Europeana Learning Scenario

Title

Selfies of the Past

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Summary

Table of summary	
Subject	*Photography, English and Art*
Topic	*Portraits of the past and portraits of the present*
Age of students	*8-9 years*
Preparation time	*2 hours*
Teaching time	*50 minutes*
Online teaching material	*Europeana website https://www.europeana.eu/portal/en*
Offline teaching material	*Projector, props that the students want in their photos (students advised at least a day prior to lesson), portrait photo of two teachers in the school, learnpads and/or photocameras*
Europeana resources used	• *Girl with a pearl earring* • *Sim Card photo* • *Stamp photo* • *I.D Card photo*

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Integration into the curriculum

This lesson is aimed to fit the school's DEC (discover, express and create) programme. This programme aims to instill skills in young learners to enhance their expressive skills through multiple media in order to discover new ways of thinking and doing and ultimately creating innovative solutions.

This being said, a cross curricular approach is being implemented merging the use of the English language with arts.

Arts: The use of visual media and creating and designing

English: The use of adjectives to describe emotions, gests and impressions

Aim of the lesson

Bloom's Taxonomy Parameters	*Student Objective*	*Type of Intelligence engaged*
Remember	*Define what self-portrait is*	*Linguistic*
Understand	*Reference multiple facial expression, angles and the use of colour to emote feelings.*	*Visual*
Apply	*Direct themselves and others in taking portrait photos.*	*Intrapersonal/bodily kinaesthetic/spatial*
Analyze	*Compare different expressions utilised in portraits*	*Interpersonal /Visual*
Evaluate	*Appraise several portraits and critique the emotions emoted from such*	*Intrapersonal/Interpersonal/Visual*
Create	*Create their own portraits to represent themselves photographically*	*Intrapersonal/Interpersonal/Bodily kinaesthetic*

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Trends

- *Lifelong Learning: learning does not stop when leaving school.*
- *Collaborative Learning: a strong focus on group work.*
- *Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.*
- *Peer Learning: students learn from peers and give each other feedback.*

21st century skills

- *Creativity*
- *Collaboration*
- *Communication*
- *Contribution*
- *Technology literacy*

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 (min)
Introduction:	*Elicit from students what the word portrait is by showing them 4 pictures of portraits. * The term portrait is defined as: a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders* *Resource: ID card photo/president's photo/Artistic portrait/Stamp*	*2*
Follow-up	*Elicit why are portraits used. Contrast between older times and modern times. Write adjectives on the board. Add the following adjectives if not mentioned:* *Stiff / Warm and Cold / Inviting/ Welcoming/ Distant* *Resources: Same as before*	*3*
Portraits appraisals:	*Display portraits that have been used for several purposes such as king's painting to modern interpretations of portraits and their uses.* *The main focus is to elicit from the students what feelings are evoked from such pictures:* *"What pose is the person assuming?" "Is the attitude friendly and welcoming or does it make you feel other feelings?"* *"Is he/she looking directly at the camera? How does that make you feel?"* *"What do you think is the message behind the photo/painting?"* *"Is there a specific use to the colours used in the portrait?" "Are they linked with certain emotions?" "Which colours would you use in your portraits and why?"* *Resources: Girl with a pearl/Fashion ad/ Noble man portrait/Queen Josephina photo/Selfie of famous person/Black and White portrait*	*10*
Portrait: the Teacher	*Engage the students to ask questions about the portraits that the teacher took. Elicit the feelings and motives behind the two different portraits. (Add one selfie and ask the students if it is the same as a portrait or not).* *Resources: 2 teacher's photo portrait*	*5*
Directing others to take portraits	*In groups, ask students what poses they should adopt for their portraits. They are to first use some of the questions asked in the introduction to the activity task as guidelines for their portraits.* *Factors to consider:* *"Any prop you wish to use? Why do you want to use it?"* *"Should I take it in dark areas or well lit areas?"* *"What expression do I want to convey?"* *Should I look directly at the camera or away from the camera?"* *"Will I apply any filters or not?"*	*10*

	***Instruction**: Now in your groups you will take turns taking your own portrait. First, one team member poses the way he/she wants. Afterwards, the team members have to direct him/her on how to pose. We will see if there are any difference between how you want to do your portrait vs how others think your portrait should be.* *Resources: Learn pads and/or photo cameras, props students brought, props from prop room*	
Ready, set, snap	*Post discussion, students will be grouped in pairs and each help the other take the portraits. They will be asked to direct themselves taking their portraits and then direct others in taking theirs. They will contrast their own pictures with the ones that their partners took of them.* **They choose the portrait they like the most to be added to the identity chart of the pupil* *Resources: As before*	*15*
Conclusion: I am what I show	*They compare pictures and see how they turned up. Round up session by generating ideas of how others can perceive portraits. Instill the notion that a picture tells a thousand stories, some which we may not realise that are being said.* *Resources: Pupil Reflection sheet.*	*5*

Assessment

Assessment during class (Assessment of learning for mainstream curriculum): Vocabulary used to describe portraits and feelings/emotions

(Assessment of learning for DEC curriculum): The photo taken after Ready, set, snap!

Assessment during conclusion (Assessment for learning): Use Pupil reflection sheet to evaluate the learning experience. The criteria in the assessment sheet are as follows:

In this lesson I have learnt : _____

My favourite activity was: _____

Today I have improved: _____

I can use what I learnt in my life by: _____

After the lesson, I feel

Confident *Happy* *Bored* *Sad*

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

Student feedback

The Pupil's reflection sheet was used to assess the lesson of the day. Through such, the teacher has gained an insight of how the students managed their learning and how learning had been impacted by the methodology applied.

Teacher's remarks

Post lesson, without reviewing the pupil's reflective sheets the following observations had been made:

- *Students were intrigued by the paintings and materials used from the Europeana website. They were intrigued by knowing more on the person that the painting/old photograph was showing. This lead me to the idea that we could have done a creative writing bibliography task based on the photos assigned.*
- *The concept of selfies was very close to home. Students rushed to the ideas how they wanted their selfies to be and all brought a prop or two to their liking.*

Reflection post pupil assessment:

- *Students have remarked that they knew what a portrait is and how it was used in the past. They wanted to know more how portraits are viewed in modern society. This could be a follow up from this lesson.*
- *Their favourite activity was taking the selfie themselves. Some liked the idea of being artistic directors. Encourages me as a teacher to place them in a situation where they make decisions and see the conductance of their direction.*
- *Most commented on intrapersonal skills and few mentioned interpersonal ones. I should have placed some more emphasis on helping others achieve their selfies rather than just directing one's own.*
- *Application to real life went ahead more than I expected. They mentioned social media portrayal and profiles on online media. Perhaps this could go to an angle of internet ethics and the concept of self on internet based activities.*

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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.