"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 In the heart of the historic and commercial city of Cosenza, between buildings and antique monuments, there is a most particular open air museum, the MAB. The MAB was born thanks to the donation of a wealthy collector Carlo Bilotti, native to Cosenza but immigrant to America, who decided to donate his stupendous art collection to his city of birth after his death in 2006. This particular artistic route is in Corso Mazzini, made into a pedestrian isle, going from Piazza Bilotti to Piazza dei Bruzii. The MAB houses the prestigious sculptures of contemporary art. Each sculpture is positioned on a luminous pedestal made of Plexiglas. Each pedestal has a sound system capable of reproducing musical instruments or an introduction to the museum.	✓
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	Scuola Media Statale "Carlo Levi"
2	LESSON	Visual Arts – Treasure Hunt: "Cosenza MAB"
3	CLASS / CLASSES	All classes: I, II, III 11 – 13 years old
4	TOTAL TIME	180' 3 hours
5	MUSEUM TO VISIT	The MAB of Cosenza: The open air museum "Carlo Bilotti" City of Cosenza - Italy
6	PLACE AND TIME OF DEPARTURE	School yard – 08.00 AM
7	PLACE AND TIME OF ARRIVAL	School yard –16.00 AM
8	AIMS / OBJECTIVES	**AIMS:** 1. To transmit to the new generations of students and citizens, the knowledge and awareness about the local cultural heritage and its artistic, historical and geographical significance
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Staff list – Art Teacher, Technology Teacher, Tourist guide
10	TRANSPORTER & VEHICLE INFORMATION	90 min. with school bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

All classes: I, II, III VISUAL ARTS LESSON DAILY COURSE PLAN					
CLASS All classes: I, II, III	11 – 13 years old	SUBJECT / TOPIC	* The great famous collection of modern art by Bilotti	DATE	
				COURSE HOUR	180' 3 hours

OBJECTIVES	**OBJECTIVES:** **1.** To transmit to the new generations of students and citizens, the knowledge and awareness about the local cultural heritage and its artistic, historical and geographical significance
ACHIEVEMENTS	TEACHERS: 1. Will be able to make interactive lesson plans and make organisations for out-of-school environments and open-air. 2. Have self-development at interdisciplinary course acquisition skills. STUDENTS: 1. Enjoy being in the museum. 2. Use the incentive to discover. 3. Improve research skills. 4. Learn through curiosity and exploration. 5. Gain the ability to express their ideas. 6. Develop the ability to make a connection between nature and human life.
CONCEPTS AND TARGETS	* THEMATIC: Open-air sculptures museum * SPECIFIC: The great famous Bilotti's collection of modern art RELATIONSHIP BETWEEN DISCIPLINES: <u>Associating with main areas directly – Arts, Geography and History</u>

With this virtual project you are presented with the most significant artworks of the museum: Giacomo Manzù, Il Cardinale and La Medusa; Giorgio De Chirico, Ettore and Andromaca and The archaeologists; Mimmo Rotella, Il Lupo della Sila; Salvador Dali, San Giorgio and the dragon; Sasha Sosno, The Bronzi di Riace and the Three Doric Columns.

<u>Associating with mother language and culture (Italian)</u>
There are many topics can be studied starting from all of this sculptures. For example, Ettore e Andromaca, by Giorgio De Chirico, or Testa di Medusa, by Giacomo Manzù, are great tools to introduce the epic and Greek ancient tradition. Il lupo della Sila, by Mimmo Rotella, can suggest a lesson on the Bruzii, the ancient warriors people that lived this lands and fought against the Roman Empire. Other artworks can be used to let start many kind of lessons on poetry, literature and self-expression and philosophy.

<u>Associating with technical drawing</u>
Projections, axonometries and perspective techniques, can be applied and studied using many of the MAB sculptures and local architecture.

	<u>Associating with Technology</u> Most of the sculptures in the MAB are made in bronzer or marble. The important properties of this materials and the characteristics and modern applications of all the other metals, alloys, marble and the other buildings materials, are studied during the first and second year program of the secondary school. <u>Associating with informatics indirectly</u> The way this lesson is projected can contribute to develop important digital and informatics competences. Students use tablets to participate to the game, they have to be able to browse on a website, find the right information and learn the game managing application. According to the assessment activities like project works they will have to learn how to program a website, how to create a presentation, a digital comic or a movie editing.
METHODS AND TECHNIQUES	1. Non-formal education 2. Learning by doing 3. Learning by gamification 4. Problem solving 5. Peer education 6. Formal education
TOOL-MATERIAL (Products to be used in the course)	1. Web pages 2. Catalogues 3. Tablets

	4. Mobile App for education and testing (in this case: "Actionbound") 5. Cameras and stands
ACTIVITIES TO BE IMPLEMENTED	**"Preparing clues and bounds for the game"** **"Teams formation"** **"Choosing prizes for the game winners"** **"Preparing the route order"** **"Project steps time to let the process work"** **"Organizing interactions between students and museum experts"** **"Setting the peer explanation with selected students"** **"Setting the project work activities: tests adaptation"** **"School work in the days after the visit: video editing and sharing"** To browse the Museum website click the link http://www.cosenzaturizmo.it To browse the Wikipedia artworks webpage click the link https://it.wikipedia.org

PROCESSING AND IMPLEMENTATION OF THE LESSON

PROCESS	**OBSERVATION**	They observe the object exhibited in the museum.
	INFORMING	Introducing the game: Using the mobile device app and artwork location on the map, students identify the monuments and browse on their museum webpages. In order to solve the clues and continue the game they analyse information about each artwork they meet on the playing route. This way, students unwarily learn about the artwork and its historical age. As a final ordeal, to complete the game and win the price students from a team that find the treasure first has to explain the treasure information and the solutions about all the previous artworks clues. This way museum artworks become a teaching tool. They realize the fact that integration of museums with schools is of great importance.
	DATA COLLECTION	Back to school, teachers make a lesson using traditional tools like video, images and maps
	SAMPLE COLLECTION (IF AVAILABLE)	

PROCEDURE

1	Didactic Preparation

As regards this particular kind of lesson, a game based lesson, it is not necessary to set up any training before going to the museum, students shouldn't receive any information about what they're going to see and no prerequisites are necessary. This is a teaching strategy. When using gamification, learning is based on discovery, concepts will be complete only at the end of the learning path. A very important aspect to pay attention to, is the right way to form the game teams. Teacher form groups of three students each. The choice of the students should be balanced with regard to the gender and to the skills' level. If teams are well assembled, it's possible to encourage peer learning and tutoring, stimulate a more engagement and contribute to let less skilled students feel important for their own team. Before the visit (till the second visit onward), teacher select a number of students, that previously played the game, to be relators of the peer lessons (step 2). Teacher helps them to prepare their lessons according to the goals of the learning path.

| 2 | After the game finishes, previously choisen students make a short interactive lesson to each team. Lessons are about the main concepts to focus on, in order to stimulate students to find interdisciplinary links and similarities with their everyday life. |

3	The title of the project work is "be a tourist guide". İt's the final activity to be made by the students. Each team choose an artwork then they analyse the official website information and discuss about their impressions and the significance of them for their everyday life. When they finish, they record a video clip to explain the artwork in their words adding their particular considerations and impressions
4	First the game is played with the students who forms groups.
5	Then the peer lesson starts: After the game finishes, students selected previously make a short interactive lesson to each team. Lessons are about the main concepts to focus on in order to stimulate students to find interdisciplinary links and similarities with their everyday life.
6	Finally Project work activity is done: The title of the project work is "be a tourist guide", it's the final students activity on site. Each team choose an artwork and then they analyse the official website information and discuss with each other about their impressions and what the significance for their everyday life is. When they

	finish they record a video clip to explain the artwork in their words, adding their particular considerations and impressions.		
7	They will go back to school and use these materials to program a website or a YouTube channel or a video presentation or other digital products.		
EVALUATION		1	Creating a comic or a digital one about the game
		2	Creating a comic or a digital one about an invented story on the artworks: sculptures take life.
		3	Creating a webpage reportage about the game and the visit.
		4	Organising a video clips

Biagio GRECO
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 – *Optional*	✓
2	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during the museum visit – *Compulsory*	✓
3	The evaluation of the museum's history and artefacts, the period and characteristics of the museum with question & answer method – *Compulsory*	✓
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 – *Optional*	✓
5	Poster designing related to museum trip – *Optional*	✓
6	Final test survey implementation to get feedbacks of both teachers and students – *Compulsory*	✓
7	Self-assessment scale – *Optional*	✓
8	Keeping an expedition report – *Compulsory*	✓
9	Letter of thanks to the museum after the visit – *Compulsory*	✓
10	Giving certificates and gifts to visiting teachers and students – *Compulsory*	✓
11	In the school painting workshop, a cardboard or gypsum model of residential areas is made in collaboration with the painting and history teacher – *Optional*	✓
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 – *Compulsory*	✓
13	Online feedback questionnaire to students and parents – *Optional*	✓
14	Conducting an online survey to collect students' impressions feelings of the lesson and feedback on future trips – *Compulsory*	✓
15	Creating postcards by the students – *Compulsory*	✓
16	Shooting videos with high resolution – *Compulsory*	✓