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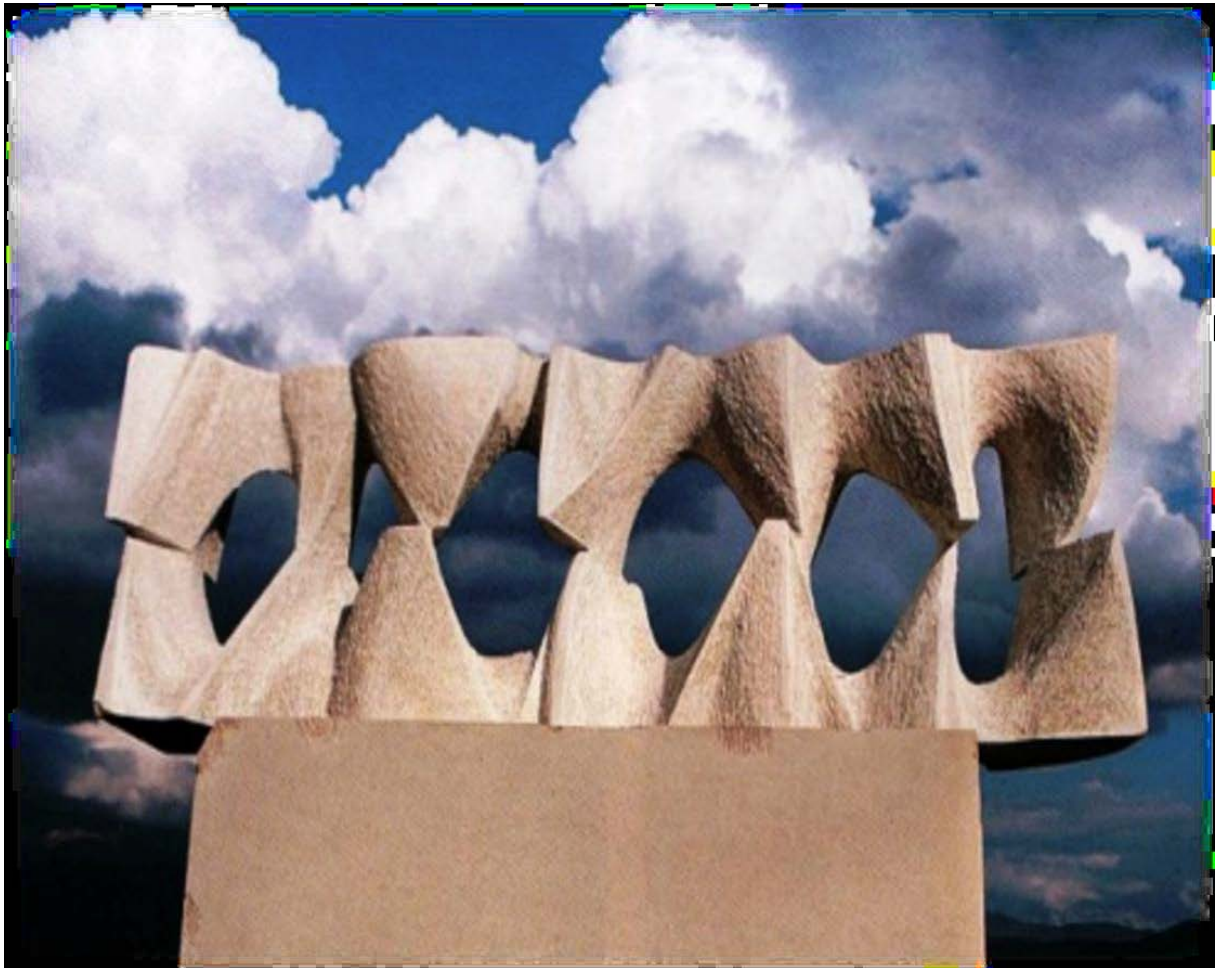


2018-1-TR01-KA201-059698

“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

VISUAL ARTS



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Public sculpture gallery in the lakeside area of Ioannina)	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it complies and relevant with the annual curriculum and with other interdisciplinary courses	✓
3	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
4	Providing museum experts from the outdoor historical site or the museum to be visited	✓
5	Obtaining official permission from the institution where the teacher works	✓
6	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓

7	Preparing the list of participants.	✓
8	Collecting data or information about the museum to be visited, searching through the literature review, learning interesting stories told about the period (by the teacher)	✓
9	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each stations	✓
10	Identifying the students, teachers and parents (if necessary) to participate in the trip and planning task sharing among them	✓
11	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
12	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
13	Determining and setting up the rules that the students will obey in the museum or the outdoor excursion and to remind these rules to the participants	✓
14	Giving information about the museum or outdoor excursion visit	✓
15	Preparing the museum or outdoor excursion lesson plan	✓
16	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents.	✓
17	Preparation and taking security measures related to the trip.	✓
18	Implementation of a knowledge test to increase students' curiosity and motivate them for expeditionary learning before the trip	✓



EXPEDITIONARY INTERDISCIPLINARY LESSON PLAN FOR MUSEUMS OR INDOOR /OUTDOOR CLASSROOMS

1	NAME OF THE SCHOOL	5 th Gymnasium of Ioannina
2	LESSON	Visual Arts "Contemporary sculpture creation"
3	CLASS / CLASSES	2 nd grade of Gymnasium
4	TOTAL TIME	45'+45'+45'+45'+45'+15' 4 hours
5	MUSEUM TO VISIT	Lakeside area of Ioannina open-air environment
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.30 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –13.30 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To see and study art works of contemporary sculpture 2. To distinguish differences between representational, abstract, and nonrepresentational art 3. To understand the effort required to sculpt a huge volume of stone or marble 4. To appreciate the works of art that we often see in public open space, but rarely observe 5. To become explorers ourselves 6. To feel the different texture that artist has achieved by touching the sculpture 7. To create our own artwork, drawing a detail of a sculpture
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Visual Arts teacher History teacher
10	TRANSPORTER & VEHICLE INFORMATION	On foot

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

2ND GRADE VISUAL ARTS LESSON DAILY COURSE PLAN

CLASS	2 nd grade	SUBJECT / TOPIC	*Sculpture creations in the lakeside area of Ioannina	DATE	
				COURSE HOUR	45'+45'+45'+45'+45'+15' 4 hours
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To have direct / indirect connection of the museum to the course content 2. To make the visited place relevant with other school subjects 3. To make connections between the observed sculptures and the subject of Aesthetic Education (Visual Arts) 4. To have an opportunity to explore contemporary sculptures created during the 2nd sculpture symposium held in Ioannina in 1966 5. To get to know the creators and their source of inspiration (Visual Arts) 6. To understand the aesthetic role of artefacts in the public open space (Visual Arts) 7. To explore different styles in each sculpture and search information about the history of sculpture creation in public space (History) 8. To make reference to various artistic movements by region and country and explore the effect of the local space in art creation (Geography) 				
ACHIEVEMENTS	<p style="text-align: center;">TEACHERS:</p> <ol style="list-style-type: none"> 1. Will have an opportunity to introduce various information about sculpture creation through the centuries 2. Will be able to use an open-air environment as an extension of the classroom and active part in teacher work. 3. Plan cross curricular lessons which offer motivation for learning activities, independence and fun in an open-air environment. 4. Will be able to set up hands-on activities that increase students' engagement. 5. Encourage students to learn through the multidimensional approach of objects by answering questions such as: 				

	<ul style="list-style-type: none"> - By whom it was created - What is probably the message that the artist wants to convey - What materials and tools have been used? <p>6. Guide students by following the principles of experiential learning.</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Develop visual literacy and self-expression skills. 2. Enhance observation, critical thinking and creativity skills. 3. Comprehend the importance of a sculpture artwork in an open-air environment, as a part of everyday life.
<p>CONCEPTS AND TARGETS</p>	<p>*THEMATIC: The art of sculpture</p> <p>*SPECIFIC:</p> <p>Explaining to students the stages of creating a sculpture, from the first drafts to the end product.</p> <p>Highlighting the role of artistic intervention in urban outdoor spaces.</p> <p>Encouraging students to choose a detail from a sculpture, carefully observe its form, and volume, the natural light and design it on their drawing block.</p> <p>Improving students' visual literacy, thinking and communication skills through a joint artistic activity.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History</p>
<p>METHODS AND TECHNIQUES</p>	<ol style="list-style-type: none"> 1. Direct observation 2. Experiential learning 3. Art based learning 4. Non-formal learning 5. Active student participation by selecting a detail of a sculpture, drawing it and using shading to give shape and volume and make the object look three-dimensional.
<p>TOOL-MATERIAL (Products to be used in the course)</p>	<ol style="list-style-type: none"> 1. Enquiry tools: On-site observation of sculptures, Online information about the sculpture symposium in Ioannina in 1966 and testimonies of the participating sculptors. 2. Workshop tools: Drawing materials: painting papers, pencils, erasers.
<p>ACTIVITIES TO BE IMPLEMENTED</p>	<p>“Discovering the various techniques, materials and tools used to make a sculpture in open air environment”</p> <p>“Classifying sculptures works according to the characteristics of representational or abstract art”</p> <p>“Exploring and learning about art styles and comparing works of art to identify similarities or differences in style, technique and themes”</p>

“Participating in the art workshop for creating “painting works”, inspired by the sculptures existing in the lakeside area of Ioannina”



PROCESSING AND IMPLEMENTATION OF THE LESSON

PROCESS	OBSERVATION	Through careful observation of the sculptures, students are invited to identify elements of techniques and artistic style that distinguish each sculptor.
	INFORMING	<ul style="list-style-type: none"> - Art teacher provides information about the artistic value of sculptures, describes the use of materials and tools by the sculptors during the symposium in 1996 and gives practical instructions to students to have an original participatory experience, in the art workshop. - History teacher provides information on the tradition of sculpture in public space from the Classical and Byzantine era to the present. History teacher also gives examples of how the historical context and local space affect the artist's creation.
	DATA COLLECTION	Students keep notes so that they can answer the questionnaire given by the art teacher and collected data will be discussed in class after the open air activity.
	SAMPLE COLLECTION (IF AVAILABLE)	



PROCEDURE

- 1
1. Pre open-air environment activities:
 - A. Introductory video about the 2nd Sculpture Symposium in Ioannina, in 1996.
https://www.youtube.com/watch?v=Itu8DHHVBPs&ab_channel=%CE%9F%CE%B4%CF%8C%CF%82%CE%95%CE%BB%CE%BB%CE%AE%CE%BD%CF%89%CE%BD

B. Historical reference to the sculpture, one of the most important forms of expression over the centuries.

C. Students find information concerning the 2nd Sculpture Symposium in Ioannina.

[https://glypto.wordpress.com/2009/05/21/%CF%83%CF%85%CE%BC%CF%80%CF%8C%CF%83%CE%B9%CE%BF-%CE%B3%CE%BB%CF%85%CF%80%CF%84%CE%B9%CE%BA%CE%AE%CF%82%CE%B3%CE%B9%CE%AC%CE%BD%CE%BD%CE%B5%CE%BD%CE%B1-1996-sculpture-symposiumgiannena-96/2nd Sculpture Symposium in Ioannina in 1996](https://glypto.wordpress.com/2009/05/21/%CF%83%CF%85%CE%BC%CF%80%CF%8C%CF%83%CE%B9%CE%BF-%CE%B3%CE%BB%CF%85%CF%80%CF%84%CE%B9%CE%BA%CE%AE%CF%82%CE%B3%CE%B9%CE%AC%CE%BD%CE%BD%CE%B5%CE%BD%CE%B1-1996-sculpture-symposiumgiannena-96/2nd%20Sculpture%20Symposium%20in%20Ioannina%20in%201996)

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2. During the educational excursion:

A. Students explore all sculptures exhibited in the lakeside area.

B. They are encouraged to intensify their observation, spot details in the style, construction, and technique of the exposed sculptures.

C. Then, students choose one of the sculptures, identify the features of the movement the sculptures belong to and depict chosen details in their drawing blocks.

D. After a close study of the art works, students are able to analyse the details of the technique used, forms, shapes and the texture of the surfaces.

E. Students extend their knowledge and familiarize with the principles of design through composing 2-D images and creating 3-D effects by highlighting and shading.

F. Students learn how to use the vocabulary of art criticism to assess their classmates' and their own work.



**EVALUATION
(ASSESSMENT)**

- | | |
|----------|--|
| 1 | Knowledge quiz |
| 2 | Story creation: Students choose a sculpture and trace its hiding story |
| 3 | Assessment of the students' works made in the art workshop, during the exhibition. |

**Odysseas SELIOS
VISUAL ARTS TEACHER**

C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/ OUTDOOR LESSON		
1	Reading the answers of the worksheets used during the visit in the classroom, remembering the observations and emotions – <i>Optional</i>	✓
2	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during the museum visit – <i>Compulsory</i>	✓
3	The evaluation of the museum's history and artefacts, the period and characteristics of the museum with question & answer method – <i>Compulsory</i>	✓
4	Composition, story, drama and poetry writing about the visit to the museum, imagination, two-dimensional (pattern work), three- dimensional and so on. production of designs, panel and exhibition work – <i>Optional</i> - Students are encouraged to imagine the story hiding behind a chosen sculpture.	✓
5	Poster designing related to museum trip – <i>Optional</i>	✓
6	Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i> - We apply it to measure the impact of the visit in the open-air environment.	✓
7	Self-assessment scale – <i>Optional</i> - Students evaluate the sculptures in a short text in terms of what they liked most and least, which exhibits were the most impressive and what were the reasons.	✓
8	Keeping an expedition report – <i>Compulsory</i>	✓
9	Letter of thanks to the museum after the visit – <i>Compulsory</i>	✓
10	Giving certificates and gifts to visiting teachers and students – <i>Compulsory</i>	✓
11	In the school painting workshop, a cardboard or gypsum model of residential areas is made in collaboration with the painting and history teacher – <i>Optional</i>	✓
12	Contributing to the museum corner to be created with visuals, artefacts or reproductions and, if possible, old items to be brought by students to reflect the meaning of the museum and its consciousness – <i>Compulsory</i> - Students creations are presented in the school's museum corner	✓
13	Online feedback questionnaire to students and parents – <i>Optional</i>	✓
14	Conducting an online survey to collect students' impressions feelings of the lesson and feedback on future trips – <i>Compulsory</i>	✓
15	Creating postcards by the students – <i>Compulsory</i> - Students who are inspired by the museum exhibits create postcards in collaboration with the Art teacher in the art class	✓
16	Shooting videos with high resolution – <i>Compulsory</i>	✓

