

# Europeana Learning Scenario

## Title

Artists and their Diverse Abilities

## Author(s)

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## Abstract

The Learning Scenario includes Mathematics, Art and ICT (unplugged).

During this theme, various famous artists and their artwork were introduced. This is to show the learners that people have different ideas and this is also shown in art. After introducing the artists, the learners had the opportunity to engage themselves in various activities including creating some artwork inspired by the same mentioned artist.

For the activity, we used the Beebot mat in order to perform the activity. However it was an unplugged activity and the learners used arrows in order to arrive at he desired artwork. Another activity that was done after this activity is that we used the Beebot instead of the arrows.

## Keywords

Art, Experimental Learning, Mathematics, ICT (unplugged)

## Table of summary

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<b>Subject</b>	Art and Mathematics
<b>Topic</b>	Art lesson in the Early Years
<b>Age of students</b>	3 -5 years old
<b>Preparation time</b>	2 hours ( finding the right photos to laminate and preparing the arrows for the activity.
<b>Teaching time</b>	20 minutes
<b>Online teaching material</b>	Historiana <a href="#">Paintings of everyday life</a> <a href="#">Europeana Collections</a> <a href="#">Artsology</a> <a href="#">Quickdraw</a> <a href="#">Art and Culture</a>
<b>Offline teaching material</b>	paper, glue, laminator, printable material that is already with this LS, 1 large bristle board to be prepared as a beebot mat to use it with the Beebot too.

### Europeana resources used

Some resources used are available at the following links:

[Frida Kahlo](#)  
[Claude Monet](#)

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### Integration into the curriculum

Learning Outcome 3

1.2 Learners who develop a sense of independence and autonomy.

1. I can complete a task independently

1.3 Learners who become responsible and resilient in the face of challenges.

1. I do not give up in the face of challenges but explore different solutions.

2.2 Learners who gain confidence in themselves and their achievements.

1. I understand that I can learn from my mistakes.
2. I am prepared to try things out.

### [Early Years Learning Outcomes](#)

### Aim of the lesson

Widening general knowledge and learners will get to know some famous artists and their diverse abilities.

Counting how many spaces we need to go in order to get to the desired artwork.

### Outcome of the lesson

The outcome of the lesson is : We used various artwork in our theme and integrated Mathematics in this particular LS. Learners have the opportunity to engage themselves in this Math activity. They need to see which direction they need to go in order to get to the specific artwork. Questions were asked e.x. Go to the artwork, where a paintbrush is present. Learners need to decide what to do and if they come across an obstacle they need to try again and not giving up.

### Trends

- Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.
- Lifelong Learning: learning does not stop when leaving school.
- Game Based Learning & Gamification: learning is mixed with games or with game mechanisms.
- Peer Learning: students learn from peers and give each other feedback.

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

Collaboration: The students will work together in exploring the different types of trees.

Communication: Students will be engaged in different conversations about trees.

Media Literacy: This learning scenario incorporates the use of online tools

## Activities

1 consecutive lesson (20 minutes)

Name of activity	Procedure	Time
<b>In-class activity:</b> <b>Bee-bot activity</b>	<p>The learners will perform the activity using the same printed material and they will use the Bee-bot instead of the arrows (unplugged activities mentioned in this LS)</p> <p>Preparation</p> <ol style="list-style-type: none"> <li>1. Searching for the material to be printed and laminated.</li> <li>2. Doing a bee-bot mat and cover it so that it will become durable.</li> <li>3. Cutting and preparing material.</li> </ol> <p>Activity</p> <ol style="list-style-type: none"> <li>1. Laying bee-bot mat and explaining to the learners what the activity will be about.</li> <li>2. Placing the paintings found from Europeana website</li> <li>3. Describing the paintings to the children.</li> <li>4. Showing learners how to use the arrows (left, right, turning left, turning right)</li> <li>5. Let the learners guess the described painting.</li> <li>6. After guessing, the children need to go at the respective painting.</li> <li>7. Praise the learners.</li> <li>8. Repeat so that all learners will do the activity.</li> <li>9. Let them describe a painting and their peers will try to guess which painting they would be referring to/</li> </ol>	20 mins

## Assessment

No assessment to held after activity. Assessment of Outcomes is one throughout each activity.

## Student feedback

Since learners are still very young, feedback was given throughout the whole activity. Their engagement throughout the activity, showed us if the activity was of their likings or not. The learners were very interested in the Famous Artists theme and they were so looking forward to performing the grid game together.

## Teacher's remarks

This LS will be linked to the rest of the theme being planned. We have started this theme by mentioning Ancient Art, Aboriginal Art and their uses. Then we started observing various artwork and artists. Some other artists that were mentioned throughout

the theme are: Arcimboldo, Picasso, Frida Kahlo, Salvador Dali, Monet, Vincent Van Gogh, Paul Klee, Kandinsky, Rene Magritte, Jackson Pollock and Warhol. All these artists left their print and even though all are diverse they are all important.

### 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



Caption 1: Learners are engaging themselves in the unplugged activity.



Caption 2: Learners are describing the painting and their peers are deciding which the correct painting is.