

Europeana Learning Scenario

Title What would they say?

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Summary

Learning about expressing emotions and conveying message through art.

Table of summary

Subject	ESL, EFL, Art, ICT
Topic	Art: Interpreting Art, Art history, portraits. English: Conveying dialogue, emotions vocabulary, writing skills. ICT: using simple picture manipulation tools, such as MS Paint and Paint 3D
Age of students	9-11 (Grade 4)
Preparation time	1 hour
Teaching time	Two lessons of 45 minutes
Online teaching material	<p>Paint, Paint 3D, Photoshop, Gimp or any picture manipulation tool that has a possibility to add text to images. Europeana collection of Finnish National Gallery Ateneum.</p> <p>Emotions flashcards: https://www.sparklebox.co.uk/3051-3060/sb3055.html</p> <p>Lesson is also possible to execute with seppo.io gamification platform, where students observe the paintings and write the dialogues as game tasks. https://seppo.io/</p>
Offline teaching material	Emotions flashcards, Laptops/Chromebooks/iPads
Europeana resources used	https://www.europeana.eu/portal/fi/collections/art?f%5bCOUNTRY%5d%5b%5d=finland&f%5bPROVIDER%5d%5b%5d=Europeana+280&view=grid

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Integration into the curriculum

Transversal competencies in the Curriculum:

- *L2 cultural competence, interaction and self-expression*
- *L4 multiliteracy*
- *L5 ICT competence*

Subject goals in the Curriculum:

Art: Visual Observation and Interpretation Skills (Grade 4)

T1 Student learns how to observe the environment, art and visual culture by using various visual methods.

T2 Student is encouraged to discuss observations and interpretations and practices to justify his/her opinions.

Interpreting the Visual Cultures

T8 Student learns how to observe art and visual culture from different points of view, such as the piece of art, the artist and the viewer. S/he learns to evaluate the meaning of historical and cultural aspects in relation to the piece of art.

S3 Different worlds of Art:

Contents of Art history are selected from different times, cultures and eras.

English as foreign language (Grade 4):

Student is able to convey messages related to him/her and to his/her needs. (For example, tell about him/herself, make requests and answer to them)

European Framework for language learning A 2.1

Student can write about concrete and everyday matters concerning him/herself using simple sentences and concrete vocabulary.

Aim of the lesson

After the lessons students are familiar with some central paintings in the Finnish Art History. They have learned some deeper art observation techniques and how to interpret a painting bearing the culture and history in mind. They have learned how to write sentences about feelings and emotions using correct vocabulary and punctuation.

Trends

List the relevant trends that the lesson incorporates: <http://www.allourideas.org/trendiez/results>

[Visual Search & Learning: images and multimedia are more powerful than verbal stimuli.](#)

[Open Source Learning: teachers copy, share, adapt, and reuse free educational materials.](#)

Social media is changing the way people interact, present ideas and information, and communicate.

21st century skills

Add here how the learning scenario corresponds to 21st century skills. To find out more: <http://www.p21.org/our-work/p21-framework>.

The scenario falls into Information, Media and technology Skills. Students are learning especially about Communication and Critical Thinking.

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
Motivation circle, warm up	Students are sitting down on a carpet in a circle. Teacher leads a discussion about different emotions and feelings and how to express them. After discussion students choose 4-6 different facial expressions and how to show them. They pair up to practice expressions in a mirroring-activity. In pairs they practice expressions and naming them.	10 minutes
Vocabulary	Teacher introduces cards with different emotions: sad, depressed, angry, happy, excited etc. Printable cards available in https://www.sparklebox.co.uk/3051-3060/sb3055.html . Pronunciation is modelled and meanings are discussed together. Students play memory game with the cards so that they always read the words aloud in the cards.	20 minutes
Instructions and modelling	Teacher models how to use the chosen image manipulation programme and how the chosen artwork is downloaded from the Europeana website. A couple of paintings are picked up by the teacher and students write with pencil and paper what could this person or people in the image say? How are they feeling? What is the situation they are in? Why do they look like that? What is the context and the background of the painting?	10 minutes
Choosing the image(s) and writing the text(s).	After instructions students get into work of choosing the image and writing the proper text for the selected painting. This can be also be made in pairs. If students get the idea quickly and they are inspired by the task, they are encouraged to finish more than one work. Examples can be found in: http://finnishedlessons.blogspot.com/2018/01/art-history-memes.html	30 minutes
Gallery walk, wrap up	The lessons are wrapped up by setting the computers or iPads in a way that all students can walk around the classroom and enjoy the results. Pictures are saved and either printed or shared in Google Classroom or other platform students are using. Teacher can pick up, some examples to discuss together with the whole class.	20 minutes

Assessment

After pictures are shared in the Google Classroom, students need to comment one of the the images. Teacher gives feedback on sentence structure, idea and creativity and the use of correct vocabulary.

***** AFTER IMPLEMENTATION *****

Student feedback

Feedback was given in Google Classroom. Students found this a nice way to learn new vocabulary. They felt like learning something new especially about art.

Teacher's remarks

Lesson went well and students managed to produce their thoughts about the paintings. In the end, we used seppo.io platform for getting to know the different paintings and writing down the thoughts and feelings of the people in the paintings. After that, students used their own Chromebooks and designed the Art Memes with Google Slides. Worked well like that as well.

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.