

Europeana Learning Scenario

Title

Op art with Victor Vasarely

Author(s)

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Summary

Table of summary

Subject	Art(Primary level)
Topic	Op art
Age of students	4 th Grade (9/10 years)
Preparation time	90 minutes
Teaching time	90 minutes
Online teaching material	https://en.wikipedia.org/wiki/Victor_Vasarely https://www.youtube.com/watch?v=NDLuY3AuCYg https://www.youtube.com/watch?v=UrfYC_ieI3k
Offline teaching material	paper, felt pen, tablets, computers
Europeana resources used	https://bit.ly/2JghF6j https://bit.ly/2UHMLVJ

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Integration into the curriculum

This lesson is included in the Arts at primary level and is related to the topic of using media, using the visual elements, creating and designing.

Aim of the lesson

The students are introduced to the new artist and Op art. They create the painting like Victor Vasarely.

Trends

Collaborative Learning, Mobile Learning, Peer Learning, Visual Search & Learning.

21st century skills

Information, Media and Technology Skills: *students will develop ICT skills by using Europeana and other web resources.*

Collaboration: *students work in groups which develops their collaboration skills.*

Productivity & Accountability: *at the end of the lesson students will have new products. It will improve their productivity skills.*

Activities

Name of activity	Procedure	Time
Introduction: Who is Georges Seurat?	Introducing Victor Vasarely - students are divided into groups and do research about Victor Vasarely (they use links teacher prepared). They must prepare a short report about their research.	25 min
Discussion	The groups report about their research.	10 min

Search: Pointillism	Together students and the teacher look at pictures of Victor Vasarely and observe the characteristics of pointillism (using Europeana resources)	10 min
Create and Produce: We are pointillists	Students paint like Victor Vasarely with felt pen.	35 min
Assessment	Students describe their work to others and others give comments.	10 min

Assessment

CATEGORY	% final mark	5	4	3	2
Design/ Composition	30	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.
Color Choices	30	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.
Painting Skill	30	Application of paint is preplanned and done in a logical, sequential manner.	Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident.	Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/texture may be evident.	Student needs to work on controlling paint and preplanning paint application. Muddy colors, ragged edges, lack of texture, drips and/or blobs are evident

					throughout the painting.
Creativity	10	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student\'s personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student\'s personality comes through in parts of the painting.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.

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

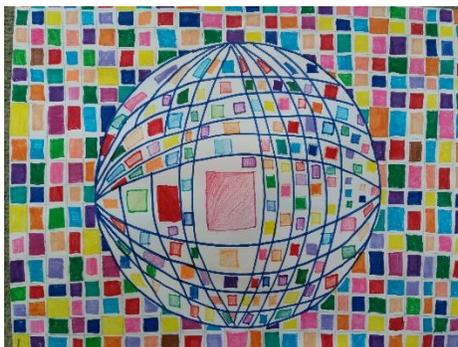
Student feedback

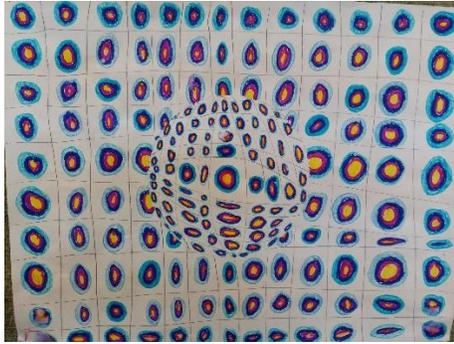
Students will paint fields based on how much they liked every type of activity. This graph will show me how much they liked this lesson. Then we will talk about the lesson.

Introduction					
Discussion					
Search					
Create and Produce					
Assessment					

Teacher’s remarks

AFTER the implementation of this lesson: The students were keen to meet the new artist. His paintings are very interesting. They enjoyed exploring the color combinations. They have done wonderful artwork.





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 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.