



Co-funded by the
Erasmus+ Programme
of the European Union



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 Sahip Ata Foundation Museum https://en.wikipedia.org/wiki/Sahip_Ata_Museum	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it compl00ies 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	Selçuklu Buhari Girls Anatolian Imam Hatip High School
2	LESSON	Visual Arts
3	CLASS / CLASSES	9-10 th grades
4	TOTAL TIME	40 min. + 40 min. 1 hour 20 min.
5	MUSEUM TO VISIT	Sahip Ata Foundation Museum
6	PLACE AND TIME OF DEPARTURE	School yard – 09.00
7	PLACE AND TIME OF ARRIVAL	School yard – 10.20
8	AIMS / OBJECTIVES	Aims: 1. To enjoy activities in open air environment
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Derya KARASOY (Visual Art teacher)
10	TRANSPORTER & VEHICLE INFORMATION	School bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

10 TH CLASS VISUAL ARTS LESSON DAILY COURSE PLAN					
CLASS	10	SUBJECT / TOPIC	*Having an activity in open air environment *Cultural heritage	DATE	
				COURSE HOUR	40' + 40' 1 hour 20 min.
OBJECTIVES	OBJECTIVES: 1. To enjoy activities in open air environment				

ACHIEVEMENTS

TEACHERS:

1. Learn to use the open air environment of the museum in line with the new presentation techniques beyond lecturing and endearing, in the face of the understanding of "lifelong learning" with a naturally developing and changing society.

STUDENTS:

1. Make three dimensional works with different materials. (Visual arts)
2. Have technical information about scented stone. (Handicrafts)
3. It provide history awareness. (History)
4. Illustrate the ways people use the natural environment. (Geography)
5. Share his text with others. (Literature)
6. Apply individual movements against time, resistance and distance. (Physical Education and Sports)
7. Explain the value and importance of works of art in transferring culture to the future.
8. Explain the importance of protecting works of art and cultural values.
9. Explain the types of traditional Turkish arts.
10. Explain the cultural importance of traditional Turkish arts.
11. Peers' aesthetic / artistic skills improve.
12. Peers enjoy organizing an outdoor activity at the museum.
13. A consciousness arises among peers to transfer historical and touristic values to future generations.
14. Peers enjoy being in the museum through play.

CONCEPTS AND TARGETS

* THEMATIC: To be able to do a three dimensional practical work in the museum open air environment
 * SPECIFIC: Understanding that the open air environment is a natural environment
 Having technical knowledge about the work done in this field.
 Comprehending the historical importance of the Islamic-ottoman social complex
 Discovering that the outdoor area of the museum also has a lively area.

	*RELATIONSHIP BETWEEN DISCIPLINES: Associating with History, Visual Arts, Literature and Music lesson	
METHOD AND TECHNIQUES	<ol style="list-style-type: none"> 1. Observation 2. Demonstration Method 3. Narrative techniques 4. Question-answer 5. Cooperative learning 6. Exhibition organisation 7. Group work 8. Educational games 	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Presentation 2. Knowledge test 3. Pre-test 4. Scented stone powder (desired colour) 5. Scented stone powder essence 6. Silicone mould (Rosary Box) 7. Mug (for mixing) 8. Spoon 9. Optional acrylic paint and brush 10. Water and water container 11. Palette 12. Napkin or paper towel 13. Disposable tablecloth, newspaper, etc. 14. Post test 15. Evaluation papers 16. Writings about his/her work in open air environment. 	
ACTIVITIES TO BE IMPLEMENTED	"I am making my rosary box" Article about working in the open air environment	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Arranging their place of activity by observing the open air environment
	INFORMING	Information about the making of the Rosary Box
	DATA COLLECTION	Gathering information about the outdoor environment
	SAMPLE COLLECTION (IF AVAILABLE)	Collecting event materials
PROCEDURE		
1	Before the museum visit, the teacher trains the students about making the rosary box by giving technical information.	
2	Students and teachers make research about the Islamic-ottoman social complex.	
3	Students are asked to investigate the historical importance of the Sahip Ata Foundation Complex for the outdoor activity.	
4	A presentation is made by the teacher at the school about their work. Information is given about the museum rules. They proceed by asking questions and answering.	

5	"Knowledge test" is applied to increase interest in museums. A pre-test application is made.	
6	In order to warm up and arouse curiosity during the application, it is said that the activity materials are stored in the open air environment before the museum outdoor tour. Students are asked to form a group of 3 people and find and bring the materials that are stored in. Thus, they are enabled to explore the natural environment with games. They realize that they move while exploring. (10 ')	
7	They prepare the materials they find for the activity to be implemented in a place they determine.	
8	The students are accompanied by the museum staff to give information about the open air environment and Islamic-ottoman social complex. An interesting short story is told (5')	
9	Later, the teacher gives information about our museum open-air activity, "I'm Making My Rosary Box".	
10	Materials are introduced to students. The sample rosary box is put forward. Students start doing the activity by dividing into 3 groups.	
11	It is mixed with water in a mug in a ratio of 1/3 to the stone powder. (Less than half a spoonful of water is added to 1 spoon of stone powder.) It is mixed in a way that it is slightly intense in the consistency of pancake dough. It is mixed by pouring 1-2 drops of fragrance essence. Then the mixture is poured into the silicone mould. The mixture poured into the mould is tapped lightly once or twice to settle. 15-20 min. It is expected to freeze. The frozen mould is carefully removed and ready to use. If desired and if it's white, the stone powder can be painted with acrylic paints.	
12	The groups make and paint the rosary boxes by collaborating and sharing work among themselves. They like to do such an activity in an open air environment. (50 ')	
13	After the event is completed, it is exhibited by putting it in appropriate places in the open air environment. (10 ')	
14	They are asked to fill out a paper called "My feelings and thoughts on my work in an open air environment" and share what they have written with their friends. (5)	
15	Evaluation forms and post-test applications are filled in at the school.	
EVALUATION	1	Activity Evaluation Form
	2	Self-Assessment Form
	3	Final test application

Derya KARASOY
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>	✓
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>	✓
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>	✓

References

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