

Europeana Learning Scenario

Title

Creative Writing using Van Gogh

Author(s)

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Abstract

In this learning scenario, students will learn about the turbulent life of Vincent Van Gogh, hence slightly focusing on the issue of mental health challenges and how to promote awareness. Moreover, students will briefly learn about his artistic style, 'Expressionism', and additionally hold a discussion on his themes and topics illustrated. Additionally, using continuous paintings, students will use their imagination and create their creative writings while keeping in context the subject shown in the paintings. Ultimately after the writings, all students will share their own stories with their peers, thus promoting constructive critique.

Keywords

Art History, Creative Writing, English, Mental Illness, Van Gogh

Table of summary

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Subject	<ul style="list-style-type: none"> • Languages (English) • Expressive Arts
Topic	<ul style="list-style-type: none"> • English: Creative Writing • Expressive Arts: Art History – Van Gogh and Expressionism
Age of students	9 - 13
Preparation time	2 x 60 minutes
Teaching time	80 minutes (2 Lessons)
Online teaching material	<ul style="list-style-type: none"> • Europeana Website (https://www.europeana.eu/portal/en) • Safe YouTube • www.vincentvangogh.com • www.vangoghgallery.com
Offline teaching material	<ul style="list-style-type: none"> • Mini White Board • Learn Pad • Writing Paper • Pencils

	<ul style="list-style-type: none"> • Rulers • Colours • Poster paint • Paint brushes.
Europeana resources used	Item 1 Item 2 Item 3 Item 4 Item 5 Item 6 Item 7 Item 8

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Integration into the curriculum

The importance of English Language creative writing is pointed out on page 52 of The National Curriculum. It states that “Communication in languages is the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form. This linguistic fluency and competence are expected in both the mother tongue (L1) and the second language (L2), which in the Maltese context generally refer to Maltese and English respectively and a somewhat lesser extent to foreign language(s). Learning Maltese, English and other languages enables.”

<https://education.gov.mt/en/Documents/A%20National%20Curriculum%20Framework%20for%20All%200-%202012.pdf>

Aim of the lesson

- The aim of the lesson is that students would be able to connect several pictures to build their own story.
- The secondary aim of the lesson is that students would be able to put their inventive story into writing using the correct methodology of creative writing.

Outcome of the lesson

- The desired outcome is that all students would be able to create their own imaginative story while linking it to the paintings shown.
- The secondary desired outcome is that the majority of students would feel to share their writing with their peers and offer constructive criticism.

Trends

- Peer Learning: students learn from peers and give each other feedback
- Visual Search & Learning: images and multimedia are more powerful than verbal stimuli
- Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects

21st-century skills

- Creativity
- Critical Thinking
- Global Awareness
- Collaboration
- Communication

Activities

Name of activity	Procedure	Time
<p><u>Expressive Arts:</u> Understanding Van Gogh</p>	<ul style="list-style-type: none"> • Discuss the life of Vincent Van Gogh using this Europeana picture: • Discuss in groups the issue of mental health challenges and their causes. • Discuss Van Gogh's art, the Expressive style, the heavy brushstroke style and Van Gogh's main themes and subjects using random paintings from this website. • Each student can create his own influenced Van Gogh drawing using pencil and poster colours. Importance is given to the use of the heavy brushstroke technique. 	<p>40 Mins</p>
<p><u>English Language:</u> Creative Writing using Van Gogh</p>	<ul style="list-style-type: none"> • A list of Van Gogh's paintings will be displayed on the interactive whiteboard and each student's class tablet. The paintings are listed in the resources section. • The teacher will give a brief explanation of what each work of art entails, yet without influencing the students to let them use their imagination. • Using their Learn Pad or mini whiteboard, the students will put the pictures in order according to their liking to be able to create a continuous story. • Using their Learn Pad or mini whiteboard, the student will write a plan of their story so that it can be used as a reference in their writing. • A selection of students will discuss their own story and the reason for their selection of paintings in order with their peers, hence, giving ideas to each other. • Students will have around 20 minutes to write their own creative story on a copybook or writing paper. • Students who wish to share their work with others will read their stories to their classmates which will be followed by constructive criticism by their classmates. 	<p>40 Mins</p>

	<ul style="list-style-type: none">• If desired, students can even create their sketch using preferably pencil and crayons of the story created in one work of art.	
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Assessment

English – Long Writing (Writing a picture composition – 150 words)

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

Student feedback

- Direct face to face communication
- Students' online class portal

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

- www.vincentvangogh.com
- www.vangoghgallery.com