

Europeana Learning Scenario

(Teachers)

Title

Still Life, Dead Nature

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Abstract

The learning scenario *Still Life, Dead Nature* was conceived as a blend of contents regarding history of art and civil engagement. It serves as materials for international students exchanges as well as for regular classes that can be conducted either online or offline. This learning scenario enables teachers to use it as a whole unit or combine separate parts of it. The main idea is based on *Still Life* paintings that in the later part tackle the issue of food waste. The concept *Still Life* can be used as a subtle reference to food that is no longer fresh. The fruits and vegetables presented in the paintings bring to mind the ones that are being thrown out at thousands of households every day. The English term *Still Life* is derived from the Dutch equivalent *Stilleven*, whereas *Dead Nature* is derived from the French term *Nature Morte*. Hence the title of this learning scenario and its reference to a very up-to-date issue of food waste.

In the first part of the learning scenario students learn the examples of the *Still Life* paintings and get to know the most representative pieces of art for this genre at the turn of the centuries. They learn the history of *Still Life* and its main elements: i.e. fruits, vegetables, flowers, a skull (and its meaning) and other objects. Students analyze concrete paintings in groups by using the acquired knowledge as well as find information about the artists that created them and the galleries where the paintings can be found.

In the second part of the lesson students choose from previously prepared resources a set of objects that they then use to create a set for their own picture imitating images of the genre *Still Life*. Students work in groups within which they decide what elements to choose and how to create the most interesting and effective set for their photo. They choose from fruits, vegetables, flowers and other elements, provided by the teacher. Students have to justify their choice. Photos are being taken by mobile phones in 2D and 3D.

In the third part students learn about the problem of food waste on the personal, local and national level. They discuss solutions that are either already implemented or suggest their own ideas followed by online materials with data on food waste.

The methodology used in the three parts of this learning scenario is mostly project-based learning with some visualizations in forms of paintings or online video materials. Students use the internet sources as well diverse applications in order to collect the results of their work or for evaluation: Microsoft Forms, Padlet, MindMap, 3D photos apps.



Keywords

Still Life, national heritage, food waste, 3d pictures, problem-solving

Table of summary

<i>Table of summary</i>	
Subject	Art, English, Political Science
Topic	Still Life, Dead Nature
Age of students	14-16
Preparation time	1-2 hours
Teaching time	3 Hours (with breaks)
Online teaching material	<p>Microsoft / Google Forms, a MindMap app, 3D photo apps for iPhone and Android, Padlet</p> <p>Search machine online</p> <p>Part 1</p> <p>Still life - Wikipedia</p> <p>It's Stilleven, Nature Morte, Dead Nature, or Still Life Artists Network</p> <p>Still Life Painting - Following the History of Still Life Painting Over the Years (artincontext.org)</p> <p>Part 3</p> <p>Food loss and waste - Wikipedia</p> <p>1st online video</p> <p>Food waste – an animated educational video</p> <p>A choice of materials to use after the activity</p> <p>Saving Food – educational video on food waste</p> <p>How to reduce food waste Jamie Oliver</p> <p>URBAN-WASTE</p> <p>Food waste in restaurants:</p> <p>4 Way Chefs Can Reduce Food Waste</p> <p>Zero waste restaurant in Berlin:</p> <p>Vegan Zero Waste Restaurant in Berlin</p>
Offline teaching material	<p>Big poster paper with prepared photos of <i>Still Life</i> paintings examples</p> <p>Markers, noticeboards</p> <p>Elements of the installations:</p> <p>Fruits, vegetables, flowers, fish, bread, meat, skulls, books, dishes, weapons, hunting instruments, kitchen utensils, smoking utensils, candles, cards and other games, musical instruments</p> <p>fabric materials, small stand lamps /night lamps</p>

Europeana resources used

- 1) [Still Life with porcelain Bowl and Nautilus Cup](#), Kalf, Willem - 1660 - Thyssen-Bornemisza Museum, Spain - CC BY-NC-ND.
- 2) [Flowers in a glass Vase with Fruit](#), Heem, Jan Davidsz. de - 1665 - Thyssen-Bornemisza Museum, Spain - CC BY-NC-ND.
- 3) [Materials for a Leisure Hour](#), Harnett, William Michael - 1879 - Thyssen-Bornemisza Museum, Spain - CC BY-NC-ND.
- 4) [Still Life with Chinese Dish. Rummer, Knife, Bread and Fruit](#), Velde III, Attributed to Jan Jansz. van de - 1650 - Thyssen-Bornemisza Museum, Spain - CC BY-NC-ND.
- 5) [Donation Picasso -La collection personelle de Picasso](#) - Museum of City History Leipzig, Germany - CC BY-NC-SA.
- 6) [Stilleben](#) - Herzog Anton Ulrich-Museum, Germany - CC BY-NC-SA.
- 7) [Stilleben](#), Perscheid, Nicola - Museum of Arts and Crafts, Hamburg, Germany - CC0.
- 8) [Martwa natura z pomidorem](#), Szturman, Aleksander - Museum of Art in Lodz, Poland - Public Domain.

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Integration into the curriculum

This learning scenario nurtures respect for cultural heritage and strengthens cultural identity of the students. It awakens cognitive curiosity and willingness to learn. Through the project-based method, students learn to solve problems, analysis and self-assessment. Students also develop their language skills by formulating arguments for the discussion and groupwork.

The national curriculum for English includes development of speaking skills and knowledge about national heritage of other countries.

Aim of the lesson

By the end of the lesson following aims can be achieved:

- the whole concept should arouse curiosity for art and social engagement,
- the students will look through art at important social problems,
- the lesson will arouse creativity with means attractive to students (photography).

Outcome of the lesson

Tangible products of the class will be:

- 1) Paper posters with examples of Still Life paintings with the analysis and data provided by students;

- 2) pictures (2D or 3D) with food/vegetables/flowers installations made by students on the example of the artwork they analysed;
- 3) MindMap visualisations with analysis of the food waste policies on the personal, local, national level;
- 4) Summary of students' evaluation on Microsoft Forms on the knowledge and skills they gained;
- 5) Padlet summary (a created pdf file after the comments had been posted on Padlet) with students impressions with photos taken by them.

Trends

- Open source learning
- Project-based learning
- Collaborative learning

Key competences

This learning scenario develops following key competences:

- 1) cultural awareness and expression – by a direct contact and work on paintings that belong to the cultural heritage of each country, students have a hand on experience. They can learn about the history of art and compare different examples of the genre.
- 2) personal, social and learning to learn – students experience art in a group and learn that every person perceives art in a different way. The project method implemented in this learning scenario improves the communication skills of students.

Students also learn that food waste is an important social problem and develop their social skills by groupwork and problem-solving.

At every stage of this learning scenario students develop creativity and critical thinking. They are challenged to make their own decisions and draw conclusions based on the provided information.

- 3) multilingual – if this learning scenario is implemented in an international group, students develop their language skills in English.

If this lesson is conducted in the mother language of the students they learn that Art is a language itself and paintings can be read in a similar way regardless their country of origin or time of their creation.

Activities

Name of activity	Procedure	Time
1. Introduction to Still Life	At the beginning of the lesson the teacher starts with its aim, followed by the introduction to the concept of Still Life. The most important paintings of this genre are being presented. The teacher names the Dutch term <i>Stilleven</i> and its equivalent words in other European languages. The students learn that the common elements of Still Life paintings are fruits, flowers, books, dishes, weapons, hunting instruments, kitchen utensils, smoking utensils, candles, cards and other games, musical instruments. A frequent and often the main	30'

Name of activity	Procedure	Time
	<p>motif are also various food products, such as fruits, fish, bread, eggs sometimes arranged in a composition to suggest a ready meal, e.g. breakfast.</p> <p>Paintings used as examples are listed in the table of summery.</p> <p>Sources for the introduction:</p> <p>Still life - Wikipedia</p> <p>It's Stilleven, Nature Morte, Dead Nature, or Still Life Artists Network</p> <p>Still Life Painting - Following the History of Still Life Painting Over the Years (artincontext.org)</p>	
<p>2. Pieces of Art</p>	<p>Students receive printed paintings from the introduction together with their titles and discuss their elements based on the acquired knowledge. They work in groups and each group gets a picture from a participating country of the project (if it's an exchange), or teachers can just choose artworks that are representative for this genre from any country they wish. Students look for information online: the gallery where the painting is displayed and learn about the artist (his/her origin, life, frame of work). They present their results on a piece of paper next to the picture. The posters are hung on the noticeboards for everyone to see and learn.</p>	<p>20'</p>
<p>3. Still Life installations</p>	<p>In groups, students compose an installation based on an example of a photograph:</p> <p>Stilleben, Perscheid, Nicola - Museum of Arts and Crafts, Hamburg, Germany - CC0.</p> <p>First, students decide what they want to use for their composition and then go to a "kitchen/ art station" (teachers can create a place similar to the Masterchef "supermarket" concept) and choose elements they need. The composition should be made of: fruits, vegetables, other food, flowers, a skull and other natural or man-made objects. Students also discuss the background, lightning and other elements of the photo. They take pictures with their mobile phones in 2D and 3D. The results of students' work will be displayed and discussed after the work in groups is finished.</p>	<p>30'</p>
<p>4. Still life in your fridge</p>	<p>The students watch a short video presentation and listen to an introduction about the problem of food waste that applies to every citizen on every level: personal, local, national and international.</p> <p>In groups, students answer the following questions using their own knowledge and ideas but also internet resources:</p> <p>1) students' own households - is food waste an issue that you discuss with your family? Who shops for food in your family? How do you</p>	<p>40'</p>

Name of activity	Procedure	Time
	<p>make decisions when it comes to the grocery shopping list? Does your family use a paper list or an app for that?</p> <p>2) the school canteen and lunches – do you have a choice when it comes to the food you can buy/get at school? Can the school save food students don't want to eat? Has anyone at your school ever tackled the problem of food being wasted in the school canteen?</p> <p>3) local businesses and the country's policy of prevention of food waste: do you know what the local restaurants/ supermarkets do with the food that has expired and can be used? Do you know any local food banks in your area? What do you think is a food donation? What other solutions do you know?</p> <p>Students discuss in groups the 3 levels of food waste cases and possible solutions to each of them. They use the MindMap app (e.g. MindMup) to collect their ideas. Then they present the results in front of others. Afterwards, students take a poll on the question: which of the proposed solutions is the most realistic and complex to you?</p> <p>The results of the poll can be displayed on a whiteboard or the teachers can use a poll maker online (e.g. Microsoft Forms, Google Forms or Doodle.com)</p> <p>Afterwards, the teacher presents some examples of good practices on food waste from the local community or online video materials. In there students can find some examples for their ideas or get inspired by new ones. The teacher moderates a short, open discussion about the examples that the students saw.</p> <p>Here are some examples of different materials that could be used:</p> <p>Saving Food – educational video on food waste</p> <p>How to reduce food waste Jamie Oliver</p> <p>URBAN-WASTE</p> <p>Food waste in restaurants:</p> <p>4 Way Chefs Can Reduce Food Waste</p> <p>Zero waste restaurant in Berlin:</p> <p>Vegan Zero Waste Restaurant in Berlin</p> <p>Variation of this activity: Each group of students works on solution to a different level: personal, local, national.</p>	
<p>5. Evaluation</p>	<p>In the evaluation part students fill out the questionnaire with the questions listed in the <i>Assessment Section</i> by using Microsoft Forms or Google Forms.</p>	<p>15'</p>
<p>6. Summary</p>	<p>At the end of the class students use Padlet to post their impressions (by answering questions from the section: student's feedback) and paste next to their comments the pictures they took of the still nature</p>	<p>20'</p>

Name of activity	Procedure	Time
<p>objects in 2D and 3D. After this activity is finished, the teacher who is the author of the Padlet can generate an image or a pdf file to present the students' results.</p>		

Assessment

The self- assessment was conducted in Microsoft Forms and had the form of students' analysis of their acquired knowledge, skills and abilities. The questionnaire was divided into 3 parts. There are the following questions for the assessment that the students rate from 1 to 5:

What can I do?

- Distinguish what kind of work of art is *Still Life*;
- Tell how to recognize the elements of the *Still Life* genre;
- Compose a setting for a photograph containing still nature elements and bring the installation to life by using a 3D picture app on my mobile;
- Find solutions to the food waste problem in my area: my house, my school canteen, the surroundings and local business.

What have I learned?:

- Examples of paintings that are representative for the genre *Still Life* in the collections of museums in European countries;
- Solutions and policies regarding the food waste policy.

What have I experienced? :

- Collaboration in a (an international) group of students and teachers;
- Experience of creation my own piece of art.

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

Student feedback

As a method for the student feedback [Padlet](#) was used. Students placed their own photographs of *Still Life* installations as examples plus comments on each part of the class. For feedback, students demonstrated their choice for the best ideas they have learnt during this lesson by answering the following questions:

- 1) Name some of elements that one can be found in Still Life paintings;
- 2) What painting out of those that were presented in the class did you find the most interesting? Why?

3) What is, in your opinion, the best way to save food at home? Consider all the ideas that you have heard today.

4) How did you find creating a set for your picture of the items you picked?

5) What other impressions would you like to share with the group?

After students have completed the Padlet, a pdf or a poster can be generated as a result for dissemination.

The results of this class showed that the students enjoyed its creative part the most. They felt like real artists and enjoyed working together in the groups. It was also interesting for them to exchange information about the practices regarding food waste in their families. They stated that they will be more aware of this issue and will choose restaurants in their surroundings that have their own ways of saving or passing along food they can no longer use.

Teacher's remarks

I decided to implement all of the parts of this learning scenario on one day, which took about 3 working hours for the group. We made breaks between the parts of the class.

Every teacher can decide if he/she puts more emphasis on art, creation of the installations or the food waste issue. Leaving out any of the three main parts is possible, as well as conducting this lesson in parts on several days.

I spent 1-2 hours, in order to prepare this Learning Scenario, all of the online and offline materials. I needed to prepare the online materials in order they should occur, provide printed versions of the paintings for the group work. I had all the supplies ready to use: markers, noticeboards, pins. For the installation part I tried to collect food that doesn't look very fresh and also different elements that appear on the examples of paintings that were shown in the introduction part.

The students were very motivated and interested in each part of the class. It is important to mention at the beginning that it's an interdisciplinary lesson and that the main topic will lead to an important social issue. Students might be shy in the beginning, especially those who don't commune with art very often. I tried to sparkle fascination with the pieces and tried to refer to students' own experience.

For the summary of the fourth part: *Still Life in your fridge*, I recommend to prepare at least one example from the local community (we have food banks in our area).

Based on the experience of this lesson, I have prepared remarks regarding its preparation – a check list:

1) Introduction

materials for the introduction should be selected in advance and can be presented on previously printed paintings or can be shown on an interactive board;

2) Pieces of Art

the paintings for the group work should be printed and handed with paper and markers. There should be some noticeboards in the classroom for the posters;

3) Still life installations

depending on how big the group of students is, objects for the photograph will need to be prepared for the students. Students can have fun choosing subjects that have been previously discussed and selected in a group. If the teacher wants to create an “art-station” similar to the “MasterChef supermarket”, it will make the choosing process even more fun. But it is OK if each group of students receives a set of objects prepared by the teacher in advance. The teacher can also ask the students to bring some fruits, vegetables to school or use objects that are used at school in the classrooms, the teachers’ room or in the canteen;

4) *Still Life* in the fridge

The teacher should previously watch and select the online materials that will be displayed after students have discussed the food waste issue in groups. They tackle different aspects of the problem. It would be perfect if the teacher could also present examples of good practices from the local community. It can also be a pre-activity for the students;

5) The room that the class will be conducted in should be light or the students should be able to go outside the classroom to find the right light for their photographs;

6) For many parts of the lesson where students work in groups or for the assessment and feedback, good internet connection either on the school’s computers or in the students’ mobiles will be required.

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.

Annex

Part 1

[Still life - Wikipedia](#)

Part 4

[Food loss and waste - Wikipedia](#)

[1st online video](#)

[Materials after the activity](#)

[How to reduce food waste | Jamie Oliver](#)

[URBAN-WASTE](#)

[Food waste in restaurants:](#)

[Zero waste restaurant in Berlin:](#)