Europeana Learning Scenario

Title: *Paintings that tell stories*

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Summary: Develop a learning activity using heritage art collections for an artistic education that stimulates the personal and social development of the child and prepares him to live as a citizen.

Table of summary	
Subject	Artistic education, Portuguese language, ICT
Topic	The main topic is about exploring works of art and reading pictures of paintings. In Portuguese (subject) the paintings will be read as narratives because they have a story to tell.
Age of students	3-8
Preparation time	5 hours
Teaching time	8 hours
Online teaching material	***Europeana Art Collection*** - It will be used to collect works of art about the main topic of this LS https://www.europeana.eu/portal/en/collections/art . ***Padlet*** - online platform where teachers and students can articulate and share ideas about the work they will create. ***WheelDecide*** - To randomly sort the work groups. ***Googlemaps*** - To georeferencing the places where the painter remained. ***Jigsaw Puzzle*** - To manipulate in *Jigsaw* the images (download of works of Art Europena). ***Flipgrid*** - To record what the students would like to know / what they learned about the painter. ***QR code Monkey*** - To create the biography of the painter and a narrative from a painting: QR code in text and audio. ***VanGoYourself*** - to make art recreations with students from one of famous painting and submit online. ***I-nigma -*** To do *Qr Codes* readings. ***Canva*** - For creating flyers and invitations to the exhibition.
Offline teaching material	Paintbrushes, paints, exhibitors, flyers, posters, glue, paper, *QRcodes.*
Europeana resources used	***Europeana Art Collection***: https://www.europeana.eu/portal/en/collections/art **Image 1** https://www.europeana.eu/portal/pt/record/90402/SK_A_4877.html?q=Jacob+Maris#dcId=1549054056174&p=1 **Image 2** https://www.europeana.eu/portal/pt/record/90402/SK_A_3677.html?q=Jacob+Maris#dcId=1549054056174&p=1

Image 3
https://www.europeana.eu/portal/pt/record/90402/SK_A_3680.html?q=Jacob+Maris#dcId=1549054056174&p=1
Image 4
https://www.europeana.eu/portal/pt/record/90402/SK_A_2810.html?q=Jacob+Maris#dcId=1549054056174&p=1
Image 5
https://www.europeana.eu/portal/pt/record/90402/SK_A_1404.html?q=Jacob+Maris#dcId=1549054056174&p=1
Image 6
https://www.europeana.eu/portal/pt/record/90402/SK_A_2988.html?q=Jacob+Maris#dcId=1549054056174&p=1

Licenses

Integration into the curriculum

In the context of the implementation of the project of autonomy and curriculum flexibility in our school this learning activity allows us to try out new methodologies and practices that give our students skills, values and attitudes in line with national and international references. The activities were designed in articulation with the School Library with the concern of promoting learning through active methodologies using digital technologies.

Aim of the lesson

- Exploration of the painter Jacob Maris by the students of the first cycle who select information and prepare to introduce the painter to the preschool students;

- To know relevant works of art of the painter and his artistic movement through the Europeana platform;

- Analyze the works presented and create new art forms with different techniques and formats;

-To make the student value himself by being able to produce and express himself aesthetically / artistically and creatively;

- From the visual elements of painting to construct a collaborative narrative in order to develop expressive and communicative capacity;

-Promote the dialogue to deepen a culture of cooperation, bearing in mind the articulation of educational objectives and values between preschool and first cycle;

- Hold a collective exhibition in the space of the school library and auction the works for the family and community.

Trends

Project Based Learning

Collaborative Learning

Mobile Learning

21ˢᵗ century skills

Research - How to identify relevant information sources, select the necessary information and awareness for copyright.

Collaboration - Demonstrate ability to work in groups to achieve common goals.

Communication - Expressing thoughts and ideas effectively through the use of oral, written and non-verbal communication skills; adjust the discourse according to the participants' ages;

Creativity and innovation - Think creatively about new ideas and be able to work creatively to develop artistic, linguistic and digital skills.

Activities

This scenario focuses on the creation of artistic contexts in the preschool and first cycle environment. The student will have a determining role in the expression of himself, in the creation of art and in communication and interaction with others.

They should be able to observe and analyze information, experiences or ideas, to adapt behaviors in contexts of cooperation, sharing and collaboration.

Name of activity	Procedure	Time
1) *Presentation and Discuss* (Artistic education)	In the class of Artistic Education is made the presentation of the idea to the classes. Students and teachers negotiate the best way to build the project as well as the rules necessary for its construction. It activates the pre-existing knowledge necessary for introduction to the arts and works of the painter Jacob Maris.	30' **Total Time:** 30'
2) *Read Watch Listen* (Artistic education)	The 2nd grade students know the Europeana platform. In the Interactive Whiteboard are projected some of the most representative works of art of the painter - acknowledge some characteristics of his work. The teacher talks to the students about what they would like to know about the painter.	60' **Total Time:** 90'
**3) *Mapping* (ICT)	Record individually and orally what they would like to know about the painter in the *Flipgrid* app. The teachers provide a collective *Padlet* to support the communication and dissemination of activities and materials.	40' **Total Time:** 130'
4) Research and *Invest*igate	Creation of work groups (randomly drawn in the *Wheeldecide* app) and define tasks and functions.	60'

(Artistic education, ICT)	With the help of the teacher they investigate about the life and work of the painter. They also record their discoveries in the *Flipgrid* app. The groups prepare to introduce the painter to the younger students. They also make georeferencing in *Google Maps* of the places of passage of the painter.	**Total Time:** 190'
5) *Presenting* (Artistic education)	The 2nd grade students introduce the painter and his discoveries to preschool students.	40' **Total Time:** 230'
6) *Discuss* (Portuguese, ICT)	Pre-school children and 2nd grade students make decisions and select, from the selected works of Europeana, the paintings they intend to reinterpret they share ideas and justify the option. They can also manipulate in *Jigsaw* the images for better learning.	60' **Total Time:** 290'
7) *Produce* **(**Artistic education)	All students will create their works according to various languages and perspectives. They also turn to digital to recreate the painting in the *VanGoYourself* app.	60' **Total Time:** 350'
8) *Collaborate* (Portuguese)	At the same time, in Portuguese, they select only one painting. All students (older and younger) read/interpret and create a collaborative narrative.	60' **Total Time:** 410'
9) *Produce* (ICT)	Older students type and text the narrative in audio, collaboratively. They then create a *QR Code* and an *Audio QRcode* to join to the final exhibition. Production of flyers (*Canva*) and dissemination of the exhibition in the media.	40' **Total Time:** 450'
10) *Presenting* (Portuguese)	Exhibition and auction of works for the family and community. The teacher is present as a facilitator, in a negotiation process, monitoring and making decisions given the young age of the students.	Livre **Total Time:** 450'
11) *Evaluate*	Self and hetero-assessment of the students.	30' **Total Time:** 480'

Assessment

The evaluation will be formative and continuous, focusing on presentation skills, language skills, artistic, creative and civic. In the *Mentimeter* app, 2nd grade will take an intermediate and a final assessment to get their perspective on their performance and learning in this project: "How do you position yourself on this project?"

The *Kahoot* questionnaire will be used as an instrument to evaluate and gauge knowledge about what the students learned and how they felt during the activity.

Student feedback

The student in three words sums up his experience in this project. In the *Mentimeter* app a cloud of words will be created with evidence of the impact of this project (involvement, learning, acquisition of knowledge, skills, competencies).

Teacher's remarks

The teacher reflects on the work he has done in order to understand what he should keep or change in future practices. The evidence can also be collected through the collaborative *Padlet* mural created with

the objective of supporting the articulation between teachers and students, activities developed, information collection and learning material, evaluation.

The teacher will make the project known to the educational community through the Facebook page, the library blog and the group magazine to disseminate good practices and promote professional teacher development. Eventually we can submit the experiment to a poster for national scientific events.

It should be noted that the possibility of this scenario can be replicated in other disciplinary areas.

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.