

# Europeana Learning Scenario

## Title

Europeana Living Museum

## Author(s)

Ivana Štiglec

## Summary

### Table of summary

<b>Subject</b>	Arts, English, German, ICT, Entrepreneurship
<b>Topic</b>	Human body in arts
<b>Age of students</b>	15-18
<b>Preparation time</b>	Two weeks for project activities
<b>Teaching time</b>	One project day to present the project results
<b>Online teaching material</b>	<a href="https://www.artsteps.com/">https://www.artsteps.com/</a> <a href="https://www.canva.com/">https://www.canva.com/</a> <a href="https://www.wix.com/">https://www.wix.com/</a> Europeana Art Collection <a href="https://www.europeana.eu/portal/en/collections/art">https://www.europeana.eu/portal/en/collections/art</a> <a href="https://vangoyourself.com/">https://vangoyourself.com/</a>
<b>Offline teaching material</b>	Different props, clothes, materials, everyday items
<b>Europeana resources used</b>	Art Collection <a href="https://www.europeana.eu/portal/en/collections/art">https://www.europeana.eu/portal/en/collections/art</a>

## License

Attribution ShareAlike CC BY-SA.

## Integration into the curriculum

Our school is a part of the experimental programme of the new curricular reform. The flexible curriculum in this new experimental programme encourages us to start interdisciplinary activities or projects in our school. 'Human body in arts' is the topic in Arts curriculum and the aforementioned subjects (English, German, IT and Entrepreneurship) will be included in this multidisciplinary project.



### Aim of the lesson

Students do research on the topic of human body in arts by studying works of different artists through the history of art, analyze the works of different artists and recreate paintings and sculptures in the form of a living museum. Students of the whole school create a living museum, they create digital brochures in different languages, a museum webpage and a museum shop.

### Trends

Project-based Learning

Collaborative Learning

Student Centered Learning

### 21<sup>st</sup> century skills

In this **whole-school project** students of each class (24 different classes) will have to show their **collaboration skills** because each class has to explore their given artist or period of art history on the Europeana platform, choose three works of art and recreate them. Students have to divide roles, take responsibility for their part, **cooperate and communicate** with other students. They will also develop their **ICT skills** because they will have to create a Canva bookmarks, posters and brochures for their “museum room” and manage their part of a museum webpage, they will practice their **presentation skills, decision-making skills, creativity, planning skills, organizational skills, research skills and entrepreneurial skills**.

### Activities

Name of activity	Procedure	Time
<b>1. Project planning</b>	The teachers meet with one representative of each class in order to make plans for the project. Students get familiar with the idea of the living museum and together with teachers they make a project plan. The whole school will create a living museum, each class will represent/create one “museum room”. Each class gets one artist or one period in art history, do research on Europeana and other sources and they have to create their museum room as if it was a real museum. Teachers coordinate and monitor work process of all classes.	45'
<b>2. Project implementation</b>	During Arts, English, German and IT, classes students work on their project activities: <ol style="list-style-type: none"> <li>1. Conducting Europeana research on a given artist or period in art history</li> <li>2. Choosing three works of art</li> <li>3. Sharing ideas, making plans for their museum room</li> <li>4. Sharing tasks and roles within each class</li> <li>5. Recreating works of art (living students present works of art using their bodies and different props)</li> <li>6. Preparing texts for brochures in different languages (English, German)</li> </ol>	2 weeks

Name of activity	Procedure	Time
	<ol style="list-style-type: none"> <li>7. Creating Canva brochures (layout, texts, photos)</li> <li>8. Creating a Wix museum webpage</li> <li>9. Preparing a guided tour in different languages</li> <li>10. Preparing a museum shop (creating e.g. Canva bookmarks or posters to be sold)</li> <li>11. Rehearsals</li> </ol>	
<b>3. Presentation of project results</b> <b>Evaluation</b>	<p>All classes get ready for the “opening” of the Europeana living museum. In their classrooms they prepare their ‘museum rooms’ using everything they have prepared in two project weeks. Teachers form a jury, which will visit all museum rooms and in the end choose the best rooms. Parents and students and teachers from other schools can be invited to the opening of the Europeana living museum. All visitors visit different museum rooms and students in each class present their rooms – works of art in the form of a living painting/sculpture. The “museum guide” presents each work of art and gives out brochures. Students can also make a small museum shop in their museum room (entrepreneurship skills).</p>	1 day
<b>4. Follow-up</b>	<p>Students update the “museum webpage” with photos from the opening of the Europeana Living Museum.</p> <p>Using the web tool Artsteps (<a href="https://www.artsteps.com/">https://www.artsteps.com/</a>) students prepare an online virtual exhibition of their “works of art” (they place photos of their works of art in the virtual exhibition rooms).</p> <p>Students can also share and exhibit their photos on VanGoYourself <a href="https://vangoyourself.com/">https://vangoyourself.com/</a>.</p>	

### Assessment

Each class presents their project work and everything they have done in the previous two weeks. Teachers form a jury that visits all museum rooms and using a rubric evaluates them (creativity, products, collaboration, presentation). For this, use: Annex 1. Project Assessment Rubric.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

After the project implementation, students do self-assessment. Each student gets a self-assessment card through which they reflect about the implemented project. For this, use: Annex 2. Self-assessment card.

## Teacher's remarks

-

## About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

## Annex 1. Project assessment rubric

### PROJECT ASSESSMENT RUBRIC

	1	2	3	4
<b>CREATIVITY</b>	Students followed a set of directions to complete a project, but didn't explore new ways to alter the idea.	Student project is original, but mostly based off of an existing idea.	Student project is explored and expressed in a fairly original way.	Students clearly explored and expressed multiple ideas in a unique way.
<b>PRODUCTS</b> (‘works of art’, brochures, museum shop, guided tour)	Students produced no work or very poor quality work.	Students produced work of inconsistent quality.	Students produced work of acceptable quality.	Students produced work of high quality.
<b>COLLABORATION</b>	Students' work reflects poor level of collaboration.	Students' work reflects good level of collaboration.	Students' work reflects very good level of collaboration.	Students' work reflects a very high level of collaboration.
<b>PRESENTATION</b>	Presentation appeared sloppy or unfinished. No clear organization.	Presentation does not capture audience attention.	Presentation captures audience attention.	Presentation is organized, well laid out and captures audience attention.

## Annex 2. Self-assessment

### SELF-ASSESSMENT

NAME: \_\_\_\_\_, DATE: \_\_\_\_\_

PROJECT NAME: \_\_\_\_\_

**Describe your contribution to the collaborative school project**

**What could you improve next time if you had a chance to do the project again?**

**How could your team work more effectively next time?**

**What did you learn through this collaborative project?**