

Europeana Learning Scenario

Title

What are you wearing?

Author(s)

Maria Amparo Fernández Mocholí

Summary

Table of summary

Subject	English, Arts, History
Topic	Fashion and clothes
Age of students	11-12
Preparation time	20 minutes
Teaching time	Five 50-minute sessions
Online teaching material	https://padlet.com/amparofer07/as1mgcj8nmoc https://answergarden.ch/ https://rubric-maker.com/index.php https://kahoot.com/ https://dictionary.cambridge.org/ http://www.wordreference.com/
Offline teaching material	Worksheets (Annex), color cardboards, watercolors, drawing blocks and students' notebooks
Europeana resources used	https://www.europeana.eu/portal/en

Licenses



Attribution CC BY

Integration into the curriculum

Describing people, places and giving opinions in English Language is part of the Foreign Language learning curriculum at primary level. Moreover, the scenario helps students to develop the language skills as well as being creative doing clothes designs with geometric shapes, so it puts into practice Arts and Mathematics contents in the 6th grade of Primary Education. Technological tools are integrated too because students will use tablets and computers.



Co-financed by the Connecting Europe
Facility of the European Union

Aim of the lesson

By the end of the scenario implementation students will be able to describe different types of clothes in English and they will practice drawing skills using geometrical shapes. Moreover, they will develop their creativity through the design of clothes in groups and they will improve their entrepreneurship presenting their designs to their classmates.

Trends

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. Collaborative Learning: a strong focus on group work.

Teacher's role: the teacher acts as a guide, supporting groups and individuals, and the teacher encourages students to express their ideas and to speak in English.

Open Educational Resources: the use of open educational resources increases, exploiting the interoperability of educational content and services whatever the device used.

21st century skills

Creativity and Innovation: Pupils will be creative while drawing their own fashion designs and they will have to innovate in order to be original.

Critical Thinking: students will have to express their opinions about the photographs they will find on Europeana platform and reflect about the past and the clothes evolution.

Communication: Students are expected to communicate using oral and written language therefore they are going to put into practice the 4 language skills.

Collaboration and group work: During the scenario activities students will have to collaborate in groups in order to make some decisions, so they have to learn to express ideas and reach agreements.

ICT literacy: They will use computers these are vital tools to search for information and learn to select meaningful data for their learning.

Activities

Name of activity	Procedure	Time
Session 1. Guess the topic Brainstorming	Guess the topic The teacher introduces students to the topic using two paintings on Europeana (Annex 1): http://bit.ly/2WUfyaW http://bit.ly/2JVk3hw They will analyse the paintings orally and describe them briefly and they will make short sentences or words related to them.	30'

Name of activity	Procedure	Time
	<p>Brainstorming</p> <p>Once the students know their topic is Fashion and clothes they will have to write down as many words as they can remember related to the topic using the classroom tablets and https://answergarden.ch/</p>	
<p>Guess who is wearing...?</p>	<p>In this part, each student will describe the clothes they are wearing today in 4 sentences, using adjectives such as color, size, opinions (from previous units). Once they have completed their clothes description (Annex 1) they will put them inside a jar, and students will pick one paper, read it aloud and try to guess who is being described in it. (Annex 2).</p>	<p>20'</p>
<p>Session 2. Europeana</p>	<p>This session takes part in the ICT room and each student has a computer for themselves. The teacher presents the Europeana platform and how to search on it. After that, students will have to search for a painting on Europeana in the Fashion collection.</p> <p>Each student will have to link it to Padlet https://padlet.com/amparofer07/as1mgcj8nmoc and they will have to describe the painting and the clothes that appear on them. There is already an example of description so they can use it as a model.</p> <p>In order to do proper descriptions, the teacher and the students must revise the structure of the present continuous, some connectors and the order of adjectives in English. Also, the teacher will provide them with online dictionaries like: https://dictionary.cambridge.org/ http://www.wordreference.com/</p>	<p>35'</p>
<p>Evolution of fashion</p>	<p>In order to help students reflect about the evolution of clothes they will watch the following video on Europeana platform and later they will have to make some comments about it. Video http://videoremix.europeana.eu/en/evolution-of-fashion-lets-take-a-look-back/</p>	<p>15'</p>
<p>Session 3. Let's design</p>	<p>During this session, students will be divided in groups and they will have to create pieces of clothing, draw and color them using geometrical shapes. The group has to choose a topic to be the inspiration of their fashion collection, for example a collection inspired by European cities and landmarks, etc. The materials they can use can be diverse, for example they can color their drawings with watercolors or make shapes with color cardboards. The objective of their design is to be creative and imaginative as well as to put into practice their drawing skills and their collaborative skills.</p>	<p>50'</p>
<p>Session 4. Fashion show</p>	<p>Student groups have to present their designs therefore they have to practice the description of their clothes that have been drawn in session 3. Moreover, they must express their opinions about their designs and</p>	<p>50'</p>

Name of activity	Procedure	Time
	<p>support their collection. The objective of the presentation is to show their artistic work and to be able to use English language to describe it and to convince other groups to like and evaluate their designs positively.</p> <p>They can introduce their designs with music, using special lights...whatever they consider appropriate.</p> <p>While one group is doing the presentation, other students listen to them and grade other classmates' designs using an easy rubric (Annex 3).</p>	
Session 5. Finishing the presentations	First, students will finish their presentations if they could not finish in the session 4.	15-20'
Kahoot	Once they finish, they will move to the ICT room in order to be evaluated through a Kahoot. Questions about descriptions and some paintings on Europeana that they have previously described in Padlet in session 2 will appear in the quiz.	25-30'

Assessment

Students will be assessed by direct observation by the teacher in every session, and the teacher will complete a rubric (Annex 4) for each student, evaluating their creativity and design because this scenario links Arts with English language learning, so they will be evaluated by their interventions and the use of the language, as well as the use of ICT tools and their attitude.

Moreover, in the last session students will do a Kahoot in order to prove they are able to describe situations, paintings, the vocabulary related to clothes and the content they worked with during the scenario.

Furthermore, students will be able to assess other students' work using Annex 3, through it they can evaluate their classmates' presentations and artistic work.

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

Student feedback

/

Teacher's remarks

/

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

Session 1A: Guess the topic



Stiftung
Preussischer Kulturbesitz
Unbekannter Künstler, Herren in Gehrock und Cutaway, Ident. Nr.: Lipp HdZ 2173
© Foto: Kunstbibliothek, Staatliche Museen zu Berlin
Fotografin: Dietmar Katz



Stiftung
Preussischer Kulturbesitz
Julie Haase-Werwath, Frauen und Kinder in Sportbekleidung, Ident. Nr.: Lipp HdZ 805
© Foto: Kunstbibliothek, Staatliche Museen zu Berlin
Fotografin: Dietmar Katz

Let's observe the images and discuss all together

- O What can you see? Is it a painting or a photo?
- O What are they doing?
- O What are they wearing?
- O Do you like their clothes?
- O Are their clothes the same as the ones we are wearing now?

ANNEX 2

Session 1B: Who is wearing...?

Describe the clothes you are wearing, fold the worksheet and put it inside the jar.

WHAT ARE YOU WEARING?

O I am wearing

.....

.....

.....

ANNEX 3

Session 4A: Evaluate your classmates

Let's evaluate group

Name.....

Date.....

Do you like the inspiration topic your classmates chose?	Yes	A little	No
Do you like the design?	Yes	A little	No
Would you wear that clothes?	Yes	Maybe	No
Do you like your classmates' oral presentation?	Yes	A little	No
Grade their collection from 1 to 6.	1 2	3 4	5 6

ANNEX 4

Assessment

Students assessment: Europeana scenario

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Behavior-Overview:	Followed all directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things.	Followed most directions. Took part in all activities. Was helpful to others. Said many nice things to other students.	Did not follow all directions. Took part in most activities. Was helpful to others. Said some negative things about others.	Did not follow directions. Said negative things about other people and the project. Was not helpful.
Media-Overview:	Used the ICT tools properly and respect classroom materials and atmosphere.	Used ICT tools properly and respect a little classroom materials.	Had difficulties using ICT tools but keeps trying it.	No intention to use ICT tools.
Design-Creativity and Originality: Creativity and originality	Student did a great design using geometrical shapes and taking into account the group topic. The design is original and thoughtful.	Student did a good design using some geometrical shapes and using a little the group topic. The design is creative.	Student did an acceptable design, but forget geometrical shapes or the group topic.	Student did not present the design or did it with no effort.
Writing-Spelling and Grammar (Conventions): Correct grammar and spelling	Writer makes no spelling or capitalization errors. Writer always used the parts of speech correctly.	Writer makes less than five spelling and capitalization errors. Writer used the parts of speech correctly.	Writer makes less than ten spelling and capitalization errors. Writer sometimes used the parts of speech correctly.	Writer makes so spelling and capitalization errors work is hard to read.

Student evaluation rubric made in <https://rubric-maker.com/>

Students assessment: Europeana scenario

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Writing- Sentence Fluency: Length, variety, and flow	Most sentences were different lengths. Writing had a natural rhythm and flow.	Many sentences were different lengths. Most sentences flowed from one to another.	Many sentences were the same length. Some sentences flowed from one to another.	Most sentences were the same length. There was no flow from one sentence to another.
Oral Presentation- Overview: Eye contact, confidence	Made lots of eye contact. Spoke clearly and looked very confident.	Made some eye contact. Spoke clearly and looked confident.	Made some eye contact. Voice was too soft. Seemed uncomfortable.	Spoke too softly. Did not stand up straight. Did not look at the audience.
Teamwork- Overview: Listened, shared ideas, did work, and helped others	Listened to team members. Shared many ideas. Helped solve problems. Did their own work and helped others.	Listened to team members. Shared many ideas. Did their own work and helped others.	Listened to team members. Shared some ideas. Did own work. Did not try to help others.	Did not listen or talk with team members. Did not do work. Did not try to help others.