

Europeana Learning Scenario

Title

Beauty will save the world

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Abstract

The Scenario is aimed to help students reflect on beauty and get acquainted in recognizing beauty inside and around them. It is mainly an ART pathway that also involves languages and digital skills. It asks kids to analyze and understand the masterpieces concepts and reproduce their beauty by using different painting techniques. It stimulates kids in creating a virtual ART Exhibition by using the webtool ARTSTEPS and it also provides opportunities to use both mother tongue and foreign language in real context. Students will reason and analyze masterpieces in their mother tongue, but they will provide for each one an English caption to describe techniques, the concept of beauty they found in the original masterpiece and their special creative contribution.

Keywords

Art, Nature, Beauty, Galleries, People, Food

Table of summary

| <i>Table of summary</i> | |
|---------------------------|--|
| Subject | Art - Mother Tongue – Foreign Language |
| Topic | Beauty |
| Age of students | 8-12 |
| Preparation time | 120' |
| Teaching time | 495' |
| Online teaching material | Hypersay to brainstorm kids' previous knowledge and share ideas about the masterpieces chosen; Artsteps to create the Classroom ART Gallery; Animoto3 to create a summary with kids and produce a metacognitive revision trailer; |
| Offline teaching material | <ul style="list-style-type: none"> Different colors and art tools to create kids' masterpieces (crayons, temperas, oil colors, water colors, wax crayons); Album sheets; Sheets and ticket for the analog exhibition; Interactive whiteboard to be used during activities; |
| Europeana resources used | Painting modern Life Academic art and new direction The inspiration of nature Faces of Europe |

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Integration into the curriculum

The scenario is connected to different subjects and well-integrated in the curriculum. It provides opportunities to acquire and practice skills in Art, Mother Tongue and English by making students reflect on the importance of beauty.

It is integrated in the curriculum because it provides opportunities for:

- *sharing, communicating, developing ideas*
- *promoting meaningful learning environments*
- *promoting argumentative skills, exercising written and oral production and widening the lexical ability (mother tongue)*
- *practicing reading and comprehension (english)*
- *recognizing and exploring historical and cultural heritage (history)*
- *designing digital products using ICT (technology)*
- *observing, exploring, describing, creating images (art)*

All the scenario objectives are in line with the National Indications of the Italian Ministry of Education.

Aim of the lesson

Underline the relevance of recognize and protect beauty in themselves, in people, in nature, in food...If students are able to recognize Beauty, they will do their best to protect and recreate it, inside and around them.

Outcome of the lesson

A real and a Virtual reality exhibition promoted on the school social media, a step by step trailer to document the process.

Trends

- *Task based Learning*
- *Collaborative learning*
- *Life-Long Learning*
- *Formative assessment*
- *Critical thinking*
- *Creative thinking*
- *Visual search and Learning*
- *Learning materials: shift from textbooks to web resources and open source books*
- *Social and emotional learning*

21st century skills

- **World languages** by: creating a technical and conceptual caption for their masterpiece - Reading and understanding each other captions
- **Global Awareness** by: getting in contact with different kind of Beauties, related to different historical periods or different cultural heritage, through technology and understanding different lifestyles, cultures environments
- **Creativity and Innovation** by: thinking creatively and working creatively both on their own and in groups to recreate masterpieces with different art techniques, to design both the analog and the 3D Virtual exhibition by using an ICT webtool, using ICT to explore the different Europeana exhibition and find the beauty that fits with them.
- **Critical Thinking and Problem Solving** by: analyzing the chosen masterpiece and connecting it with the historical period, lifestyle or environment represented. Explaining it to classmates and parents
- **Communication** by: listening effectively to decipher meaning, including knowledge, values, attitudes and intentions, articulating thoughts and ideas effectively, expressing clearly among peers and during the sharing moment with parents
- **Collaboration** by: working in small groups to design the analog and virtual exhibitions
- **Information Literacy** by: accessing efficiently and evaluating critically information found in Europeana
- **ICT (Information, Communications and Technology) Literacy** by: using the Europeana material, expressing their thoughts and opinion in an interactive presentation, and creating a digital/ virtual 3D solution to share properly their job with parents
- **Productivity and accountability** by: managing the whole Exhibition project, setting and meeting goals, facing eventual obstacles, planning and managing work to achieve the intended results, producing results
- **Leadership and Responsibility** by: guiding and leading peers during the group work, being interdependent and responsible to others
- **Flexibility and Adaptability** by: adapting their beauty concept to different masterpieces - comparing their result with real masterpieces and understanding and accepting the normal differences working effectively to organize the analog and digital products and to manage the sharing online moment with parents. Being flexible, accepting and incorporating feedbacks effectively, dealing positively with praise, setbacks and criticisms, understanding, negotiating and balancing diverse views and beliefs to reach workable
- **Initiative and Self-Direction** by: managing goals and time during the whole process to the sharing moment with parents
- **Social and Cross-Cultural Skills** by: interacting and working effectively with others in diverse teams

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources. If you are using any external documents, please scroll to the end of the document and add them to the Annex. Add more rows to the table if needed.

| Name of activity | Procedure | Time |
|---|---|------|
| WARM UP-BEAUTY INSIDE AND AROUND YOU | <p>The teacher introduces the concept of beauty, by leading an Hypersay presentation which involves students through watching evocative images, answering several questions and sharing their opinions about their concept of beauty.</p> <p>Possible open-ended questions:</p> <p><i>What's the first thing that comes to your mind when I say BEAUTY?</i></p> <p><i>What is beautiful in you?</i></p> <p><i>What is beautiful for you?</i></p> <p><i>What is the inner beauty?</i></p> <p><i>Tell me 3 characteristics that make people interiorly beautiful.</i></p> | 30' |

| | | |
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| | <p><i>Where can you find Beauty in nature? Why?</i></p> <p><i>Where can you find beauty in food? Why?</i></p> | |
| | <p>METACOGNITIVE REVISION - CIRCLE TIME</p> <p><i>What's new listening to your classmates' reflections?</i></p> <p><i>What's new, watching the pictures in the presentation?</i></p> <p><i>What would you like to discover?</i></p> | 15' |
| <p>GETTING READY:</p> <p>browsing the beauty</p> | <p>Kids start browsing the Europeana Galleries, exploring the different masterpieces and finding the one that better fits their concept of beauty.</p> <p>They read the description of the masterpiece and browse the net to find further information about the authors.</p> | 30' |
| <p>ARTIST AT WORK: time for drawing</p> | <p>Brief sum-up of the previous lesson, kids reconnect with the galleries to find the chosen masterpiece.</p> <p>Each student starts reproducing the masterpiece. They are asked to put in, a new detail, something connected to their concept of beauty and that makes the copy unique</p> | 60' |
| <p>ARTIST AT WORK: time for coloring</p> | <p>Each student starts coloring their drawing by using different techniques.</p> | 60' |
| <p>EXHIBITIONS TIME</p> | <p>Kids are organized in groups, by the teacher:</p> <ul style="list-style-type: none"> • A group will set the captions • A group will take pictures of each masterpiece • A group will create frames for the masterpieces and Europeana Logos | 60' |
| | <p>Kids show each other their masterpiece through a silent panel exhibition, followed by a circle presentation.</p> <p>Circle time for feedbacks</p> | 20' |
| | <p>Subsequently, by taking turns, each student will add their own work to the ARTSTEPS Exhibition, helped by the teacher. They will write their captions in English.</p> | 100' |
| <p>SHARING THE ART EXHIBITION</p> | <p>During an online meeting with European friends, kids will introduce their concept of beauty in English, by presenting their masterpieces in the Virtual ART STEPS EXHIBITION. In alternative the virtual exhibition can be introduced to parents in the same way, both in English and in mother tongue.</p> | 40' |
| <p>CHECK AND REFLECT</p> | <p>METACOGNITIVE REVISION - After the INTERACTIVE ART EXHIBITION teacher and students in a circle, try to review the pathway, to see what worked best, what can be</p> | 10' |

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| | reproduced in different situations, what didn't work and why, what could have been done differently... | |
| FOLLOW-UP | he BIG PAPER EXHIBITION about BEAUTY is hung at the school entrance wall, to remind everyone that BEAUTY is something to be recognized and protected. | 10' |
| | <p>The ARTSTEP EXHIBITION is embedded in the class blog and on the school website. The exhibition will be also shared on the 2 social accounts of the Institute: Instagram and Twitter. Kids will monitor interactions: comments, retweets and likes to understand how much their work can affect other people.</p> <p>A discussion about the use of social media can be led to help kids understand do and don'ts on socials.</p> <p>An ANIMOTO trailer could be produced by children and teachers to revise the path together.</p> | 60' |

Assessment

The teacher keeps the situation monitored by using observation grids, giving immediate feedbacks, asking open-ended questions to stimulate the right solutions and provide materials and the right webtools

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

Student feedback

METACOGNITIVE REVISION QUESTIONS are planned through the whole learning process.

Teacher's remarks

Process and social skills will be evaluated during the whole process. Results and academic achievement in art, mother tongue, English at the end. The teacher will use grids and rubrics to keep the process monitored.

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.