

Europeana Learning Scenario

Title

Claude Monet and the beginning of the Impressionism

Author

Lucia Signore

Abstract

The students will know the artistic production of Claude Monet, an emblematic figure, to explain Impressionism. This artistic movement will be geographically and chronologically located, as well as related to the birth of photography and the influence of Japanese prints. The knowledge of the stylistic innovations learned through the exemplary artworks of Monet will be decisive for the realization of PowerPoint presentations about other exponents of Impressionism by the students. They will learn to understand the similarities and differences through exponents of the artistic movement, allowing the development of knowledge and skills.

Keywords

Monet, Impressionism, Digital Heritage, Team work, Collaboration

Table of summary

Table of summary

Subject	Art History
Topic	Impressionism
Age of students	17
Preparation time	1 h
Teaching time	4 h + 1 h for summative assessment
Online teaching material	<ul style="list-style-type: none"> - Europeana: https://www.europeana.eu - Monet Foundation (virtual visit): https://fondation-monet.com/visite-virtuelle/ - Britannica: https://www.britannica.com/biography/Claude-Monet - Treccani: https://www.treccani.it/ - Frise Chrono - Instagram - YouTube - PowerPoint - Padlet - Google Drive

Offline teaching material	<ul style="list-style-type: none"> - Students' devices - LIM - School book - Pens and pencils
Europeana resources used	<p>Europeana collection: https://classic.europeana.eu/portal/en - https://www.europeana.eu/it/collections/topic/190-art?page=1&view=grid&query=hokusai</p> <p>Europeana blog: https://www.europeana.eu/en/blog/claude-monet-rejecting-the-traditional-approach https://www.europeana.eu/it/blog/5womenartists-celebrating-female-artists-from-across-europe</p> <p>Europeana galleries: https://www.europeana.eu/en/galleries/artworks-by-pierre-auguste-renoir https://www.europeana.eu/it/galleries/european-landscapes-and-landmarks https://www.europeana.eu/it/galleries/utagawa-hiroshige</p>

Licenses

Attribution CC BY. This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

Integration into the curriculum

The analysis of some of Monet's paintings allows to understand the Impressionism that must be learned by students for knowing the stylistic, iconographic, and technical innovations that are the basis of the historic-artistic revolution of the XX century. This scenario also allows an interdisciplinary connection: with Physics because of optical and chromatic considerations as well as with History for a necessary historical context in the lesson's introduction. This lesson also relates to Citizenship because it aims to recognize that rights relating to cultural heritage are inherent in the right to participate in cultural life, as defined in the Universal Declaration of Human Rights and recognize individual and collective responsibility towards cultural heritage.

Aim of the lesson

One of the aims of the lesson is to know Impressionism's notions: chronological and geographical location, style and technical peculiarities, iconography and specific terminology, artistic production by Claude Monet, and other exponents of the movement. Secondly, the lesson aims to implement various types of skills: operational and methodological competencies, critical thinking, communication, and collaboration. Additionally, Heritage Education directs to improve the sense of responsibility and belonging to historic-artistic patrimony as provided by Faro Convention.

Outcome of the lesson

The students will create mind maps that they will use for realizing PowerPoint presentations in teamwork. Their compositions will show Impressionism's artists with their similarities and differences, improving the specific terminology and critical thinking.

Trends

- **Project-Based Learning:** students get fact-based tasks, problems to solve and they work in groups.
- **Peer Learning:** students learn from peers and give each other feedback.
- **Collaborative Learning:** a strong focus on teamwork.
- **Visual Search & Learning:** images and multimedia are more powerful than verbal stimuli.
- **Flipped Classroom:** students assimilate basic concepts of the topic at home. Time spent in the classroom is used to reflect, discuss and work in a team.
- **Mobile Learning:** access to knowledge is allowed by using smartphones, tablets and personal computers.
- **BYOD:** students bring their own mobile device to school.
- **Social Media Learning:** the learning takes place through social media channels.
- **Edutainment:** playful learning.
- **Cloud Based Learning:** data, tools and software are online and can be reached and modified from different devices.
- **Learning Materials:** students shift from textbooks to web resources and open sourcebooks.
- **Inquiry-Based Learning:** trigger student's curiosity.

21st century skills

- **Critical Thinking:** knowing how to identify links with different disciplinary fields by defining similarities and differences.
- **Communication:** knowing how to communicate clearly and correctly through specific terminology.
- **Collaboration:** knowing how to collaborate, participate and interact; knowing how to understand and respect the different points of view of others, managing conflict, contributing to common learning and the implementation of collective activities.
- **ICT and media literacy:** knowing how to search through official sources for integrating the notions of the books and to create multimedia products for teaching one's peer.
- **Methodological competence:** knowing how to autonomously investigate the subject studied with direct experiences in the territory and international museums.

Activities

Name of activity	Procedure	Time

Name of activity	Procedure	Time
<u>Introductory lesson</u>	Historical-geographical context, style and conceptual changes of Impressionism. Presentation of Claude Monet's artworks to show the main elements using a PowerPoint presentation, YouTube and virtual visit at Giverny.	45 min.
Instagram	Students have to photograph an object during day for two weeks and they also have to post the images on their Instagram profile. So, they can understand playfully that the same object is actually different, like the Monet's <i>Water lilies</i> .	5 min. + 2 weeks (at home)
Mind map	Furthermore, the students have to create a personal mind map. It can be used for PowerPoint presentations. During the last ten minutes of the lesson, we find together key words to use for mind maps.	10 min.
Informations for next lesson	The teacher asks to bring own device (PC, tablet, smartphone) for the next lesson.	1 min.
<u>Second lesson:</u> division of pupils into group	Students are divided into groups to realize PowerPoint presentations on Impressionism's painters. Every artist will be presented through five artworks to analyze his/her style, technique and topics.	15 min.
<u>Presentation of digital sources and tools</u>	The teacher shows Europeana website through, for example Monet's collection(https://www.europeana.eu/en/blog/claude-monet-rejecting-the-traditional-approach) and other digital sources to use during their research (for example: www.britannica.com or www.treccani.it). The teacher asks them to share their PowerPoints on GoogleDrive.	15 min.
BYOD and discussion	The students begin their sources in the classroom with their devices so they can discuss and select the materials for PowerPoint presentations that they will complete at home together. The teacher offers support during the lesson.	30 min. + necessary time at home
<u>Third lesson:</u> presentation of the first works	The first groups show their sources to peers.	45 min.
<u>Discussion and peer assessment</u>	Students discuss similarities and differences between Claude Monet and the artists presented during the lesson. They also assess peers' work, giving feedback on the quality of works, comprehension and exhibition.	15 min.
<u>Fourth lesson:</u> presentation of the last works	The last groups show own PowerPoints.	30 min.

Name of activity	Procedure	Time
Discussion, peer assessment and feedback	Discussion about peculiarities of the Impressionism's artists and peer assessment. Furthermore, the teacher asks to reflect on the way in which they learned to give a feedback writing a short text and sharing it on Padlet.	30 min.
Fifth lesson: assessment	Indirect finally assessment through mixed summative test.	60 min.

Assessment

Formative assessment: the teacher asks students to draw a concept map to represent their understanding of the topic and to create PowerPoint presentations. During the implementation students are assessed in the form of a class discussion. Ongoing assessment was implemented according to the following criteria: collaboration, completion of work, preparedness, time management, quality of outcome.

Peer assessment: students assess their peers' work and have their work assessed by peers. It gives students feedback on the quality of their work, often with ideas and strategies for improvement.

Summative assessment: structured test (V/F and multiple-choice test) and semi-structured test (comparison between a work by Monet and a painting realized by one of the artists presented in the classroom).

Summative assessment:

First Name _____

Last name _____

Classroom _____

Date _____

1) Where was the Impressionism born?

- Italy
- France
- Great Britain

2) What was the revolution of Impressionism?

- Subjects of the paintings
- Technique

- There was no revolution

3) What did the Impressionism’s technique represent?

- The imaginary
- The sensible reality
- The animals

4) Where was the first official manifestation of the new “impressionist” painting of 1874?

- In Degas’ atelier
- In Monet’s atelier
- In Nadar’s atelier

5) “Impression, Soleil Levant” is a painting of Manet.

- True
- False

6) For the Impressionists, it was essential to paint only through photographs.

- True
- False

7) Degas made only paintings.

- True
- False

8) Monet realizes some series of paintings with the same subject, among these the series of the façade of the Cathedral of Rouen and the series of Water Lilies. Why does the artist place so much interest in this type of research?

9) Choose a paint showed in the classroom by your classmates and explain the analogies and the differences between this painting and Monet’s works.

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

Student feedback

The teacher proposes a class discussion to evaluate the learning mode at the end of the presentations. In addition, students have to write a short text to express their opinions and share it on Padlet.

Teacher's remarks

To have students' constant attention, it is necessary to use heterogeneous elements and formulate questions during the lesson. The use of images, videos and a virtual guided tour are tools to intrigue. The proposal to use Instagram can bring the school closer to their everyday life and therefore not feel the distance from it. Furthermore, the exchange of roles that has allowed students to become teachers of their peers and to evaluate them through discussions makes them active in becoming masters of the subject and to assume the sense of responsibility.

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

Evaluation grid

MARK	KNOWLEDGE	COMPREHENSION	EXHIBITION
1-3	Disjointed and incomplete	Serious mistakes	Confused and fragmentary
4	Disjointed and wrong	Wrong	Partial and difficult
5	Incomplete and rough	Partial	Strenuous and inaccurate
6	Basic	Only basic concepts	Simple and mnemonic
7	Substantially complete with some details	All concepts are correct	Correct and precise
8	Complete, coordinate with details	Re-elaborated version. He/she identifies correlations if addressed	Appropriate and well-structured
9	Complete, consistent and extensive	Re-elaborated and personal	Fluid with specific language
10	Complete, further explored and re-elaborate	Critically re-elaborated	Fluid with rich in deepened lexicon