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“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

**VISUAL ARTS**



<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
1	Definition of the museum or outdoor visit: “Mosaics of Daphni Monastery”	✓
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 station.	✓
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	3 <sup>rd</sup> Gymnasium of Nikaia-Athens
2	LESSON	Arts: "Mosaics of Daphni Monastery"
3	CLASS / CLASSES	3rd Grade
4	TOTAL TIME	45' + 45' + 45' + 45' 4 hours
5	SITE TO VISIT	Daphni Monastery
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance – 14.00 AM
8	AIMS / OBJECTIVES	<p>The course of Visuals aims to cultivate:</p> <p>The creativity of the student, the production of artistic work, his participation in the visual arts.</p> <p>Knowledge and use of materials, instruments, tools and sources in a variety of visual forms.</p> <p>The sensitive response, understanding, critical approach and analysis of the visual work as well as the phenomenon of Art in general.</p> <p>Understanding the cultural dimension and the contribution of the arts to culture over time and synchronously.</p>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Visual Art teacher History teacher
10	TRANSPORTER & VEHICLE INFORMATION	By school bus

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 2<sup>ND</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

<b>CLASS</b>	3rd grade (15 years old students)	<b>SUBJECT / TOPIC</b>	Specific: the art of mosaic and elements of the architectural type of a Byzantine church (complex octagonal cruciform)	<b>DATE</b>	16-11-19
				<b>COURSE HOUR</b>	45' + 45' + 45'+ 45'
<b>OBJECTIVES</b>	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li><b>1.</b> To learn to express ideas and feelings in a variety of forms of visual arts.</li> <li><b>2.</b> To discuss the aesthetic dimension of visual arts</li> <li><b>3.</b> To develop series of projects with a common theme</li> <li><b>4.</b> To be able to compare works of different styles</li> <li><b>5.</b> To understand the historical content of the projects (History)</li> <li><b>6.</b> To argue in conversations about art</li> <li><b>7.</b> To exhibit classes' works and organize exhibitions</li> <li><b>8.</b> To understand the social and cultural effects that the work of art has accepted and the ways in which it depicts them</li> <li><b>9.</b> To analyse, interpret and evaluate various projects</li> <li><b>10.</b> To realize the interdisciplinary relations of Visual Arts (History, Geography)</li> <li><b>11.</b> To understand the techniques and methods in the main visual arts</li> <li><b>12.</b> To recognize the value of art as important and necessary human experience</li> <li><b>13.</b> To be aware of making art a significant part of everyday life</li> <li><b>14.</b> To realize that knowledge of Art characterizes well educated individuals</li> <li><b>15.</b> To familiarize themselves with museums and galleries</li> </ol>				

## ACHIEVEMENTS

### TEACHERS:

1. On the one hand the students will get to know the History of the place and on the other they will discover the art of mosaic. The teachers will try to transmit to their students their love and interest of mosaics.

### STUDENTS:

1. They will get to know the archaeological site by themselves based on the experience of visiting it and with their phantasy they will be able to travel through centuries to the history of their ancestors and to what they have created.
2. Be able to draw ideas from direct visual and tying experience, memory and imagination.
3. Be able to realize the possibilities of expression resulting from experimentation with all kinds of materials, techniques and instruments, in all dimensions (level, volume, space, and time).
4. Be able to experiment and express themselves with all kinds of visual and supervisory material (books, photographs, slides, photocopies, posters and more) from different sources (museums, archaeological sites, art galleries, contemporary technology and other) to come up with ideas that push the production of personal work.
5. Be able to improve through observation skills, as well as recording, selection and stimulus analysis which will help in the organization and production of their work.
6. Be able to understand the importance of re-editing and evolving a project - in the light of the modification of their original idea either by themselves or by others - because of discussion, criticism and influence.
7. Be able to transfer and adapt experience and knowledge from artist works to production of personal works.
8. Be able to approach aesthetically the works of Greek, European and world art of different discovering and recognizing the relationships between them.
9. Be able to recognize the aesthetic values of the natural and structured environment, develop critical attitudes towards the actions that affect them but also to determine the relationship between them.
10. Be able to communicate with works of the visual arts but also with each image, to feel and assess their impression and influence on their personality.
11. Be able to express and communicate verbally using appropriate terminology on Art issues.

	<p>12. Be able to understand that the arts and their applications are related to many professions.</p> <p>13. Be able to approach the complex phenomenon of Art globally and to perceive the two-way relationship and interaction of theory and practice.</p> <p>14. Be able to identify the relationships between visual works and works of other arts and sciences and more broadly on issues and problems related to people, society and nature.</p>	
<b>METHODS AND TECHNIQUES</b>	<p>The most important method to activate students is observation. After that the teacher has to explain to them the needs of the technique in order to make a mosaic. The method of making a mosaic has the following steps: • selection of a pattern, • drawing on a specific surface, • choose the suitable tesserae (mosaic tiles), • cut the tesserae in the shape and size that fits you, • put the tesserae on the pattern. For all the above, necessary materials and tools are needed: different colours of tesserae, pliers to cut the tesserae, a piece of wood to place the pattern onto and a particular glue to put the tesserae on the piece of wood.</p>	
<b>TOOL-MATERIAL (Products to be used in the course)</b>	<ol style="list-style-type: none"> <li>1. Worksheets</li> <li>2. Camera</li> <li>3. The museum's map</li> <li>4. Guidelines</li> <li>5. Notebooks</li> </ol>	
<b>ACTIVITIES TO BE IMPLEMENTED</b>	<p>The assessment can be done during the making of a new mosaic. It can be combined with a writing that has to do with the emotions that arose during the making of the mosaic.</p>	
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
<b>PROCESS</b>	<b>OBSERVATION</b>	The students will have to observe the technique of the movement of the tesserae.
	<b>INFORMING</b>	The students have seen how a mosaic looks like.
	<b>DATA COLLECTION</b>	The students will have to seek for information about the specific material and how will they work with it. Then, they will have to gather the materials and the tools needed in order to make the mosaic.
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	
<b>PROCEDURE</b>		
<b>1</b>	<p><u>Pre-educational tour classroom activities:</u>  Daphni Monastery is related to other subjects and their contents. It is related to History as there was there in ancient times the ancient Greek temple of Daphni's</p>	

	<p>Apollo. It has another correlation with Byzantium, as it there is the Byzantine church of Daphni Monastery (6th -11th century). It is related to Arts with the significant mosaics of the 11th century and with the Byzantine architecture of the church and its surroundings. It is related to geography with the important geographical location of the temple of Daphni's Apollo, because it was a stop of Panathenaic procession as it was moving among "Iera Odo" (the Holy Road) towards Elefsina. In addition, it was a crossroad between the mountains as it formed a narrow passage to enter the region of Attica from the West</p>	
2	<p><u>During the preparation phase:</u></p> <p>Teaching introductory elements of history art with emphasis on morphological elements  Children learn to keep written notes with historical data, with observations and with their thoughts on periods of art, on works and for artists and to write their impressions of a visit to a museum or in a gallery.  Recognition of various effects such as: social, religious, political, etc.  Particular emphasis on the study of Byzantine religious art from churches, frescoes, pictures, mosaics, utensils.</p> <p>Brief references to one or two projects painting, sculpture and architecture.  Approximation of the performance of the natural and landscape in different eras or styles.</p>	
3	<p><u>During the educational excursion:</u></p> <p>The students will have to observe the technique of the movement of the tesserae. The students have seen how a mosaic looks like. The students will have to seek for information about the specific material and how will they work with it. Then, they will have to gather the materials and the tools needed in order to make the mosaic. The students will have to choose a pattern. After that they will have to draw the selected pattern on a surface. Then, they cut, place and glue the tesserae (mosaic tiles).</p>	
	1	Self-evaluation test about the visit
	2	Making a story about the visit
	3	Kahoot knowledge quiz
<p><b>Kallia PAPANATHANASSIOU</b>  <b>VISUAL ARTS TEACHER</b></p>		

<b>C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/ OUTDOOR LESSON</b>		
<b>1</b>	Reading the answers of the worksheets used during the visit in the classroom, remembering the observations and emotions – <i>Optional</i>	✓
<b>2</b>	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during the museum visit – <i>Compulsory</i>	✓
<b>3</b>	The evaluation of the museum's history and artefacts, the period and characteristics of the museum with question & answer method – <i>Compulsory</i>	✓
<b>4</b>	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>	✓
<b>5</b>	Poster designing related to museum visit – <i>Optional</i>	✓
<b>6</b>	Final test survey implementation to get feedbacks of students – <i>Compulsory</i>	✓
<b>7</b>	Self-assessment scale – <i>Optional</i>	✓
<b>8</b>	Keeping an expedition report – <i>Compulsory</i>	✓
<b>9</b>	Letter of thanks to the museum after the visit – <i>Compulsory</i>	✓
<b>10</b>	Giving certificates and gifts to visiting teachers and students – <i>Compulsory</i>	✓
<b>11</b>	In the school painting workshop, Artwork: Making a mosaic. – <i>Optional</i>	✓
<b>12</b>	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>	✓
<b>13</b>	Online feedback questionnaire to students and parents – <i>Compulsory</i>	✓
<b>14</b>	Conducting an online survey to collect students' impressions feelings of the lesson and feedback on future trips – <i>Compulsory</i>	✓
<b>15</b>	Creating postcards by the students – <i>Compulsory</i>	✓
<b>16</b>	Production of a DVD where all the artwork of the students is presented	✓
<b>17</b>	Experiential workshop in the classroom.	✓
<b>18</b>	Planning a poster or a collage of photos.	✓
<b>19</b>	Organise an exhibition within the school environment, so that the other students will have the chance to see what has been done.	✓