

# Europeana Learning Scenario

**Title** Around the world with Finnish Artists

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## Summary

Motivation for a “Geography of the World”-unit. Students get familiar with the Golden Age of Finnish Art and revise their knowledge of different countries and continents.

## Table of summary

<b>Subject</b>	ESL, EFL, Art, ICT
<b>Topic</b>	Art: Golden Age of Finnish Art, English: Reading factual text, finding information . ICT: learning to use QR-codes
<b>Age of students</b>	12-15 (Grades 6-8), depending on the language level
<b>Preparation time</b>	2 hours. Teacher creates QR-codes using the QR-code generator. Links direct to various pages of the selected exhibition. QR-codes are printed and teacher places them to school corridors to be found by students. Worksheets and blank world maps are printed and copied to students. Students need to have QR-code reader apps in their mobile phones or tablets they are using.
<b>Teaching time</b>	Two lessons of 45 minutes
<b>Online teaching material</b>	Information: <a href="https://en.wikipedia.org/wiki/Golden_Age_of_Finnish_Art">https://en.wikipedia.org/wiki/Golden_Age_of_Finnish_Art</a> QR-code generator: <a href="https://fi.qr-code-generator.com/">https://fi.qr-code-generator.com/</a> Presentation: <a href="https://www.slideshare.net/ideanus/suomen-taiteen-kultakausi-trkeimpi-taiteilijoita">https://www.slideshare.net/ideanus/suomen-taiteen-kultakausi-trkeimpi-taiteilijoita</a> Printable world map: <a href="https://pasarelapr.com/images/world-map-countries-black-and-white/world-map-countries-black-and-white-13.jpg?">https://pasarelapr.com/images/world-map-countries-black-and-white/world-map-countries-black-and-white-13.jpg?</a>
<b>Offline teaching material</b>	Printed QR-code cards made of the following links:  The Orient <a href="https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/exploring-the-orient">https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/exploring-the-orient</a> The Caucasus <a href="https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/hugo-simberg-in-the-caucasus">https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/hugo-simberg-in-the-caucasus</a> America <a href="https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/over-the-ocean-simberg-in-america">https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/over-the-ocean-simberg-in-america</a> Africa <a href="https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/on-safari-gallen-kalle-in-africa">https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/on-safari-gallen-kalle-in-africa</a>  Worksheets including blank world maps <a href="https://docs.google.com/document/d/1rE3szRajMRVB_2ktq42NrB1cUePzeJUWl0slk8KooA/e/dit?usp=sharing">https://docs.google.com/document/d/1rE3szRajMRVB_2ktq42NrB1cUePzeJUWl0slk8KooA/e/dit?usp=sharing</a>

	<a href="https://pasarelapr.com/images/world-map-countries-black-and-white/world-map-countries-black-and-white-13.jpg?">https://pasarelapr.com/images/world-map-countries-black-and-white/world-map-countries-black-and-white-13.jpg?</a>  Students' own mobile phones  Coloured pencils, pencils for writing and sketching
Europeana resources used	<a href="https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty">https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty</a> Finnish Artists travelling beyond Europe

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## Integration into the curriculum

*Transversal competencies in the Curriculum:*

- *L2 cultural competence, interaction and self-expression*
- *L4 multiliteracy*
- *L5 ICT competence*

*Subject goals in the Curriculum:*

*Art (Grade 6):*

*Visual Observation and Interpretation Skills*

*T1 Student learns how to observe the environment, art and visual culture by using various visual methods.*

*T2 Student is encouraged to discuss observations and interpretations and practices to justify his/her opinions.*

*Interpreting the Visual Cultures*

*T8 Student learns how to observe art and visual culture from different points of view, such as the piece of art, the artist and the viewer. S/he learns to evaluate the meaning of historical and cultural aspects in relation to the piece of art.*

*S3 Different worlds of Art:*

*Contents of Art history are selected from different times, cultures and eras.*

*Environmental Studies (Grade 6):*

*Student gets familiar with the different continents and learns geographic contents.*

*English as foreign language (Grade 6) :*

Student understands a variety of spoken and written texts using different methods and tools.

English as foreign language (Grade 6) :

T2 Students learn how to find interesting English texts and contents that expand their knowledge about globalised world, and how to function in them.

### Aim of the lesson

Students get motivated to learn more about the geography of the world. Students learn more about different artists that were central figures in the Golden Age of the Finnish Art. Students understand how different the world was during the Golden Age of Finnish Art in the beginning of the 20th Century.

### Trends

List the relevant trends that the lesson incorporates: <http://www.allourideas.org/trendiez/results>

[Visual Search & Learning: images and multimedia are more powerful than verbal stimuli.](#)

[Open Source Learning: teachers copy, share, adapt, and reuse free educational materials.](#)

[BYOD: Students bring their own mobile devices to the classroom.](#)

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

Add here how the learning scenario corresponds to 21<sup>st</sup> century skills. To find out more: <http://www.p21.org/our-work/p21-framework>.

The scenario falls into Information, Media and technology Skills.

### 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
<b>Warm up</b>	Teacher shows a presentation of the most important paintings of the Golden Age of the Finnish Art. Most paintings are from Finland. Teacher tells what the Golden Age means.	10 minutes
<b>Vocabulary</b>	artist, travel, colony, abroad, explore, Golden Age of Finnish Art, era, collection, return, impression, exhibition, sketch, arrive, career, journey, escape, contemporary	20 minutes
<b>Instructions and modelling</b>	Teacher shows how to read a QR-code with mobile phones/tablets. Teacher explains that QR-codes are hidden around the school. QR-codes are linked to the Europeana collection An Ecstasy of Beauty-exhibition pages.	10 minutes
<b>QR-codes scavenger hunt</b>	Students set out in groups for finding the QR codes, after finding the code they read the text, examine the paintings, and find the corresponding continent and countries mentioned in the text. They colour and label the mentioned countries, write down the names of the artists and the countries they visited. They sketch some art works in their worksheets.	30 minutes
<b>Wrap up</b>	The lessons are wrapped up by gathering back together to the classroom and comparing the worksheets. Teacher leads a discussion comparing the results and findings of the students.	20 minutes

## Assessment

*Teacher collects students' worksheets and evaluates the results and effort put in the worksheet. How many countries students could name? How many continents students could name? How much effort did they put on their sketches?*

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

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## Student feedback

*Students gave feedback to each other in the wrap up session. The texts were too hard for some of the students, but working in groups helped their understanding and allowed equal participation for all. Some students enjoyed the drawing and others the historical facts. The activity enabled many kind of learners to use their skills.*

## Teacher's remarks

*I had the lesson with 5th graders, who are 11-12 years old and study English as a second language. Students enjoyed the possibility to work independently in groups and search required information using their own devices. They should have had more background knowledge about history in order to make connections with historical events and artists. Their knowledge about countries and continents was surprisingly low so I needed to revise the names of continents in English. I believe this activity would work better with little bit older students, more suitable for secondary or upper secondary students.*

## 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.