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“Integration of Museums into School Education”

MAIN **INDOOR** INTERDISCIPLINARY LESSON PLAN

VISUAL ARTS



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Silversmithing Museum in 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 "Silver and Art"
3	CLASS / CLASSES	3 rd grades of Gymnasium
4	TOTAL TIME	40' + 40' + 40' + 40' + 20' 3 hours
5	MUSEUM TO VISIT	Silversmithing Museum of Ioannina https://www.piop.gr
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	AIMS:

		<ol style="list-style-type: none"> 1. To see the stages of different traditional techniques for processing and crafting the silver object but also the technological evolution concerning the use of individual materials and tools 2. To recognise the key role of the silversmithing in the wider region's economy and cultural identity 3. To appreciate the achievements of the local silversmithing and understand why the city of Ioannina remains famous for its silverwork of all kinds for centuries 4. To introduce students local folk art as a sample of the tangible cultural heritage of the region of Epirus
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

3RD GRADE VISUAL ARTS LESSON DAILY COURSE PLAN

CLASS	3 rd grade	SUBJECT / TOPIC	*The art of Silversmithing *The techniques used for silversmithing creation. *Design and reproduction of a museum's exhibit in detail using the engraving technique	DATE	15.10.2019
				COURSE HOUR	40' + 40' + 40'+ 40'+ 20' 3 hours
OBJE CTIV ES	<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 relevant the place visited with other disciplines and subjects 3. To make connections with what they observed with the school subject of Aesthetic Education (Visual Arts) 4. To find an opportunity to discover the silver art, artefacts of great craftsmen who are anonymous and appreciate the elegance and the quality of folk art as part of the local tradition (Visual Arts) 5. To have information about the principal stages in Epirote silversmithing related to the most important historical events in the region during the post Byzantine and modern periods (15th – 20th century) (History) 6. To be able to locate on the existing maps in the museum the most important centres of silverware inside and outside the Ottoman Empire as well as the mines from which the raw material was produced. (Geography) 				
ACHI EVEM ENTS	<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. Plan cross curricular lessons which offer motivation for learning activities, independence and fun in an open-air environment. 3. Will be able to set up hands-on activities that increase student's engagement. 4. 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 - For whom it was created - Where it was created 				

	<ul style="list-style-type: none"> - When it was created - How it was created - Why it was created <p>5. Guide students by following the principles of experiential learning.</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Develop visual literacy skills. 2. Gain the ability to interpret, recognize, appreciate and understand the information presented through objects exhibited in the museum setting. 3. Enhance observation, critical thinking and creativity skills. 4. Comprehend the importance of silversmithing and its ties with socio-cultural and economic context of the region.
<p>CONCEPTS AND TARGETS</p>	<p>*THEMATIC: Silversmithing creations, silversmithing technology</p> <p>*SPECIFIC: Finding the techniques and necessary steps to be followed until the end product is created. Reproducing a detail of a silver object found in the museum using the embossing technique in combination with the engraving technique.</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. Learning by doing 3. Self-motivated learning 4. Non-formal learning 5. Active participation of the students by choosing a detail of an art piece, drawing it and engraving it on a brass thin sheet
<p>TOOL-MATERIAL (Products to be used in the course)</p>	<ol style="list-style-type: none"> 1. Enquiry tools: Wall panels, documentaries, exhibits labels, photographic snapshots.
<p>ACTIVITIES TO BE IMPLEMENTED</p>	<p>“Discovering the various techniques, materials and tools used to make silverware, mainly, during the pre-industrial period”</p> <p>“Classifying artworks according to the way of processing silver, their use and the changing needs of customers”</p> <p>“Participating in the art workshop for creating “artefacts” with an original and at the same time easy way for amateurs.</p>



PROCESSING AND IMPLEMENTATION OF THE LESSON

PROCESS	OBSERVATION	In addition to the exhibits, students have the opportunity to observe a variety of real tools and materials needed to make silverware, real silversmith's workbenches, photographic snapshots related to the process of making silver objects.
	INFORMING	<ul style="list-style-type: none"> - Art teacher provides information about the artistic value of the museum exhibits, describes the use of materials and tools existing in the museum and gives practical instructions to students to have an original participatory experience, in the art workshop. - History teacher provides information about the socio-historical and political context during which the Epirote silversmithing was flourished.
	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 as part of the post-museum visit activities.
	SAMPLE COLLECTION (IF AVAILABLE)	



PROCEDURE

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|----------|---|
| 1 | <p>1. <u>Pre open-air environment activities:</u></p> <p>A. Introductory video about the Silversmithing Museum of Ioannina.
 https://www.youtube.com/watch?v=M6JjDrWYcD0</p> <p>B. Historical reference to the folk art of Ioannina.</p> <p>C. Visit to the Traditional Crafts Centre of Ioannina, (TCCI) where samples of contemporary silversmith's work are exhibited.
 http://www.kepavi.gr
 <i>Traditional Crafts Centre of Ioannina</i></p> |
| 2 | <p>2. During the educational excursion:</p> <p>A. Short presentation of the museum main objectives.
 https://www.karfitsa.gr</p> <p>B. Observation of tools, silversmith's workbenches, didactic panels and documentaries to discover the different techniques used for silverware creations.</p> <p>C. Working in groups, students find the different kinds of silver objects according to the wishes and needs of the customers who change over time.</p> <p>D. Students studying the exhibits enquire about the artwork styles and notice differences in shapes and sizes, colours and textures.</p> <p>E. Students wandering through the museum exhibition choose a detail of a silver art piece, draw it and reproduce it on a thin brass sheet.</p> |



EVALUATION (ASSESSMENT)	1	Knowledge quiz
	2	Interactive discovery game to test the newly acquired knowledge
	3	Story creation: "If a museum object could talk what a tale it would tell us?"
	4	Self-assessment of the handmade creation in the art workshop

**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> - Group discussion on the museum permanent or temporary exhibitions, on silver works of art, their creators under which silversmithing flourished.	✓
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 write a story using as a starting point: "the secret life of the museum exhibits".	✓
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 museum experience and get feedback for planning the next museum trip.	✓
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> - Students thank the museum mainly for the space provided for the implementation of the workshop and offered as a present one of their creations.	✓
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 kept to exhibit 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>	✓



