

# Europeana Learning Scenario

## Title

We Paint like Vincent van Gogh

## Author

Lidija Križanić

## Abstract

Students will get to know the life and work of Vincent van Gogh. They will focus on four selected works from his last artistic period. After that, students will express themselves through painting with tempera. The main task for students is to try to imitate the artist's way of applying paint, thus learning about Gogh's specific style of painting and surface treatment.

## Keywords

Vincent van Gogh, impasto style of painting, method of aesthetic transfer, painting texture, shades of colors

## Table of summary

### *Table of summary*

Subject	Art
Topic	Elements of Art: Color and Texture
Age of students	10-11
Preparation time	5 hours
Teaching time	Three 45 minute-lessons
Online teaching material	<ul style="list-style-type: none"> <li>• <a href="https://veseliradoznalci.wixsite.com/cetvrti-d-razred/vincent-van-gogh">https://veseliradoznalci.wixsite.com/cetvrti-d-razred/vincent-van-gogh</a></li> <li>• <a href="https://www.vangoghmuseum.nl/en/vincent-van-gogh-life-and-work">https://www.vangoghmuseum.nl/en/vincent-van-gogh-life-and-work</a></li> <li>• <a href="https://youtu.be/GzMkLvPOTrc">https://youtu.be/GzMkLvPOTrc</a></li> <li>• <a href="https://learningapps.org/watch?v=pnop5yyca20">https://learningapps.org/watch?v=pnop5yyca20</a></li> <li>• <a href="https://www.flippity.net/qs.asp?k=1-fQSUwd6otxp-2msWaF4BRJvq1qWkChoDKZ0wcNJYeI">https://www.flippity.net/qs.asp?k=1-fQSUwd6otxp-2msWaF4BRJvq1qWkChoDKZ0wcNJYeI</a></li> </ul>

## Table of summary

<p><b>Offline teaching material</b></p>	<ul style="list-style-type: none"> <li>• paper, tempera, brushes, computers, a smart board, worksheets for group work (<a href="https://drive.google.com/drive/folders/1mqTa17MD1LTpGxHM6IJ_F_8uU7wPJG8s?usp=sharing">https://drive.google.com/drive/folders/1mqTa17MD1LTpGxHM6IJ_F_8uU7wPJG8s?usp=sharing</a>),</li> <li>• self-assessment list (<a href="https://drive.google.com/file/d/1JfOI20NR4TvsscWZp6kFhjZ9d0CRwZmR/view?usp=sharing">https://drive.google.com/file/d/1JfOI20NR4TvsscWZp6kFhjZ9d0CRwZmR/view?usp=sharing</a>)</li> <li>• Power point presentation (<a href="https://drive.google.com/file/d/11KIH4wqiftw120UZFdfkqBDRM6ebN8s/view?usp=sharing">https://drive.google.com/file/d/11KIH4wqiftw120UZFdfkqBDRM6ebN8s/view?usp=sharing</a>)</li> </ul> <p><i>* all photos used to create worksheets and Power point presentation are taken from: <a href="https://pixabay.com/photos/">https://pixabay.com/photos/</a> and <a href="https://www.vangoghmuseum.nl/en/vincent-van-gogh-life-and-work">https://www.vangoghmuseum.nl/en/vincent-van-gogh-life-and-work</a> (all images may be downloaded and distributed for noncommercial use).</i></p>
<p><b>Europeana resources used</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">collections/vincent+van+gogh</a></li> <li>• <a href="#">Self-portrait</a></li> <li>• <a href="#">Acacia in Flowers</a></li> <li>• <a href="#">Vincent van Gogh The Cornshocks</a></li> </ul>

## Licenses

Attribution ShareAlike CC BY-SA.

## Integration into the curriculum

Elements of art are part of national art curriculum.

The proposed activities also develop language skills as well as ICT competences.

## Aim of the lesson

Students will engage in a high-quality and intense interaction with the artwork, expressing their own feelings, experiences and associations.

They will explore and then express a painting texture through shades of colors and specific brush strokes.

## Outcome of the lesson

Students describe the artwork (they develop some language skills like listening and speaking).

Students notice specific elements of art on van Gogh's artworks (color, texture).

Students paint with a tempera focusing on the impasto texture and composition of shades of color.

## Trends

**Collaborative Learning** – students in a group prepare a description of the artwork.

**Peer learning** – through discussion students learn from each other.

**Visual Search & Learning** – students develop perspective and better understand context while observing different artworks.

**Learning materials** – students use different online resources provided by teacher.

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

**Collaboration** – Students work in four groups. They work together on a worksheet and schedule tasks. One group is able to use only one computer thanks to collaboration and agreement.

**Communication** – Students listen to each other, ask questions and exchange opinions and views.

**Critical thinking** – Students discuss some of the important moments of Van Gogh's life and imagine different outcomes of few situations from his life and work. For example, what would happen to van Gogh's career if he had not been ill. They evaluate the role of his brother Theo and best friend Gauguin...

**Creativity** – Students bring their own solutions and variations, while solving a visual problem.

**Information, Media and Technology Skills** – Students develop ICT skills using provided web resources. They search and present online content.

### Activities

Name of activity	Procedure	Time
<b>1. lesson</b> <b>Meet the Artist “Who is Vincent van Gogh?”</b>		
<b>1. Discussion of the collection</b>	<p>Students were previously given the homework to visit their class website where a link (<a href="https://veseliradoznalci.wixsite.com/cetvrti-d-razred/vincent-van-gogh">Europeana</a>) to a collection of Vincent van Gogh artworks is located. (<a href="https://veseliradoznalci.wixsite.com/cetvrti-d-razred/vincent-van-gogh">https://veseliradoznalci.wixsite.com/cetvrti-d-razred/vincent-van-gogh</a>)</p> <p>Students talk about their impressions. They name one or more works that have made a special impression on them and explain why. During the discussion we also refer to the techniques they have observed. They eventually conclude about the artist based on what they saw in the collection and their previous experience with van Gogh’s art.</p>	5’
<b>2. Vincent van Gogh’s life and work</b>	<p>Students learn about the artist's life from birth to death. It highlights the key moments that influenced his life and career. More famous works are described in detail. Emphasis is placed on the difference in works from the first and last period of Van Gogh's work.</p> <div style="text-align: center;">  <p>Vincent van Gogh  <small>1853, Nizozemska – 1890, Francuska</small></p> <p><a href="#">ppt</a></p> </div>	15’

Name of activity	Procedure	Time
	<p><i>During the power point presentation, teacher use the storytelling method to engage students emotionally. (ppt 1. – 37. slide)</i></p>	
<p><b>3. Discussion</b></p>	<p>Students have the opportunity to briefly express their impressions of the artist's life.</p>	<p>5'</p>
<p><b>4. Work in 4 groups</b></p>	<p>Before the work in groups, students repeat what they have learned in previous years (1st to 4th grades) about composition, color shades and painting texture.</p> <p><b>KOMPOZICIJA</b> - međusoban raspored elemenata unutar neke cjeline</p> <p><b>NIJANSE BOJA</b></p> <ul style="list-style-type: none"> <li>VRSTA           <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>narančasta</li> <li>narančastožuta</li> <li>žutonarančasta</li> <li>žuta</li> </ul> </li> </ul> </li> <li>TON           <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>miješanje s bijelom i crnom</li> </ul> </li> </ul> </li> <li>ČISTOĆA           <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>miješanje sa sivom</li> </ul> </li> </ul> </li> </ul> <p><b>SLIKARSKI RUKOPIS</b> – način obrade površine slike, impasto (gusti, debeli) i lazurni (tanak i proziran sloj boje)</p> <p><a href="#">ppt – slide 38</a></p> <p>The students are divided into three groups.          Their task is to study three paintings. They can enlarge the paintings and so better see the surface of them. Each group have one computer for their work.</p> <div data-bbox="365 1176 1323 1627" style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><a href="#">Europeana - Self-portrait</a></p> </div> <div style="text-align: center;">  <p><a href="#">Europeana - Acacia in Flowers</a></p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p><a href="#">Europeana - The Cornshocks</a></p> </div> </div>	<p>10'</p>
	<p>After observing the paintings, students answer three main questions:</p> <p>What color did the painter use?          How did he apply the paint?          Where are the brush strokes best seen?</p>	

Name of activity	Procedure	Time
<p>5. Quiz</p>	<p>The students compete in four teams. The questions in the quiz cover the artist's life and work and the relevant terms of the elements of art. <a href="#">The quiz was created in Flippity.net</a></p>	<p>10'</p>
<p><b>2. lesson</b> <b>We study four van Gogh's paintings</b></p>		
<p>1. Work in 4 groups on paintings</p>	<p>Each group studies one painting. Students have a worksheet with basic facts about the painting, but also some interesting information related to the painting. They also study the painting in detail on their computer. The questions on the worksheet help the students in their observation of the picture. <a href="#">The worksheets are made in Google Drawings.</a></p>	<p>15'</p>
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p style="text-align: center;"><b>Almond Blossom, 1890.</b></p>  </div> <div style="width: 50%;"> <p style="text-align: center;"><b>Sunflowers, 1889.</b></p>  </div> <div style="width: 50%;"> <p style="text-align: center;"><b>Wheatfield with Crows, 1890.</b></p>  </div> <div style="width: 50%;"> <p style="text-align: center;"><b>Wheatfield under Thundercloud, 1890.</b></p>  </div> </div>		
<p>2. Preparing to present the painting</p>	<p>The students in the group discuss how they will present their painting to other students in the class. They practice their speech and presentation skills. They also prepare for any questions their friends may ask.</p>	<p>10'</p>

Name of activity	Procedure	Time
<b>3. Paintings presentation and discussion</b>	Each group describes their picture and summarizes everything they learned about it. They conclude their presentation with analysis focusing on van Gogh's specific style of painting and surface treatment. Other students ask questions or just tell their opinions. The teacher encourages and moderates a possible discussion.	15'
<b>4. Matching pairs</b>	Students on a smart board play a pair-matching game. They need to recognize the painting and its name. <a href="https://learningapps.org/watch?v=pnop5yyca20">https://learningapps.org/watch?v=pnop5yyca20</a>	5'
<b>3. lesson</b> <b>We paint like van Gogh</b>		
<b>1. Watching video</b>	Students repeat what they have learned so far by watching a short video. <a href="https://youtu.be/GzMkLvPOTrc">https://youtu.be/GzMkLvPOTrc</a>	5'
<b>2. Painting task for students</b>	The teacher explains what the task is. The first and second groups paint the same motif as in their painting, but need to change color (background, for example). The third and fourth groups paint their own landscape inspired van Gogh's. All students need to use different shades of color. They also need to apply a lot of paint with visible brush strokes.	5'
 <p style="text-align: center;"><b>ZADATAK – slikarski rukopis, impasto faktura</b></p> <p>1. SKUPINA      2. SKUPINA      3. SKUPINA      4. SKUPINA</p> <p style="text-align: center;">       KOMPOZICIJA I NIJANSE BOJA        MRLJA, POTEZ        Slikam cvijeće, mijenjam boju!     </p> <p style="text-align: center;">       KOMPOZICIJA I NIJANSE BOJA        KONTRAST BOJA / HARMONIJA        MRLJA, POTEZ        Slikam svoj pejzaž iz mašte!     </p>		
<a href="#">ppt</a> – slide 39		

Name of activity	Procedure	Time
<b>3.</b> <b>Students paint with tempera</b>	While the students are working, the teacher supervises them. He does not interfere with their solutions but reminds them of the task by asking stimulating questions.	20'
<b>4.</b> <b>Process and products analysis</b>	Students put out their works on a board and prepare the analysis. Each student selects one student's work and describes it in an already established way. Students must, in the analysis, pay particular attention to the method of applying paint. <div data-bbox="386 636 1300 1560" style="text-align: center;">  </div>	10'
<b>5.</b> <b>Self-assessment</b>	Students complete a self-assessment list with statements about their work. On the end this activity students express their satisfaction level with their work.	5'

## Assessment

Students do self-assessment using the list prepared by the teacher.

NA ŠTO OBRAĆAM PAŽNJU NA SVOM RADU ↓	U POTPUNOSTI	UGLAVNOM	TREBAM SE VIŠE TRUDITI
Nanosim deblje slojeve boje.			
Potezi kista su kratki i vidljivi.			
Koristio/koristila sam nijanse boja/kontraste.			
Ustrajan/ustrajna sam u dovršavanju zadatka.			
Zadovoljna/zadovoljan sam svojim uratkom.		DA	NE

Here are the [results](#) of student self-assessment.

I pay attention in my work on... ↓	entirely	mostly	I need to try harder
I applied a lot of paint.	8	9	-
The brush strokes are short and visible.	7	10	-
I used shades of color/contrast.	12	3	2
I am patient in completing the task.	8	8	1
I am satisfied with my work.		YES-15	NO-2

### [classroom photos](#)

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

## Student feedback

The results of the students' self-assessment show that they are mostly satisfied with their work.

In the days following the lessons, they often began talking about van Gogh and his difficult moments in life. Students asked how it was that he sold only one painting in his life and why he quarreled with his friend Paul Gauguin. This occupation with this topic shows the student's deep engagement and interest. It is a good way to upgrade further aesthetic sensitivity.

## Teacher's remarks

The goal of these lessons has been fully realized. The students were very interested in the "story" of the artist's life. From my experience, the aesthetic transfer method is very good at motivating students and

directing their attention. Hence, the students are more willing to make an effort to complete the task. They often identify and emotionally connect with the main character of the "art story". That way students can fully experience the art world and spontaneously adopt artistic principles and values.

It is very important to provide enough time for students to express themselves verbally and through their artwork.

### 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.