

# Europeana Learning Scenario

(Teachers)

## Title

You've got food on your face!

## Author

Maria Papadaki

## Abstract

This is a learning scenario for the subject of English as a foreign language (CEFR level B2). Students will explore how Giuseppe Arcimboldo used food to depict a human portrait in his painting Vertumnus. By analyzing Arcimboldo's work, they will be encouraged to pay attention to the smallest details and increase their ability to observe carefully. It's the perfect opportunity to practice English vocabulary and idioms related to fruit and vegetables, facial characteristics, shapes and shades of colours. Students will look for information and portraits of Rudolph II, the Holy Roman Emperor, and make assumptions about Arcimboldo's choices of the specific food in Vertumnus in small groups. Searching biographical information about Arcimboldo will also lead them to more of his work. They will be engaged in a short individual writing activity related to feelings evoked by this painting. They will also try to imagine what their own portrait would look like if it was painted by Arcimboldo and why, thus inspiring their creativity and imagination. In groups, they will prepare a healthy school meal with the food used in the portrait. Students will use Europeana to find the portraits of Vertumnus and of Rudolph II, as well as applications to share their works.

## Keywords

Arts, Arcimboldo, Vertumnus, English as a Foreign Language, Communicative Method

## Table of summary

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<b>Subject</b>	Interdisciplinary lesson: English as a Foreign Language (main subject), Arts, ICT
<b>Topic</b>	Food & Healthy Eating
<b>Age of students</b>	14-15
<b>Preparation time</b>	Approx. 2 h (1 h to study Arcimboldo and his work and 1h to create an e-lesson)
<b>Teaching time</b>	Approx. 1 h online Approx. 1 h in presence
<b>Online teaching material</b>	<ul style="list-style-type: none"> <li>Any e-classroom tool (e.g. <a href="#">eclass</a> (Greece only), <a href="#">Google Classroom</a>, <a href="#">Moodle</a>, <a href="#">ClassDojo</a>, <a href="#">Edmodo</a>, <a href="#">Class123</a>)</li> <li><a href="#">Padlet</a>, <a href="#">Mindomo</a>, <a href="#">SurveyMonkey</a></li> </ul>



<b>Offline teaching material</b>	Whiteboard/computer and projector, tablets
<b>Europeana resources used</b>	<a href="#">Europeana</a> <a href="#">Arcimboldo's works</a> <a href="#">Rudolph II as Vertumnus</a> - Skokloster Castle, Public Domain <a href="#">Rudolph II</a> – Catholic University of Leuven, Public Domain

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### Integration into the curriculum

The Curriculum for teaching English as a foreign language in Greece is according to the Common European Framework and its communicative indicators. Teachers are free to adapt the teaching/learning content of the state books to suit the needs of their classes. In the 3rd class of Junior High School (i.e. students aged 15, level of English B2) there is a Unit about food (food in the Arts, different uses of food, strange food around the world, healthy eating). Arcimboldo’s painting is in the book, accompanied by a very short text about the painter’s life and a speaking activity about the kinds of food used.

So, teachers can move it further with this LS and cover more topics and skills.

### Aim of the lesson

- Gain a better understanding of a foreign artist’s work.
- Practice all language skills in a communicative and fun way.
- Learn what Europeana is and how it works.
- Practice their digital skills.

### Outcome of the lesson

At the end of the activity, each group of students will present a healthy school meal, sharing it with the class online.

### Trends

- Flipped Classroom
- Student Centered Learning
- Collaborative Learning

### Key competences

- Literacy: Students can develop this competence in various ways during the activity, writing and talking about the different kinds of food used to depict facial and bust characteristics, sharing their impressions and feelings about the portrait on the online platform and creating a healthy school meal. Through this activity they can connect and communicate creatively with their classmates.

- **Multilingual:** Students will practice their English through individual and collaborative activities.
- **Cultural Awareness and Expression:** Students will learn about an Italian painter of the late Renaissance who painted in a rather non-traditional manner.
- **Personal, Social and Learning to Learn:** Students will reflect upon themselves and their facial characteristics, they will manage new information and work with others in a constructive way to complete a task, as well as respecting other's ideas and perspectives through the reading and listening to their works.
- **Digital:** Students will engage with digital contents from Europeana as well as digital sharing platforms.

## Activities

Name of activity	Procedure	Time
<b>Life is just a bowl of cherries (online)</b>	<ul style="list-style-type: none"> <li>• <i>Writing activities, individual</i></li> </ul> <p>1) Having created the lesson entitled "You've got food on your face" in an e-classroom, students follow the instructions for the activity "Life is just a bowl of cherries". After explaining the idiom (i.e. life is very pleasant), we ask students to visit <a href="#">Europeana</a> and look for Vertumnus portrait among <a href="#">Arcimboldo's works</a> by using the search tool and the name of the artist. Then they complete the following in a <a href="#">Padlet</a> embedded in the e-classroom (activate the option for comments by classmates):</p> <p>When I look at this painting, I feel ...</p> <p>What I like about this painting is ...</p> <p>What I don't like about this painting is ...</p> <p>2) Then the students look for biographical information about Arcimboldo and they bring their notes to the class for the next lesson.</p>	30 mins
<b>As nutty as a fruitcake (in presence)</b>	<ul style="list-style-type: none"> <li>• <i>Speaking activity, whole class</i></li> </ul> <p>The teacher elicits/explains the food idiom (i.e. to be a very strange or crazy person) and the content of the activity. After a short reference to the online activity, ideas and feelings, the teacher creates a mindmap (with <a href="#">Mindomo</a>) and writes the biographical information that the students have found, then shares them in the e-classroom.</p>	15 mins
<b>Like two peas in a pod (in presence)</b>	<ul style="list-style-type: none"> <li>• <i>Speaking activity, in pairs, whole class</i></li> </ul> <p>The teacher elicits/explains the food idiom (i.e. very similar, especially in appearance) and the content of the activity. In pairs, the students work on the school's tablet to look for more information about <a href="#">Rudolph II as Vertumnus</a> portrait in Europeana platform (i.e. who the real person in the portrait was, who was Vertumnus, why the emperor was given the name of a god, etc). Then the teacher elicits answers from the whole class to why the painter chose so many fruits and vegetables, why he chose the eggplant and corn (abundance of life under his rule, new food from America, etc). Then there is a short round up of the information.</p>	15 mins
<b>Compare apples and</b>	<ul style="list-style-type: none"> <li>• <i>Speaking activity, in pairs</i></li> </ul>	15 mins

<b>oranges (in presence)</b>	The teacher elicits/explains the food idiom (i.e. used to say that two things are completely different and it is not sensible to compare them) and the content of the activity. The students in pairs work on the school’s tablet to look for the real portrait of <a href="#">Rudolph II</a> , the Holy Roman Emperor, in a new window. In pairs the students compare and contrast the two portraits, <a href="#">Rudolph II</a> and <a href="#">Rudolph II as Vertumnus</a> , and talk about the choices Arcimboldo made in terms of facial characteristics. The teacher walks around the classroom listening to the dialogues and intervening when necessary.	
<b>Feed your face (in presence)</b>	<ul style="list-style-type: none"> <li>• <i>Speaking activity, in pairs.</i></li> </ul> The teacher elicits/explains the food idiom (i.e. eat a lot) and the content of the activity. Students will imagine their own portrait in terms of fruit and vegetables. Then they will describe it to their pair, explaining their choices. Teacher listens to the dialogues discreetly and intervenes when necessary. Keeps notes to what each student says and then reports some good remarks back to the class.	15 mins
<b>Food for thought (online)</b>	<ul style="list-style-type: none"> <li>• <i>Writing activity, in groups.</i></li> </ul> The meaning of the idiom “food for thought” (i.e. something worth thinking seriously about) and the content of the online activity are explained. Students work in groups of four to create a healthy school meal (main course, juice, dessert) with the food in the portrait. They share their works in a conversation thread.	30 mins

**Assessment**

Describe here the assessment method of the lesson, if any. For example, if you plan on assessing your students with a quiz, include here questions and answer options with color-coding the correct answers.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

**Student feedback**

Participants will be asked to give feedback after the lesson by filling out a brief digital survey with [SurveyMonkey](#).

**Teacher’s remarks**

Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.  
Haven’t implemented it, yet.

**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 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.

