

Europeana Learning Scenario

Title

Our Everyday Still Lives – My Favourite Things Far and Near in Isolation

Author(s)

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Abstract

In this learning scenario, I tried to bring my students closer to their everyday moments through the still life genre and help them to see their environment in another way, focusing on their little favourite things. The extreme situation of Covid-19 which exploded during the project time has made it even more interesting and intimate.

Keywords

Still life, art, history of art, photo, isolation, teamwork

Table of summary

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Subject	History of art
Topic	Still life in painting
Age of students	16-18
Preparation time	45-60 min
Teaching time	180 min
Online teaching material	<ul style="list-style-type: none"> • https://www.ted.com/talks/tracy_chevalier_finding_the_story_inside_the_painting?language=en • https://www.metmuseum.org/toah/hd/nstl/hd_nstl.htm • https://www.metmuseum.org/toah/hd/sstl/hd_sstl.htm
Offline teaching material	–
Europeana resources used	<ul style="list-style-type: none"> • https://www.europeana.eu/en/exhibitions/an-eye-for-detail/my-favourite-things#ve-anchor-intro_14980-js

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Integration into the curriculum

This lesson can be used in any country without great difficulty. It can be adapted easily in many different cultures, so I could use it to develop the creativity and sensitivity of my students almost everywhere on an international level.

Aim of the lesson

The main aim if this lesson is dual: to present still life as a genre in art and to make the students more receptive to their everyday moments using a new perspective.

Trends

- collaborative learning
- project-based learning
- lifelong learning
- mobile learning
- visual search and learning
- open source learning

21st century skills

- collaboration
- productivity
- creativity

Activities

Name of activity	Procedure	Time
Lesson 1: Introduction	<p>In the first lesson, the teacher presents the still life genre to his/her students using the two links of Metropolitan Museum of Art and she may use some of her own materials as well.</p> <ul style="list-style-type: none"> • https://www.metmuseum.org/toah/hd/nstl/hd_nstl.htm • https://www.metmuseum.org/toah/hd/sstl/hd_sstl.htm <p>The aim of this lesson is to explain what still life is in painting and to speak about a totally new aspect of these works.</p>	45 min

Name of activity	Procedure	Time
	<p>Teacher draws the attention to focus on the small things/parts and observe how artists transform the everyday and banal into art.</p>	
<p>Lesson 2: Sensitization</p>	<p>The aim of the second lesson is to make the topic of still life more personal with two activities.</p> <ul style="list-style-type: none"> • First the teacher shows to the students the tedtalk of Tracy Chevalier who is talking about the stories inside the paintings: https://www.ted.com/talks/tracy_chevalier_finding_the_story_inside_the_painting?language=en • Students talk about their personal experiences related to this topic. They can even bring in photos, objects of their own (if it is not a virtual classroom) <p>In the second half of the lesson the teacher presents the Europeana portal www.europeana.eu and shows the students the exhibition “An eye for detail” https://www.europeana.eu/en/exhibitions/an-eye-for-detail</p> <p>At the end of the lesson they analyse the very strange and unique still life paintings of this virtual selection. (In our case this step was taken already in quarantine using the Microsoft Teams platform. They had to watch the tedtalk video before our online meeting, but the virtual exhibition of Europeana was analysed and discussed via online space with screen sharing).</p> <p>At the end of this lesson the teacher asks from the students to select five favourite pictures from Europeana portal, and to bring with them for the next lesson like a virtual still life of their own with that title: “ My favourite things”. (In our case they had to send me their selection complemented with a few sentences about the methodology of their selection) https://www.europeana.eu/en/item/90402/HA_0023688 (example)</p>	<p>45 min</p>
<p>Lesson 3: Implementation</p>	<p>Originally, I planned to realize this lesson in the school but because of the situation of Covid-19 we moved it into the houses of the students. In this lesson, I asked them to try to see their everyday spaces and objects like a painter who is looking for a good theme for painting a still life.</p> <p>I asked from my students 5 photos taken at home like very personal and special still life - in isolation. (If the lesson had been implemented at school, I would have asked them to do the same thing in the school during the lesson time, in the classroom, in the corridors, etc. with their mobiles).</p> <p>At the end of this lesson they have to show at least one of their photos and explain why they found the scene captured to be similar to a still life. (In our case they sent me all the photos and comments).</p>	<p>45 min</p>

Name of activity	Procedure	Time
<p>Some examples:</p> <ul style="list-style-type: none"> • Students Work 		
<p>Lesson 4: Implementation</p>	<p>Pair work: For the last step of the project in this lesson, I asked my students to choose a partner from the class and to share with each other their selection from the Europeana portal and their photos as well.</p> <p>After that, following my instructions, the couples had to create a common still life from their previous things where only four items could be. It was a rule to represent the selection of both.</p> <p>At the end, they had to find a good title for the common still life as well and the ultimate versions have been shared on the online platforms of the school like a virtual exhibition. (In our case my students worked together in online ways, they created the common still life through power point and other graphics software),</p>	<p>45 min</p>

Assessment

Peer and individual assessment.

Student feedback

In that project the students could give oral and written feedbacks to each other under step four meanwhile the teacher can receive constant feedbacks in every lesson.

Teacher's remarks

At the beginning I doubted in the success of my project because I found it too simple. But in the practice, it has become clear that this kind of simplicity is a big help for the students (maybe over a certain age) and give them the great feeling of freedom of choice and creation. I was really surprised and touched how sensitive and beautiful works they did.

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.