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“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

VISUAL ARTS



A- PREPARATION FOR THE MUSEUM/OUTDOOR

1	<p>Definition of the museum or outdoor visit Art in Buitrago de Lozoya (Visiting the town of Buitrago del Lozoya in Madrid)</p> <ul style="list-style-type: none"> - The canvases on the wall form a triangle by sticking to the shape of the Lozoya River meander that naturally embraces and protects the city. It has numerous towers with a rectangular ground plan and a slight protrusion, in the Caliphal fashion, although this site was the subject of various reforms and additions, some of them in the 12th and 13th centuries, as can be seen in various Mudejar factory walls. The castle s a rectangular building with seven towers that is located in the southeast corner of the enclosure. - The church of Santa Maria Del Castillo de Buitrago de Lozoya is possibly original from the 14th century, with Gothic and Mudejar elements, the western cover is a beautiful example of the flamboyant Gothic, from the last decades of the 15th or early 16th century. - The Picasso Museum-Eugenio Arias Collection was the first museum created and inaugurated by the Community of Madrid. Located since 1985 in the rooms of the Buitrago del Lozoya Town Hall, it houses a collection of works that Picasso dedicated and gave to his former barber during the last 25 years of his life, from 1948 to 1973: Eugenio Aria, whom he met in Vallauris (South of France), during his exile. 	✓
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	CEIP Obispo Moscoso
2	LESSON	Visual Arts "Visiting the town of Buitrago del Lozoya in Madrid"
3	CLASS / CLASSES	6 th grade
4	TOTAL TIME	300' 5 hours tour
5	MUSEUM TO VISIT	The town of Buitrago del Lozoya in Madrid
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	Parking in Valgallego –16.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To consolidate through direct contact with reality, the content of which was previously worked in the classroom 2. To address the study of facts, phenomena and socio-spatial processes, historical and artistic in an integral way, trying to discover the multiple existing interconnections between the elements that configure them 3. To demonstrate the need to work Visual Arts in relation with History and Geography in an interdisciplinary way, since only through the joint action of these three disciplines and the knowledge that contribute an understanding of the socio-spatial reality that can be reached and historical-artistic in a globalized way 4. To arouse interest in direct observation of elements, facts and spatial, artistic and temporal phenomena 5. To collect information through various sources and procedures during and after the itinerary, the contents of geographic, historical and artistic objects of study 6. To learn to respect the cultural heritage of our city

		<p>7. To work cooperatively in groups</p> <p>8. To create a pyramid diagram to reflect some jobs in today's culture</p> <p>9. To share information about their research</p>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers (tutors) 2 assistants
10	TRANSPORTER & VEHICLE INFORMATION	Private Bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

6TH GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	6 th grade	SUBJECT / TOPIC	*Art in Buitrago de Lozoya (Visiting the town of Buitrago del Lozoya in Madrid)	DATE	Spring / Summer
				COURSE HOUR	300' 5 hours
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To have direct and indirect relation of the open-air environment with the lesson content at school 2. To relate the visited place with other disciplines and subjects 3. To have information about the town of Buitrago de Lozoya 4. To learn the times of a different civilizations and the public museum made up from a friendship throughout a different cultural, social, political and economic facet in their in the course of centuries 				
ACHIEVEMENTS	<p style="text-align: center;">TEACHERS:</p> <ol style="list-style-type: none"> 1. To learn how to lead the group and increase students' motivation to make connection with outdoor sports and nature. 2. To be able to plan interdisciplinary lessons and implement them efficiently. <p style="text-align: center;">STUDENTS:</p> <ol style="list-style-type: none"> 1. Will be able to create Middle Age fortress structures that reflect some of heritage legacy as well as a presentation of the Arab influence and heritage in the city of Madrid. 2. Have an opportunity to have a school trip that promotes and encourages intercultural and heritage dialogue among times and civilizations. 3. Will be aware of how a friendship is such a value and of forming our museum out of daily objects or collecting memories. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: Art in Buitrago de Lozoya (Visiting the town of Buitrago del Lozoya in Madrid)</p> <p>* SPECIFIC: Analyse critically the social, culture, economical facets of times of the Arab domination, Middle Ages and Pablo Picasso.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History – friendship – museology – private museum – collection – emotions – Middle Ages Art – Pablo Picasso's Art – architecture – Arab Heritage – culture.</p>				

METHODS AND TECHNIQUES	1. Active methodology to learn through the observation of the artworks and working in groups to achieve a common goal 2. Workshop	
TOOL-MATERIAL (Products to be used in the course)	1. Tablets 2. Notes 3. Photos	
ACTIVITIES TO BE IMPLEMENTED	“Follow the instructions of the teachers, listen carefully to the guide, workshop & activities at the end of the visit at school”	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Before the lesson, students are informed about the importance of taking notes and pictures of each work of art in groups.
	INFORMING	- Students are required to collect information of what the guide says to use this information in their activities at school.
	DATA COLLECTION	
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	The lesson is implemented via using active methodology of learning by discovery through the observation of the artworks. Before the lesson implementation, students are informed about the importance of taking notes and pictures of each work of art. In this way, they could work better when creating their posters later.	
2	Teacher asks students to collect information about what the guide says to use this information in their posters.	
3	At school each group creates a presentation about their feelings and information, skills and experience gained through museum visit.	
4	In order to review what has been gained so far, teacher makes a Kahoot activity and apply a vocabulary test to the students in the classroom	
EVALUATION	1	Preparing PPT Presentation to make a tour of Arab Heritage historical sites in Madrid via using iPads and Kahoot
	2	Using the internet to download the images of historical Arab Heritage and Middle Age fortress sites, which focuses on media literacy
	3	Making a Middle Age fortress in groups
	4	Building a model of the Middle Age fortress out of sugar cubes & cardboard
Raquel CARBONELL ESCAMILLA 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> - Students used the Internet to download images of historical Arab Heritage and Middle Age fortress sites.	✓
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> - Students used PowerPoint with the information they collected as well as with the photos they took	✓
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>	✓
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>	✓
7	Self-assessment scale – <i>Optional</i>	✓
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> - Students built a model of the Middle Age fortress out of sugar cubes and cardboard	✓
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>	✓
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>	✓
16	Shooting videos with high resolution – <i>Compulsory</i>	✓