

Europeana Learning Scenario

Title

VanGo(gh)YourClass

Author(s)

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Abstract

"I want to touch people with my art. I want them to say *'he feels deeply, he feels tenderly'*." Vincent Van Gogh.

The purpose of this learning scenario is to touch students with art so that they feel different emotions deeply. It is based on various activities ranging from purely admiring art – in the form of paintings and a song created by famous artists, to experiencing the pleasure of creation – students are supposed to recreate art and even to produce a piece of art themselves. They also become critical thinkers when assessing their peers' works.

'[Self-portrait](#)' by Vincent Van Gogh is a starting point for the lesson and it constitutes a recurring theme in the scenario. Students learn about the artist's life and career and get familiar with his paintings. They are put in an imaginary situation – pretending to be curators, they try to give publicity to Van Gogh when he is still a poor man and unknown artist. To do so, [PhotoFunia](#) is used. The final stage of the learning scenario includes Europeana's idea of recreating an artwork known as [VanGoYourself](#).

The course of the lesson is presented by means of [Genially](#). Some other ICT tools are also included to make the learning process more engaging for students: [Wordwall](#) for two different kinds of quizzes, [PhotoFunia](#) for playing with art, [Aggie.io](#) for collaborative painting online in real time and [Padlet](#) – for displaying students' productions, so that students can feel, for a moment at least, as if they were little Van Goghs themselves.

Keywords

English, Art, Van Gogh, painting, ICT, interdisciplinarity

Table of summary

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Subject	English, Art, ICT
Topic	Vincent Van Gogh, his life and career – the way to fame
Age of students	16-19
Preparation time	30 mins



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Teaching time	90 mins / 2x 45-minute lessons
Online teaching material	Genially presentation including: Who was Vincent Van Gogh? Starry, Starry Night Vincent Van Gogh Visits the Gallery PhotoFunia Wordwall – true/false quiz Wordwall – ‘Starry, Starry Night’ – collocations Padlet Aggie.io
Offline teaching material	N/A
Europeana resources used	Self-portrait by Van Gogh VanGoYourself

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Integration into the curriculum

Developing **the two language skills** (listening and speaking), this learning scenario can be implemented any time in the year for an **English as a foreign language class**, and it can also be an interesting lesson for Art classes. Students will learn how to use online sources of information in a foreign language, which also constitutes an essential element of the national curriculum. ICT tools included in the learning scenario develop Digital Literacy while the topic covers the required theme of Culture and Art present in the curriculum.

Aim of the lesson

The learning scenario is supposed to familiarize students with the works by Vincent Van Gogh, his life and career. Its main aim is to develop the two language skills: listening and speaking. Students will expand their knowledge of art and the vocabulary related to this topic. Students will also practice how to communicate working collaboratively (expressing their own opinions, preferences; asking for others’ opinions and preferences).

Therefore, students will:

- enrich their knowledge of Vincent Van Gogh and his creations
- develop their language skills: listening and speaking
- develop their vocabulary connected with the topic of art
- develop their ICT skills

Outcome of the lesson

The outcomes of the lesson will be tangible ones:

- a collection of paintings recreated by means of [PhotoFunia](#)
- an exhibition presenting students' productions (collaborative paintings created online)

The intangible outcomes will include:

- knowledge – Vincent Van Gogh and his art
- skills – language and ICT skills, searching for information on [Europeana](#) to access Europe's cultural heritage

Trends

Collaborative Learning: students work in teams and share their outcomes with peers

Project Based Learning: students are given tasks to solve problems

Learning Materials: shift from textbooks to web resources

21st century skills

Learning and innovation skills: creativity and innovation, communication and collaboration are involved to help students solve problems and think critically.

Digital Literacy: various ICT tools are used to support the learning process.

Activities

Name of activity	Procedure	Time
Warm-up Who's that man?	- The teacher presents 'Self-portrait' by Van Gogh (Genially – slide 1) to students and asks if they recognize the man. Next is a brainstorming activity where students share their knowledge of the artist.	5 mins
Meet Gogh	Van Students watch the video and take Wordwall - the true or false quiz (slide 2).	10 mins
What enough? discussion	is Students discuss the quotation by Van Gogh (slide 3) and answer the question: 'Is it enough for you?'	5 mins
Starry, Starry Night – the beauty of language and art.	Starry, Starry Night Students listen to the song ' Starry, Starry Night ' by Don McLean (slide 4). Next the teacher asks them what additional information about Vincent Van Gogh they learn from the song. Then students practice the vocabulary appearing in the song by taking the Wordwall – 'Starry, Starry Night' quiz .	10 mins

Name of activity	Procedure	Time
	Optional activity: students choose a part of the song (14 lines), the one they like best, and translate it into their native language.	
Road to fame	The teacher presents students to the following situation (slide 5): You are a curator. (Note: at this moment the teacher explains the meaning of the word ‘curator’ and introduces the main principles of work done by a curator). You have just seen some paintings by a talented young artist – Vincent Van Gogh. Unfortunately, he is so poor he cannot afford to buy paints. You decide to help him – such a talent cannot be wasted! Thus, use his ‘ Self-portrait ’ or another painting found on Europeana and PhotoFunia to give publicity to the artist. The teacher creates a Padlet wall where students upload their works together with some explanations concerning the chosen form and the place where the item should be displayed. Students comment on each other’s ideas on Padlet . The teacher reminds students of licences attributed to each item and presents the easy search available on Europeana (‘Can I use it?’)	30 mins
Your turn	The teacher informs students that their campaign has appeared successful and shows the following video (slide 6). Next, students, working in pairs or little groups, try to create a collaborative painting via Aggie.io Their task is to paint online together in real time to present their feelings caused by the video, trying to imitate Van Gogh’s style. All the works are collected on Padlet . Students vote for the best productions. Optional: if students like painting or would like to try painting we can encourage them to paint using real paints.	20 mins
VanGoYourself	The teacher introduces students to the VanGoYourself website (slide 7). Students are to choose and recreate a piece of art – individually, in pairs or groups. A class exhibition may be organized during which students interview each other on their choices and experiences and express their opinions concerning the outcomes.	10 mins

Assessment

Formative assessment is implemented by means of the quizzes used during the lesson. Also, peer assessment plays an important role – students comment on each other’s productions, vote for the best ones and express their opinions developing critical thinking skills. Peer assessment is also used after the translation activity is completed – students use the rubric available in the Annex to assess their classmate’s work.

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

Student feedback

This learning scenario is based on the ideas I used with my students at different times. The first part, involving the video and song were used during the period of school closure caused by the COVID-19 outbreak. This part was done online, the students were working from home. They enjoyed the activities a lot; I also asked them to work on the optional activity: choose a part of the song, the one they liked best, and translate it into Polish. I could see they had put a lot of effort into making it sound good. The final part, VanGoYourself, had been used in my eTwinning project before, as an art challenge, and the results provided by the participating students were very creative.

Teacher's remarks

As mentioned above, the learning scenario can easily be adapted to be used exclusively online. When in class, it may also be enjoyable both for the teacher and 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.

TRANSLATION RUBRIC

	Excellent 3	Good 2	Could be better 1
TEXT UNDERSTANDING	The translated text shows full understanding of the lyrics.	The translated text shows some misunderstandings.	The translation is dominated by serious inaccuracies.
INTEREST	The student has made an exceptional attempt to make the translated text interesting to others.	The student has made an attempt to make the translated text interesting to others.	The student has made no effort to make the text interesting.
COHESION AND NATURALNESS	The translation reads smoothly, as one piece.	Most of the translation reads smoothly, as one piece.	The translation is chaotic.
LANGUAGE	The translation has correct spelling, punctuation and grammar.	The translation mostly has correct spelling, punctuation and grammar.	There are a lot of spelling, punctuation and grammar mistakes.
STUDENT'S OWN WORK	The student has translated the text himself/herself.	The student has mostly translated the text himself/herself.	The student has used an online translator.
LENGTH	14 lines have been translated.	8-13 lines have been translated.	Fewer than 8 lines have been translated.