

Europeana Learning Scenario

(Teachers)

Title

“There is nothing more beautiful than laughter”, Frida Kahlo.

Author

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Abstract

Frida Kahlo will help us to approach Art. This LS is focused on the figure of Frida Kahlo and her works of Art. We will also link it with the care and control of emotions. We will try to bring the life of a woman, Frida Kahlo, who has been a reference to Mexican painting and the world of art. Her paintings are the reflection of fears, emotions, and frustration, but also wishes, happiness and love. We will try to approach cultural, historical, musical and of course, artistic topics, to get closer to a character that was meaningful and significant in our time and culture, a character from which children and girls can profit enormously, taking into account tolerance, equality and diversity.

This LS is developed within a constructivist and meaningful learning frame. Going from the small and scaling up thoughtfully and intentionally, with the purpose of making the students be the creators of their own knowledge, therefore not only passive agents.

Keywords

Art, diversity, emotions, equality, Frida Kahlo, happiness

Table of summary

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Subject	All subjects in the Pre-Primary period. In this LS we will work in a global way considering the three areas: <ul style="list-style-type: none"> • Self-knowledge and personal autonomy. • Knowledge and interaction with the environment. • Languages: communication and representation. What is more, we will try involving all professionals teaching in our class to develop the LS (English teacher, physical education teacher and so on).
Topic	Art and emotions.
Age of students	5-6 years old.
Preparation time	2 sessions of 45 minutes.
Teaching time	3 sessions of 45 minutes.
Online teaching material	Padlet created for sharing our creations. Kahoot related to basic questions about Frida Kahlo’s life. Trailer of Coco



	Online map generator Video on Mexican costumes (in Spanish) Frida Kahlo - Wikipedia Biografia de Frida Kahlo (biografiasyvidas.com) (in spanish)
Offline teaching material	Colour papers, glues, scissors, paints, colours
Europeana resources used	Frida Kahlo: identity in art Europeana Homage to Frida Kahlo Europeana

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Integration into the curriculum

This LS is integrated into Decreto 67/2007, Pre-Primary education curriculum in Castilla La Mancha, Spain.

We try to work globally in all the areas set out in the curriculum, generating a holistic and interdisciplinary approach. It is divided into 3 areas. The first one; Self-knowledge and personal autonomy because we want our children to control their emotions. They can use Art to inspire them and discover different feelings: fear, happiness, sadness... The second one; Knowledge and interaction with the environment is going to be developed through interaction with other students. They will share experiences and they will create collaborative activities. The third one; Languages: communication and representation are going to be worked through Art. They will discover different paintings made by Frida and they will approach her intention.

Aim of the lesson

We want our students to achieve the following objectives:

- Know their own feelings, emotions, needs or preferences, and be able to control them, express and communicate them to others, identify and respect others as well.
- Know different social groups, some of their characteristics, cultural productions, values and ways of life, developing especially those that have to do with Mexican culture.
- Express emotions, feelings, wishes and ideas through oral language and other types of language, as it would be in this case the artistic

Outcome of the lesson

We want to create a tangible final product where our students express their feelings through a painting which is going to be placed in the school corridor so that other primary students will be able to write and add positive sentences.

Trends

Project Based Learning is the main trend we follow in this LS. We will start by getting to know their previous knowledge and motivations. We will need to contact the families in order to explain to them our methodology and the importance of their collaboration. Then children will investigate and look for information in the class and at home to share it with their colleagues, creating collaborative products. **STEM learning** is also very relevant as we want to develop their critical and scientific thinking.

Key competences

We are going to develop all the competences, but especially the following:

- Competence in cultural awareness and expression (CEC) implies knowing, understanding, appreciating and evaluating with a critical spirit, with an open and respectful attitude, the different cultural and artistic manifestations, using them as a source of enrichment and personal enjoyment and considering them as part of the wealth and heritage of the people. We want to approach Mexican culture.
- Learn to learn (LL) to get the most out of their learning, being aware of the importance of controlling their feelings.

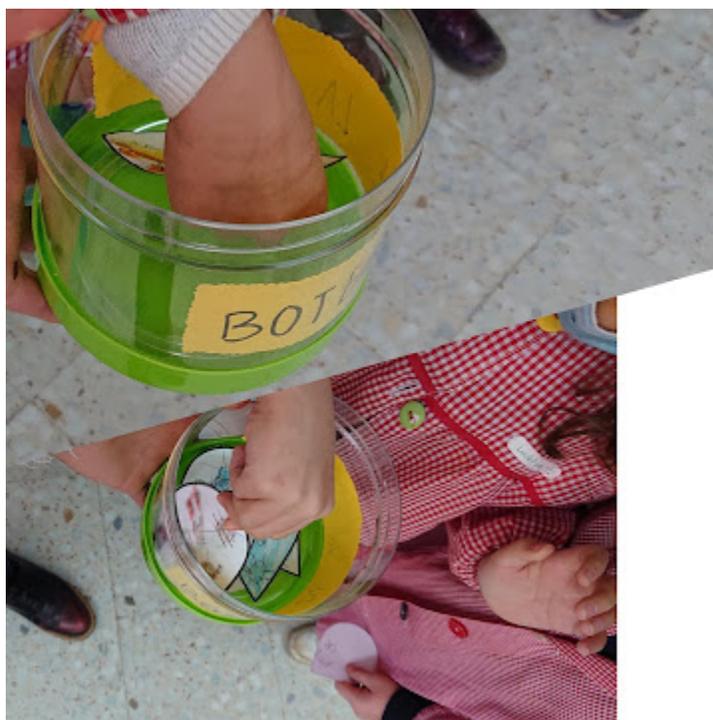
Activities

Name of activity	Procedure	Time
Activity 1: Knowing Frida	We will use our whiteboard to show different pictures related to Frida Kahlo and Mexico. We will all share our opinions and motivations. They will be included in Padlet which we will review and compare once we have finished our activities.	1 session (45 minutes).
Activity 2: Self-portrait	Our students will discover what a self-portrait is. From this starting point, we will approach the life of the artist. Allowing us to discover the Mexican culture and its traditions. Frida Kahlo - Wikipedia https://www.biografiasyvidas.com/biografia/k/kahlo.htm	2 sessions (45 minutes for the session).
Activity 3: Emotions corner	We will create a corner that our students can decorate. A comfortable bench with cushions will be placed to favour moments of calm. When any problem arises, you can share it and try to solve it in this corner.	1 session (45 minutes).
Activity 4: Music all over the world.	Our students will be able to discover different musical styles. One of them will be the Mexican one. We will approach it through Coco's film. Our students will show film shorts and we will create a workshop. We can ask our families for help. The students can investigate at home different musical styles from all over the world. Then, we will create an online map where students will add information related to some countries and their music.	2 sessions (45 minutes).
Activity 5: Mexican customs	Creation of Mexican costumes. We will dedicate a session to discovering the typical Mexican costume . They will be able to create costumes with recycled material. We want them to be conscious of their important role in this task. Boys and girls will be working together and all the tasks will be distributed to foster the equality of roles. We will prepare a representation where our students will be able to represent different roles. They will be able to dance to typical songs.	2 sessions (45 minutes).

Assessment

A Kahoot is going to be created to assess our students learning. It will have easy questions related to Frida's life, paintings and Mexican and Spain culture.

What is more, we want them to self-assess. They will discover if they control better their emotions. What is more, they will be able to assess their motivation and the implication of the activities. The calm can is an activity where the students pick up a paper on which they have previously made a drawing of their feelings. After drawing, each child explains to their classmates what happens in the situation they have drawn. Act out the action and then talk about how to control your feelings. These are then shared in the can.



The calm can. CC-BY-SA Leticia Gil

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

Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

About the Europeana DSI-4 project

[Europeana](https://www.europeana.eu) 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 32 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

Other resources we are going to use are the following:

Frida Museum web: http://www.recorridosvirtuales.com/frida_kahlo/museo_frida_kahlo.html

Frida's bibliography. <https://www.biografiasyvidas.com/biografia/k/kahlo>