativity has a positive educational character.

The most important task is to form an active, valuable attitude to the history of national culture, expressed in its architecture, fine arts, in national images of the subject-material and spatial environment, in understanding the beauty of man.

Educational topics related to perception can be implemented as separate lessons, but most often the tasks of perception should be combined with the tasks of practical creative work (while maintaining teaching time for the perception of works of art and aesthetic observation of the surrounding reality).

In the classroom, students get acquainted with the variety of types of artistic activity and the technically accessible variety of art materials. Practical artistic and creative activity occupies a priority area of study time. When relying on the perception of works of art, the artistic and aesthetic attitude to the world is formed primarily in one's own artistic activity, in the process of practical solution of artistic and creative problems.

The work program takes into account the psychological and age characteristics of the development of children aged 7-10 years, while the content of the classes can be adapted taking into account the individual qualities of students, both for children showing outstanding abilities, and for children with disabilities and children with disabilities.

During school hours, the activities of students are organized both individually and in a group format with the task of developing the skills of cooperation in artistic activity.

THE PLACE OF THE SUBJECT "ARTS AND CRAFTS" IN THE CURRICULUM

In accordance with the Federal State Educational Standard of Primary General Education, the subject "arts and crafts" is included in the subject area

"Art" and is a must to study. The content of the "Arts and crafts" subject is structured as a system of thematic modules and is included in the curriculum of grades 1-4 of the primary general education program in the amount of 1 hour of one academic hour per week. The study of the content of all modules in grades 1-4 is mandatory.

At the same time, it is envisaged that this course can be implemented if two study hours per week are allocated for its study at the expense of the variable part of the curriculum determined by the participants in the educational process. At the same time, it is not supposed to increase the number of topics for study, but to increase the time for practical artistic activity. This contributes to the quality of education and the achievement of a higher level of both subject and personal and meta-subject learning outcomes.

The study of fine arts in grades 1-4 is given 1 hour per week, a total of 34 hours.

SUBJECT CONTENT

"Our identity" module

Art as one of the main means of expressing personality in the visual arts. Gouache skills in the classroom. Gouache paints, brushes, colored and white paper.

Three primary colors. Associative representations associated with each color. Skills of mixing paints and getting a new color.

Emotional expressiveness of color, ways of expressing mood in the depicted plot.

A picturesque image of different flowers in terms of representation and perception. development of gouache skills. Emotional expressiveness of color.

Thematic composition "Our Identity". Contrasting color states. Painting (gouache), appliqué or mixed media.

Monotype technique. Ideas about symmetry. The development of the imagination.

Module «Share and care»

Image in volume. Techniques for working with papier mache; cloth, glue, molds.

Sculpting objects from a solid form. Stretching, pressing, bending, twisting techniques.

Sculpting objects specific to the topic presented.

Paper plastic. Mastering the primary techniques of notching, twisting, folding.

Volume application made of paper and cardboard.

Module «Technology»

Observation of technologies in our environment (in the context of a photo-based lesson). Emotional and aesthetic perception of objects of reality. Associative comparison with ornaments in objects of arts and crafts.

Ornaments, objects created by people, and a variety of their types. Ornaments are geometric, man-made. Decorative composition in a circle or in a strip.

Concepts of symmetry and observation of it. Consistent work on the image, the use of a line of symmetry when composing a composition.

Ornament, typical for toys of one of the most famous technological items.

Item Design: Making fancy packaging by paper folding and appliqué.

Origami is the creation of a composition from paper. Paper folding techniques.

Module «Inquire and create»

Observation of various architectural buildings and human creations in the surrounding world (from photographs), discussion of features and components.

Mastering the techniques of paper design. Folding three-dimensional simple geometric bodies. Mastering the techniques of gluing, cutting and cutting parts; use of symmetry.

Modeling (or application) of a spatial environment from paper, cardboard or plasticine.

Module «Explore the world»

Observation of nature and animals in the surrounding world (from photographs). Discussion of the characteristics of living organisms and plants.

Artistic observation of the surrounding world of nature and the objective environment of human life.

Examination of illustrations of a children's book based on the meaningful attitudes of the teacher in accordance with the topic being studied.

Creation of a composition and layout of animals from paper, plasticine, cardboard.

PLANNED EDUCATIONAL OUTCOMES

PERSONAL RESULTS

In the center of the fine arts program, in accordance with the Federal State Educational Standard of Primary Education, is the personal development of students, their familiarization with Russian traditional spiritual values, as well as the socialization of the individual.

The program is designed to ensure that students achieve personal results: respect and value attitude to their homeland - Russia;

value-semantic orientations and attitudes, reflecting individual-personal positions and socially significant personal qualities;

spiritual and moral development of students;

motivation for knowledge and learning, readiness for self-development and active participation in socially significant activities;

positive experience of participating in creative activities;

interest in works of art and literature built on the principles of morality and humanism, respectful attitude and interest in the cultural traditions and creativity of one's own and other peoples.

Patriotic education is carried out through the development by schoolchildren of the content of the traditions of national culture, expressed in its architecture, folk, arts and crafts and fine arts. The lesson of art brings up patriotism not in a declarative form, but in the process of perception and development in personal artistic activity of specific knowledge about beauty and wisdom, embedded in cultural traditions.

Civic education is formed through the development of a sense of personal involvement in the life of society and the creative qualities of the individual, familiarization of students with the values of national and world culture. The subject contributes to the understanding of the peculiarities of the life of different peoples and the beauty of national aesthetic ideals. Collective creative work creates

conditions for various forms of artistic and creative activity, contributes to the understanding of another person, the formation of a sense of personal responsibility.

Spiritual and moral education is the core of the student's artistic development, introducing him to art as a sphere that concentrates the spiritual and moral search of mankind. Training tasks are aimed at developing the inner world of the student and educating his emotional-figurative, sensual sphere. Art classes help the student to acquire socially significant knowledge. The development of creative abilities contributes to the growth of self-awareness, awareness of oneself as an individual and a member of society.

Aesthetic education is the most important component and condition for the development of socially significant relations among students, the formation of ideas about the beautiful and the ugly, about the high and the low. Aesthetic education contributes to the formation of value orientations in schoolchildren in relation to the people around them, in the pursuit of their understanding, as well as in relation to the family, nature, work, art, cultural heritage.

The values of cognitive activity are brought up as an emotionally colored interest in the life of people and nature. This happens in the process of developing the skills of perception and artistic reflection of one's observations in artistic and creative activity. Research skills are developed while performing tasks of a cultural and historical orientation.

Environmental education occurs in the process of artistic and aesthetic observation of nature and its image in works of art. The formation of aesthetic feelings contributes to the active rejection of actions that are harmful to the environment.

Labor education is carried out in the process of personal artistic and creative work on the development of artistic materials and satisfaction from the creation of a real, practical product. The desire to achieve results, perseverance, creative initiative, and understanding of the aesthetics of labor activity are brought up. Also important are the ability to cooperate with classmates, work in a team, perform teamwork - mandatory requirements for certain tasks in the program.

META-SUBJECT RESULTS

1. Mastering universal cognitive actions

Spatial representations and sensory abilities:

characterize the shape of an object, design;

identify dominant features (characteristics) in a visual image; to compare planar and spatial objects according to the given bases; find associative links between visual images of different shapes and objects; compare parts and the whole in a visible image, object, structure;

analyze the proportional relationship of parts within the whole and objects among themselves;

generalize the form of a composite structure; identify and analyze rhythmic relationships in space and in the image (visual image) on established grounds;

to abstract the image of reality when building a flat composition;

correlate tonal relationships (dark - light) in spatial and planar objects; identify and analyze the emotional impact of color relationships in spatial environment and planar image.

Basic logical and research activities:

to show research, experimental actions in the process of mastering the expressive properties of various artistic materials;

to show creative experimental actions in the process of independent performance of artistic tasks;

to exercise research and analytical actions based on certain educational attitudes in the process of perceiving works of fine art, architecture and children's art products;

use observations to obtain information about the features of objects and the state of nature, the objective world of man, the urban environment;

analyze and evaluate natural phenomena and the subject-spatial environment of human life from the standpoint of aesthetic categories;

formulate conclusions that correspond to aesthetic, analytical and other educational settings based on the results of the observation;

use sign-symbolic means for composing ornaments and decorative compositions;

classify works of art by type and, accordingly, by purpose in people's lives;

classify works of fine art by genre as a tool for analyzing the content of works;

ask and use questions as a research instrument of knowledge.

Working with information:

use electronic educational resources;

be able to work with electronic textbooks and teaching aids;

choose a source for obtaining information: Internet search engines, digital electronic tools, directories, art albums and children's books;

analyze, interpret, summarize and systematize information presented in works of art, texts, tables and diagrams;

independently prepare information on a given or selected topic and present it in various forms: drawings and sketches, electronic presentations;

carry out virtual trips to architectural monuments, to domestic art museums and foreign art museums (galleries) based on settings and quests proposed by the teacher;

observe the rules of information security when working on the Internet.

2. Mastering universal communicative actions

Students should be able to do the following:

understand art as a special language of communication - interpersonal (author - viewer), between generations, between peoples;

conduct a dialogue and participate in the discussion, showing a respectful attitude towards opponents, compare their judgments with the judgments of the participants in communication, identifying and correctly defending their positions in assessing and understanding the phenomenon under discussion;

find a common solution and resolve conflicts based on common positions and taking into account interests in the process of joint artistic activity

demonstrate and explain the results of their creative, artistic or research experience;

analyze the works of children's art from the standpoint of their content and in accordance with the educational task set by the teacher;

recognize their own and others' right to make a mistake, develop their ability to empathize, understand the intentions and experiences of one's own and other people;

interact, cooperate in the process of teamwork, accept the goal of joint activities and build actions to achieve it, agree, carry out instructions, obey, take responsibility for their task to achieve a common result.

3. Mastering universal regulatory actions

Students should be able to do the following:

pay attention to and fulfill the learning tasks set by the teacher; observe the sequence of training actions when performing the task;

be able to organize your workplace for practical work, keeping order in the surrounding space and taking care of the materials used;

correlate their actions with the planned results, exercise control over their activities in the process of achieving the result.

SUBJECT RESULTS

The subject results are formulated by years of study on the basis of the modular construction of content in accordance with Appendix No. 8 to the Federal State Educational Standard for Primary General Education, approved by order of the Ministry of Education of the Russian Federation.

Module «Our identity»

To master the skills of applying the properties of simple graphic materials in an independent creative work in the classroom.

Acquire primary experience in creating a graphic drawing based on familiarity with the means of visual language and oneself.

To gain experience in analytical observation of the form of an object, experience in generalizing and geometrizing the observed form as the basis for teaching drawing.

Gain experience in creating a drawing of a simple (flat) object from nature.

Learn to analyze ratios of proportions, visually compare spatial quantities.
To acquire primary knowledge and skills in the compositional arrangement of an image on a sheet.

Be able to choose a vertical or horizontal sheet format to perform appropriate drawing tasks.
To perceive the educational task set by the teacher and solve it in their practical artistic activity.

To be able to discuss the results of their practical work and the work of comrades from the standpoint of their correspondence to the set educational task, from the standpoint of the content expressed in the drawing and graphic means of its expression (within the framework of the program material).

Module «Share and care»

To master the skills of working with gouache paints in the conditions of the lesson.

Know the three primary colors; discuss and name the associative representations that each color gives rise to.

Be aware of the emotional sound of color and be able to formulate your opinion based on the experience of life associations.

Gain experience in experimenting, researching the results of mixing paints and obtaining a new color.

Conduct creative work on a given topic based on visual impressions organized by the teacher.

Module «Technology»

Gain experience in analytical observation, search for expressive figurative volumetric forms.

To master the primary techniques of modeling from plasticine, papier-mâché, to acquire ideas about the integral forms in a three-dimensional image.

To master the primary skills of paper-plasticity - creating three-dimensional forms from paper by folding, cutting, twisting, etc.

Module «Inquire and create»

Be able to consider and aesthetically characterize various examples of objects (in the context of a lesson based on photographs); give examples, compare and look for associations with ornaments in works of arts and crafts.

Distinguish types of ornaments according to pictorial motifs: geometric.

Learn to use the rules of symmetry in your artistic activity. Gain experience in creating an ornamental decorative composition (stylized: Decorative examples of objects).

Acquire knowledge about the meaning and purpose of tools and inventions in people's lives.

Have experience and age-appropriate skills in preparing and decorating a common holiday.

Module «Explore the world»

Consider various types of animals and plants in the world around us (from photographs in the conditions of the lesson); analyze and characterize the features and components of the species under consideration.

To master the techniques of designing from paper, folding three-dimensional simple geometric bodies.

Gain experience in spatial layout in the form of collective gaming activities.

To acquire ideas about the constructive basis of any object and the primary skills of analyzing its structure.

LESSON PLANNING

№	lesson topic	number of hours			Date of study	types, forms of control
		Total	Test papers	practical work		

1.	Introduction	1				Practical work, oral survey
2.	Sketching a self-portrait.	1				Practical work, oral survey
3.	Drawing the self-portrait and props for it.	1				Practical work, oral survey
4.	Drawing the self-portrait and environment.	1				Practical work, oral survey
5.	Drawing the self-portrait.	1				Practical work, oral survey
6.	Cutting out the paper pieces	1				Practical work, oral survey
7.	Fixing or adding additional details.	1				Practical work, oral survey
8.	Making the mail box.	1				Practical work, oral survey
9.	Painting the mail box.	1				Practical work, oral survey
10.	Making the envelopes.	1				Practical work, oral survey
11.	Making the presents.	1				Practical work, oral survey
12.	Painting the presents.	1				Practical work, oral survey
13.	Assembly.	1				Practical work, oral survey
14.	Fixing or adding additional details.	1				Practical work, oral survey
15.	Drawing the base of the robot.	1				Practical work, oral survey
16.	Drawing the face of the robot.	1				Practical work, oral survey

17.	Making the ornaments.	1				Practical work, oral survey
18.	Painting the robot.	1				Practical work, oral survey
19.	Adjusting the painting.	1				Practical work, oral survey
20.	Assembling the robot.	1				Practical work, oral survey
21.	Fixing or adding additional details.	1				Practical work, oral survey
22.	Drawing the base of the gear.	1				Practical work, oral survey
23.	Painting the gears.	1				Practical work, oral survey
24.	Cutting the gears out of paper plates.	1				Practical work, oral survey
25.	Drawing the background.	1				Practical work, oral survey
26.	Adding props to the gears	1				Practical work, oral survey
27.	Assembling the gears	1				Practical work, oral survey

28.	Fixing or adding additional details.	1				Practical work, oral survey
29.	Drawing the base of the beetle.	1				Practical work, oral survey
30.	Painting the beetle.	1				Practical work, oral survey
31.	Making the wings of the beetle.	1				Practical work, oral survey
32.	Painting the wings of the beetle.	1				Practical work, oral survey
33.	Assembling the beetle.	1				Practical work, oral survey
34.	Fixing or adding additional details.	1				
TOTAL PROGRAM HOURS		34				

EDUCATIONAL AND METHODOLOGICAL SUPPORT OF THE EDUCATIONAL PROCESS

MANDATORY STUDENT LEARNING MATERIALS

Art. Grade 1-4 /, Ermolinskaya E.A., Limited Liability Company "Publishing Center VENTANA-GRAF"; Joint Stock Company "Publishing House Enlightenment".

METHODOLOGICAL MATERIALS FOR THE TEACHER

Savenkova L.G. Visual arts: 1-4th grades: a teaching aid for a teacher / L.G. Savenkova, E.A. Ermolinskaya, N.V. Bogdanov. - Enlightenment/Ventana-Graf, 2015.

DIGITAL EDUCATIONAL RESOURCES AND INTERNET RESOURCES

Visual arts [Electronic resource]. URL: <https://resh.edu.ru/subject/7/> (date of access: 20.08.2022).

MATERIAL AND TECHNICAL SUPPORT OF THE EDUCATIONAL PROCESS

TRAINING EQUIPMENT

Electronic board, tablet, textbooks.

EQUIPMENT FOR PRACTICAL WORKS

Tables, chairs, paper, colored pencils, paints, brushes, crayons.
, кисти, мелки.