

Europeana Learning Scenario

Title

Oil painting diary

Author(s)

Judit Benedek

Abstract

This Learning Scenario focuses on two key elements in language learning and teaching: pictures and writing. The first part is about picture description, the second part is about writing a diary every day for a week.

Keywords

painting, writing, English, diary, vocabulary

Table of summary

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Subject	English, Art
Topic	Picture description Reading comprehension Diary writing
Age of students	13-15
Preparation time	45 min
Teaching time	90 min + feedback time
Online teaching material	Popplet, google classroom, quizizz.com
Offline teaching material	paper, pencil, bottle caps, pen
Europeana resources used	Map of England Picture for picture description Picture for picture description

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Integration into the curriculum

Picture description and writing are all part of language exams that our students have to take at the end of the 8th year. This is what we prepare for with these exercises.

Aim of the lesson

I would like to introduce the topic of picture description this way. Revise the necessary grammar and vocabulary that can make it successful.

Writing is always hard to teach. With these activities I expect my students to be more confident when writing their diaries.

Trends

Flipped classroom

Cloud-Based Learning

Informal learning

21st century skills

Creativity

Communication

Media literacy

Self-direction

Productivity

Collaboration

Activities

Name of activity	Procedure	Time
Warm-up	<i>Group work:</i> Groups get a collection of bottle caps. On each of them there is a letter. Groups have to form as many meaningful English words as they can. They have 5 minutes. The letters are: OIL PAINTING Then we check their words.	10'

Name of activity	Procedure	Time
Introduction 1	<i>Group work:</i> Groups get puzzle pieces and they have to solve it. (The pieces form the map of England)	5'
Mind-map	<i>Vocabulary building:</i> Students see <i>XIX century rural England</i> in the middle of a mind map. First we discuss what it means than we draw a mind map together.	10'
Speaking activity	<i>Pair work:</i> One student sits facing the board the other turns his back to the board. The one who can see the painting on the board explains it to the other one who has to draw according to the description. Once they're finished, they switch roles.	20'
Homework	<i>Find an oil painting on Europeana and describe it in some sentences.</i> Filters: Oil painting England Limited re-use Image Art	
Introduction 2	<i>Reading:</i> Half of the students get a chapter (<i>Sunday, June 14, 1942</i>) from <i>The Diary of Anne Frank</i> , the other half of students get a part (page 5 and 6) from <i>The Diary of a Wimpy Kid</i> . They have to read it.	5'
Pair work	<i>Comprehension check:</i> One student who read about Anne Frank and one student who read about the wimpy kid will make a pair. They have to answer the questions together on Quizizz .	10'
Introducing Europeana	<ol style="list-style-type: none"> 1) If students have never worked with Europeana before introduce how to search and talk about copyrights. If they did then just refresh their knowledge. 2) Tell students the key words they have to use to find proper pictures for their diaries: Wolverhampton, oil painting and choose limited re-use 	5'
Introducing the online diary platform	We clarify what the daily diary should contain and how to manage it on <i>google classroom</i> . Students accept the invitation and join the online classroom.	15'
Homework	Students search for paintings on Europeana and embed it into their imaginary diaries that they have to write every day for a week. Filters: Wolverhampton Oil painting Limited re-use	
Feedback	After finishing the diaries, the teacher summarizes common spelling and grammar mistakes. Also emphasizes good points and good vocabulary. The class draws a conclusion together.	

Assessment

The assessment is going to be the diary students are writing throughout the project.

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

Student feedback

I didn't have to ask students what they think, they told it by themselves. They really enjoyed the drawing task and the comprehension check on Quizizz.

Teacher's remarks

Before the drawing task, I didn't set a time limit, I thought they would finish soon. Eventually they got involved so much and explained everything in so many details that I had to stop some of them before they could finish. Otherwise everything went as I expected.

The reading task went quite well. Before Quizizz I think I didn't emphasize enough the importance of pair work because some pairs didn't realise that only one of them could know the answer.

The biggest challenge for my group was the diary they had to write. Originally I wanted them to write on an online blog forum but some of them aren't 14 yet and couldn't register, others couldn't handle the platform so it turned out to be a big mess. Therefore, I changed my plans and switched to google classroom. This wasn't easy for them either (They'd never used it before) but they could use it easier and in the end everybody could write his/her diary. I told them to write at least 15 sentences per day. Some of them took it seriously and wrote 15 simple sentences, others who got really involved wrote more and created interesting stories.

With all the modifications I will definitely use this task for the same purpose in the following years as well.

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

For this learning scenario I used page 5 and 6 from *The Diary of the Wimpy Kid* and a chapter from *The Diary of Anne Frank* (Sunday, June 14, 1942).