

# Europeana Learning Scenario

## Title

**The beauty and the beasts: animals in paintings and pictures from the Italian Renaissance to the present days**

## Author(s)

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## Summary

### Table of summary

<b>Subject</b>	Art, English
<b>Topic</b>	Animals in paintings and pictures
<b>Age of students</b>	12-13
<b>Preparation time</b>	2 hours
<b>Teaching time</b>	5,30 hours (5 x 60 minutes lessons, one 30 minutes lesson) + a visit to an exhibition (3 hours)
<b>Online teaching material</b>	<p><b>Webtools</b></p> <ul style="list-style-type: none"> <li>• Padlet (brainstorming): <a href="https://padlet.com/goshprof/1d8iqe6wie40">https://padlet.com/goshprof/1d8iqe6wie40</a></li> <li>• Europeana website: <a href="http://www.europeana.eu">www.europeana.eu</a></li> <li>• Canva</li> <li>• Genial.ly</li> <li>• Google Keep</li> <li>• Google Form (assessment pre-requisites): <a href="https://docs.google.com/forms/d/1LxgSWc7Ltt7SPHpAnsgp-1W4IkFuvxf8AV3afev0ETk/viewform?edit_requested=true">https://docs.google.com/forms/d/1LxgSWc7Ltt7SPHpAnsgp-1W4IkFuvxf8AV3afev0ETk/viewform?edit_requested=true</a></li> <li>• Tricider (overview after the visit): <a href="https://www.tricider.com/brainstorming/367qFmxEOlZ">https://www.tricider.com/brainstorming/367qFmxEOlZ</a></li> <li>• search engines</li> </ul> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Preparatory evaluation: <a href="https://keep.google.com/#LIST/1BaKYSxmo2hgp-4PZPtzuw-BxBLrRzEwbQsPUklrQiuI9Celj7IYmqU7AkBtV">https://keep.google.com/#LIST/1BaKYSxmo2hgp-4PZPtzuw-BxBLrRzEwbQsPUklrQiuI9Celj7IYmqU7AkBtV</a></li> </ol> <p><i>Evaluating your preparatory work:</i></p> <ul style="list-style-type: none"> <li>• What is the theme of your project?</li> <li>• How much reference materials have you found?</li> <li>• What painting have you chosen?</li> </ul>

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	<ul style="list-style-type: none"> <li>• <i>What materials/techniques are used in the painting?</i></li> <li>• <i>Have you got enough material to proceed to group work?</i></li> </ul> <p>2. Final evaluation: <a href="https://keep.google.com/#LIST/1IsxdmYcg08Se3tYWkZp2ICxB-TjmUJI9ly6noy1hl2FeDR9PhSHiKWUFZkYgyw">https://keep.google.com/#LIST/1IsxdmYcg08Se3tYWkZp2ICxB-TjmUJI9ly6noy1hl2FeDR9PhSHiKWUFZkYgyw</a></p> <p><i>Final evaluation of your work:</i></p> <ul style="list-style-type: none"> <li>• <i>How have you used formal elements such as line, tone, color and shape?</i></li> <li>• <i>What materials did you use and why?</i></li> <li>• <i>Did they work successfully?</i></li> <li>• <i>What digital tools did you use?</i></li> <li>• <i>Was it difficult to use them?</i></li> <li>• <i>Are you happy with your final product?</i></li> </ul>
<b>Offline teaching material</b>	Paintings printed or projected on the interactive whiteboard, paper, colors, different paints (warm and cool colors), paint brushes
<b>Europeana resources used</b>	<p><a href="http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_17240.html?q=animals+in+art#dclid=1550140319529&amp;p=1">http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_17240.html?q=animals+in+art#dclid=1550140319529&amp;p=1</a></p> <p><a href="http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_19965.html?q=animals+in+art#dclid=1550140319529&amp;p=1">http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_19965.html?q=animals+in+art#dclid=1550140319529&amp;p=1</a></p> <p><a href="http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_22284.html?q=animals+in+art#dclid=1550140319529&amp;p=2">http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_22284.html?q=animals+in+art#dclid=1550140319529&amp;p=2</a></p> <p><a href="https://www.europeana.eu/portal/it/record/07101/O_3.html?q=animals+in+art#dclid=1550140319529&amp;p=2">https://www.europeana.eu/portal/it/record/07101/O_3.html?q=animals+in+art#dclid=1550140319529&amp;p=2</a></p> <p><a href="http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_18379.html?q=animals+in+art#dclid=1550140319529&amp;p=2">http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_18379.html?q=animals+in+art#dclid=1550140319529&amp;p=2</a></p> <p><a href="http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_23399.html?q=animals+in+art#dclid=1550140319529&amp;p=3">http://www.europeana.eu/portal/it/record/2064116/Museu_ProvidedCHO_National_museum_Sweden_23399.html?q=animals+in+art#dclid=1550140319529&amp;p=3</a></p>

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## Integration into the curriculum

The learning scenario will take a cross-curricular approach. It will enable English teachers to offer their students a CLIL lesson on Art using a second language communication.

## Aim of the lesson

By the end of the lesson students will be able to describe the main features of a work of art in English. They'll also be ready to create a similar one using digital resources and tools.

## Trends

**Ability to perform a basic search:** identify keywords and collect information about cultural heritage

**Ability to use digital tools:** use a variety of techniques (BYOD)

**Competence to work in a team:** assume shared responsibilities, respect different viewpoints (PBL)

**Communication skills:** listen actively and express ideas

**Development of critical thinking:** reflecting on learning; justifying arguments

**Character:** respect and maintaining of positive values

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

**Second language communication:** ability to use new English vocabulary related to Art terminology.

**Information, Media and Technology Skills:** ICT literacy

**Social competences:** ability to work and collaborate in a group, developing communication skills and creativity, cross-cultural understanding.

**Awakening of artistic sensitivity**

**Social and cultural awareness**

**Digital competences**

## Activities

Name of activity	Procedure	Time
<b>Presentation</b>	Pre-requisite: students have already been given the opportunity to explore Europeana at home (Flipped Classroom: assigned board on the platform "WeSchool", with quick tutorials about how to look for materials on Europeana and assessment using Google Forms). The teachers present the activity.	Homework 15'
<b>Creating groups</b>	Teachers create teams, assigning specific roles (taking care of individual skills).	20'
<b>Group discussion</b>	Each group discusses the format of the final product of the activity. Using Google Keep, each group leader has to record the result of the group discussion and share it on a shared Google Form.	25'
<b>Brainstorming</b>	(Before the visit to the exhibition) <i>What do you know about paintings and animals?</i> Students individually record their answer on a Padlet wall,	20'
<b>Visiting an art exhibition</b>	Animals have been part of human existence since the early stages of our history. Students will be offered the possibility to observe how artists	3 hours

Name of activity	Procedure	Time
	<p>have described this presence through their works of art. They will visit an exhibition (<a href="http://amicimartinengo.it/?page_id=3054">http://amicimartinengo.it/?page_id=3054</a>) showing some paintings from Italian Renaissance to the 1800s.</p>	
<p><b>Group work Step 1.</b></p>	<p>Students decide the groups' favourite painting seen at the exhibition and express their results on a Tricider poll.</p> <p>Using Genial.ly they create an interactive image using the most voted paintings of the exhibition (name of the painter, title of the painting, period, dimensions, useful information from the site of the exhibition).</p>	60'
<p><b>Group work Step 2.</b></p>	<p>Students have to look for images on Europeana (animals in art). Each group has to prepare a file and, using a chart, they have to identify:</p> <ul style="list-style-type: none"> <li>- main elements of art</li> <li>- patterns</li> <li>- materials and techniques used</li> <li>- genre</li> <li>- style of art</li> </ul> <p>Before completing the chart, each group has to check a Google Keep note for self-assessment. The charts of the groups are projected on the interactive board and shared. Charts and images are then assembled on a Canva A4 project (one for each group).</p>	70'
<p><b>Group work Step 3.</b></p>	<p>Warm up activity: using a Quizlet set of flashcards, students are reinforced with vocabulary of the previous step.</p> <p>Students have to recreate one of the paintings (exhibition/Europeana). They will choose a meaningful one and reproduce it using different paints and brushes.</p> <p>While painting, they will have to take care of some points of formal analysis of the painting they're reproducing (checklist):</p> <ul style="list-style-type: none"> <li>- look for variety through contrast of shapes, lines</li> <li>- look for center of interest (eye grabber, focus, etc.)</li> <li>- look for balance and rhythm</li> </ul>	70'
<p><b>Group work Step 4.</b></p>	<p>Using the checklist of the previous step, groups have to concentrate on the message an artist tries to convey through his paintings (share opinions). Then each group has to project a modern painting "Selfie with an animal", focusing on the message they want to convey.</p> <p>Using BYOD they have to:</p> <ul style="list-style-type: none"> <li>- take a selfie (of one member/of the whole group)</li> <li>- download the selfie on a PC</li> <li>- browse the internet and look for a background for the selfie</li> <li>- build the selfie in the background (using digital apps - Canva, Genial.ly...)</li> <li>- give a title to the digital picture (message of the painting)</li> <li>- load the picture on WeSchool Platform</li> </ul>	75'

Name of activity	Procedure	Time
<b>Evaluation</b>	Vision Gallery of the digital products: each student has to look at the materials on WeSchool and leave a comment on: <ul style="list-style-type: none"> <li>- coherency to the task assigned</li> <li>- use of colors, contrasts, balance</li> <li>- match between title and message conveyed</li> </ul> Group evaluation: each group has to evaluate the digital product using Google Keep Note.	45'

**Assessment**

See Annex 1.

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

**Student feedback**

Students will be given a self-assessment chart at the end of the module (See Annex 2).

**Teacher's remarks**

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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.

## ANNEX 1

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Elements of design: line, texture, color, shape/form, value, space</b> <b>Principles of design: repetition, balance, emphasis, contrast, unity</b>	Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively.	The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.	The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned	The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.	The student did the minimum or the artwork was never completed.
<b>Creativity/Originality</b>	The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills.	The student tried a few ideas for selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solve the problem in logical way.	The student tried in idea, and help out adequately, but it lacked originality; substituted "symbols" for personal observation; might have copied work.	The student fulfill the assignment, but gave no evidence of trying anything unusual.	The student showed no evidence of original thought.
<b>Effort/Perseverance</b>	The project was continued until it was complete as the student could make it; gave it effort far beyond that required; to pride in going well beyond the requirement.	The student work hard and completed the project, but with a loom or effort it might have been outstanding.	The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.	The project was completed with minimum effort.	The student did not finished the work adequately.
<b>Craftsmanship/Skill/Consistency</b>	The artwork was beautiful and patiently done; it was as good	With a little more effort, the work could have been	The student showed average craftsmanship;	The student showed below average	The student showed poor craftsmanship;

## ANNEX 2

### Student Self-Assessment & Reflections

Name \_\_\_\_\_ Class \_\_\_\_\_

<p>Give a brief description of the project or activity you have completed.</p>	<p>What did you like about this project or activity? What were you able to do well?</p>
<p>What did you not like about this project or activity? What problems did you have? Why?</p>	<p>What did you learn about yourself? Strengths, interests, preferences, and needs.</p>