



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



2018-1-TR01-KA201-059698

“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 Art in Buitrago de Lozoya (Visiting Museo o Sorolla in Madrid)

- The Sorolla Museum, which has retained the original atmosphere of the home and studio of the renowned Spanish painter Joaquín Sorolla y Bastida (Valencia, 1863 - Cercedilla, 1923), houses the largest collection of his works. It is one of the best preserved house-museums of an artist in Europe, and its garden, which was also designed by him, is a little oasis in the city and was a common subject in his later paintings.
The Sorolla Museum is a Spanish state museum located in a mansion in the city centre of Madrid, a location that would serve as a workshop and home for Joaquín Sorolla y Bastida with his wife and three children.
- The Sorolla Museum, which has retained the original atmosphere of the home and studio of the renowned Spanish painter Joaquín Sorolla y Bastida (Valencia, 1863 - Cercedilla, 1923), houses the largest collection of his works. It is one of the best preserved house-museums of an artist in Europe, and its garden, which was also designed by him, is a little oasis in the city and was a common subject in his later paintings.
- The Sorolla Museum is a Spanish state museum located in a mansion in the city centre of Madrid, a location that would serve as a workshop and home for Joaquín Sorolla y Bastida with his wife and three children.
- Situated in the Chamberi neighbourhood, just off the busy Castellana avenue, it was the home in which the artist lived with his family from 1911 till his death in 1923. The house and all its belongings were bequeathed to the Spanish government by his widow Clotilde García del Castillo in 1925 who asked for a museum to be opened in memory of her husband. In the museum, which opened in 1932 and which retains its original decor, you'll find most of the objects Sorolla acquired throughout his lifetime including sculptures, ceramics, traditional clothes and jewellery, letters and photographs. It is also home to a remarkable collection of over 1200 of his paintings and drawings, which has continued growing since 1982 thanks to works purchased by the Spanish state.



	<p>- The building was built in 1911 under the direction of the architect Enrique María Repullés, who materialized the painter's wishes to create a space that would merge the work area and his home and which also had a garden space, original of many of the spaces, in addition to housing a wide collection of works by Sorolla, as well as numerous objects that he collected as a collector during his life. It is also one of the best-preserved artist houses in Europe. Since March 1, 1962, the building has been a National Historic-Artistic Monument.</p> 	
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 Museo o Sorolla in Madrid"
3	CLASS / CLASSES	6 th grade
4	TOTAL TIME	40' + 40' + 20' 90 min.
5	MUSEUM TO VISIT	Museo o Sorolla in Madrid
6	PLACE AND TIME OF DEPARTURE	School entrance – 10.00 AM
7	PLACE AND TIME OF ARRIVAL	Bus pick up at the museum door –13.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To know and learn to respect the cultural heritage and the most significant artistic manifestations that are involved with and by acquiring attitudes of respect and appreciation 2. To awaken the students' motivation and artistic appreciation of all times and styles 3. To work cooperatively in groups 4. To use art to learn integrative and interdisciplinary relations such as places where the painter resided (geography, history and literature in the context and historical figures of the time in Spain 5. To share information about the group research before and after the museum visit 6. To learn in a practical way about colours, light and shadow, strokes and sketches to share in class
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers 2 assistants s 1 volunteer
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	<p>*The Sorolla Museum is a public museum with informative and educational activities. Situated in the artist's house and studio that the great painter from Valencia established in Madrid. The museum dedicates to show the work of the painter Joaquin Sorolla (Valencia 1863 – Cercedilla, Madrid, 1923) and displays his works of art, furniture and garden.</p>	DATE	Spring / Summer
				COURSE HOUR	90 min.
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 different rooms and the use of architecture at the time 4. To learn about the painter's biography as well as his main works with themes related to the artistic avant-gardes of the last century. 				
ACHIEVEMENTS	<p style="text-align: center;">TEACHERS:</p> <ol style="list-style-type: none"> 1. To learn how to lead the group and increase student 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 have information about the painter's biography 				
CONCEPTS AND TARGETS	<p>* THEMATIC: The family, natural and social environment of the painter Joaquin Sorolla, The portrait, self-portrait, and the concept of landscape (Mediterranean) and its elements (water, air, and fire), the impressionist movement in painting. Ways and customs of life in the past, appreciation of the importance of inventions and discoveries in improving people's lives Cultural customs and manifestations and their evolution over time.</p> <p>* SPECIFIC:</p>				

	* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History.	
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Reviewing methodology of the main works exhibited in the museum 2. The active participation of students is ensured 3. Observation/Analysis 4. Question & answer 5. Motivational games 6. Work in small groups 	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Pictures 2. Sketchbook 3. Pencil 4. 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 this way, they could work better when created their own canvases
	INFORMING	- Students are required to collect information about what the guide says to use this information in their activity 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	Making cards and maps
	2	Kahoot
	3	Vocabulary Knowledge Test
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>	✓
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 investigate how museums are created.	✓
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 made colour sketches and their mixtures with sea and landscape drawings by using liquid watercolours of the primary colours (magenta red, blue and yellow), transparent water glasses	✓
5	Poster designing related to museum trip – <i>Optional</i> - Students created picture using canvas, brushes and temperas palette	✓
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>	✓