

Europeana Learning Scenario

Title

Art Nouveau – What Makes It Unique and Universal in Europe

Author(s)

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Summary

Table of summary

Subject	English as a Foreign Language, Art History, Geography, ICT, Arts
Topic	Art Nouveau in Europe with Europeana Collections
Age of students	16-19
Preparation time	3 hours
Teaching time	Three 45-minute lessons
Online teaching material	https://en.wikipedia.org/wiki/Art_Nouveau https://docs.google.com/ https://prezi.com/ https://emaze.com https://www.scribblemaps.com https://worditout.com/word-cloud/create https://kahoot.it/ https://padlet.com/ https://www.tricider.com/
Offline teaching material	Paper, printer, coloured pencils, OHP
Europeana resources used	https://www.europeana.eu/portal/en/exhibitions/art-nouveau-a-universal-style https://www.europeana.eu/portal/en/exhibitions/art-nouveau-2011#ve-anchor-intro_5776-js https://www.europeana.eu/portal/en/exhibitions/art-nouveau-a-universal-style/origins-of-art-nouveau https://www.europeana.eu/portal/en/exhibitions/art-nouveau-a-universal-style/commercial-success https://www.europeana.eu/portal/en/exhibitions/art-nouveau-a-universal-style/inspired-by-nature

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<https://www.europeana.eu/portal/en/exhibitions/art-nouveau-a-universal-style/women-in-art-nouveau>
<https://www.europeana.eu/portal/en/exhibitions/art-nouveau-a-universal-style/graphic-works>
<https://www.europeana.eu/portal/en/exhibitions/art-nouveau-a-universal-style/architecture-and-interiors>
<https://www.europeana.eu/portal/en/exhibitions/art-nouveau-a-universal-style/mastercrafts>
<http://blog.europeana.eu/2017/02/colorourcollections-with-an-art-nouveau-colouring-book/>

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Integration into the curriculum

The topic corresponds to the Polish National Curriculum for general secondary schools referring to Modern Foreign Languages (English) – vocabulary connected with Culture (E4-SRE-JOB-1.0-IV1II-1.9) and Knowledge of English-speaking countries (E4-SRE-JOB-1.0-IV1II-1.15), History of Art (III. Analysis and interpretation of texts of culture), History (XXXVI. 2. characteristics of various trends in art in the 19/20th c.), Geography (I. 1 Use of geo info technologies and 2. Methods and examples of using various maps), ICT (use of open license resources, respect of the copyrights, use of learning apps, VR, searching for information online).

Aim of the lesson

Students do research on materials referring to European cultural heritage available online (Europeana Collections and Wikipedia) and talk about art in English. They use ICT, practice 21st century skills and develop their creativity as well as exercise peer learning and flipped classroom methods and enjoy some elements of gamification/edutainment.

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

Flipped Classroom: students master basic concepts of topic at home. Time spent in classroom is used to reflect, discuss, develop topic

Mobile Learning: students get access to knowledge through smartphones and tablets

Peer Learning: students learn from peers and give each other feedback

Game Based Learning & Gamification: learning is mixed with games or with game mechanisms

BYOD: Students bring their own mobile devices to the classroom

Learning materials: shift from textbooks to web resources and open source books

21st century skills

Learning to learn and metacognition – effective self-management of learning (time management, autonomy, discipline, perseverance, concentration), self-regulated learning (planning, monitoring and evaluating personal progress), critical reflection.

Critical thinking and problem-solving – using arguments, reasoning and analysis, appreciating different viewpoints to make judgements and conclusions, embracing curiosity to widen perspective and broaden knowledge, decision-making.

Creativity and innovation – creating new and worthwhile ideas individually and/or collaboratively and evaluating these ideas in order to improve and develop them into useful products/creations.

Communication – expressing oneself confidently and clearly in various forms and in a variety of situations, understanding others and considering different perspectives to formulate arguments.

Collaboration – working in diverse teams making use of differences to create new ideas, collaboratively planning and organising; inclusion, selflessness, integrity and ability to lead and follow others.

Digital skills – competently using digital technologies in communication, collaboration and problem solving, content creation and content management, e-safety, lifelong learning in virtual networks.

Cultural awareness – promotion and protection of cultural diversity and cultural heritage.

Artistic expression (elements)

Activities

Name of activity	Procedure	Time
Lesson 1. Introduction	Students are presented with the Word Cloud (Annex 1) and asked what the elements there have in common. Based on their knowledge so far, they should guess that the topic will be Art Nouveau.	5'
Collaborative work on the task and uploading results on Padlet	<p>On the basis of the Word Cloud students realize that they are going to analyse the artistic trend in various European countries, so they split into pairs or teams (depending on the size of the class) and each representative draws a card with a name of a European country (Annex 2).</p> <p>During the rest of the lesson they are going to do some research into their country finding information about when the trend was popular there; where we find the works of art in the style; who were the most outstanding artists; one link to an Art Nouveau masterpiece.</p> <p>Before the end of the lesson students must upload their findings on the Padlet prepared by the teacher. The teacher provides students with the website addresses on Wikipedia and Europeana Collections so that they do the task. Students work either in a computer lab with access to the internet or on their own smartphones (BYOD).</p>	35'

Name of activity	Procedure	Time
Setting up the collaborative peer learning activity	Students are asked to prepare a short (max. 5 min) presentation about the Art Nouveau style in the country they were working on during the lesson to extend information. The whole group sets the criteria that the presentations should meet. The presentations will be shown during the next lesson and will be used to teach the rest of the class about the Art Nouveau style in Europe (flipped classroom and peer learning). Students are given additional website addresses from Europeana . It's up to the students to decide which tool they will use for the presentation: PowerPoint, Google docs, Prezi, Emaze, etc. They should stick to the basic questions they answered in the Padlet and elaborate the topic, adding perhaps some curiosities and comments what makes the artists or the style in particular countries unique based on their findings on Europeana Collection sites.	5'
Lesson 2. Students' presentations	During presentations the listeners take notes on the topic – Art Nouveau in various European countries – on the basis of the material prepared by their peers and assess the delivery based on the previously set criteria. After each presentation they express their comments and do evaluation on Tricider. After each presentation the pair or team writes 2 or 3 questions for a Kahoot quiz – with answers and possibly a link to the picture which can be uploaded on a CC basis. They keep it secret and give the questions to the teacher, who will prepare the Kahoot for the next lesson. At home the students must revise the newly acquired knowledge and vocabulary for the next lesson.	45'
Lesson 3. Gamification	At the beginning of the lesson students play the Kahoot prepared by the teacher on the basis of the material delivered by students during their presentations.	8'
Mapping	Students put the Art Nouveau places mentioned in the presentations on the map of Europe using https://www.scribblemaps.com . They work in pairs using their smartphones.	5'
Vocabulary practice	The teacher provides access to the works of art which were uploaded by the students on Padlet during the first lesson. Each work of art has been assigned a number. The numbers are written on small pieces of paper which the students draw. Each student must describe the chosen masterpiece and comment on the impressions it makes on them.	30'
Homework	The teacher distributes printouts from the http://blog.europeana.eu/2017/02/colorourcollections-with-an-art-nouveau-colouring-book/ and asks the students to colour them as they wish – an element of a calming down and artistic exercise for everyone.	2'

Assessment

Students agree on a set of requirements each student presentation about Art Nouveau in various countries should meet and comment and evaluate it accordingly on Tricider. They might indicate positive

aspects and those that should be improved. Criticism should be constructive. The students' knowledge after the project is checked in the form of a peer-prepared Kahoot based on the information from the presentations. The Kahoot is put together by the teacher. At the end of the project the teacher tries to make a formative assessment of the descriptions of the Art Nouveau items and the use of the key vocabulary necessary to talk about works of art at a B2 CEFR (English) level.

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

Student feedback

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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. WORD CLOUD



ANNEX 2. A SET OF CARDS TO BE DRAWN BY STUDENTS

SPAIN	SCOTLAND
GERMANY	FRANCE
AUSTRIA	CZECH REPUBLIC
LATVIA	THE NETHERLANDS