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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 (Diocesan and Codex Museum – City of Corigliano Rossano – CS Italy)	✓
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: "The Greek Mirror"
3	CLASS / CLASSES	All classes: I, II, III 11 – 13 years old
4	TOTAL TIME	180' 3 hours
5	MUSEUM TO VISIT	Diocesan and Codex Museum Corigliano – Rossano (CS) – Italy
6	PLACE AND TIME OF DEPARTURE	School yard – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	School yard –12.30 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <p style="padding-left: 40px;">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</p>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Staff list – Art Teacher, Technology Teacher, Tourist guide
10	TRANSPORTER & VEHICLE INFORMATION	15 min. by 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 Greek Mirror, a bronze artwork	DATE	
				COURSE HOUR	180' 3 hours
OBJECTIVES	<p>OBJECTIVES:</p> <p>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</p>				
ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Will be able to make interactive lesson plans and make organisations 2. Have self-development at interdisciplinary course acquisition skills. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Make herself/himself sure to plan to work. 2. Enjoy being in the museum. 3. Use the incentive to discover. 4. Improve research skills. 5. Learn through curiosity and exploration. 6. Gain the ability to express their ideas. 7. Develop the ability to make a connection between nature and human life. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: The Greek Mirror, a bronze artwork. * SPECIFIC: The Greek Mirror and the history of the ancient cities of Sibari and Thurii. RELATIONSHIP BETWEEN DISCIPLINES: <u>Associating with main areas directly</u></p>				



The "Greek Mirror" was found in Rossano in 1906, in a tomb, among the objects belonging to a noble woman. The mirror probably dates back to the destruction of Sibari, the old Greek city, and the foundation of Thurii, built on the ruins of Sibari about five century B.C.

This bronze sculpture is a precious ancient artwork but it has a great historical importance too. The Greek domination in this region was the main event that changed so deeply the culture, social organisation and philosophical thought before the revolution of the Roman Empire.

Associating with main areas mother language and culture (Italian)



As written before the mirror was found among the objects belonging to a noble woman.

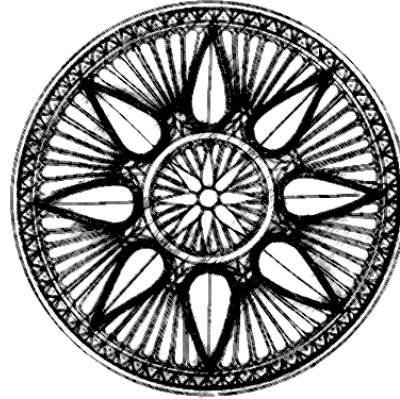
As regards the lesson, important considerations can be done about the role of women in that ancient civilization and how it changes during the main eras of the humankind history.

Teacher can let start a debate with students about gender roles in our society and in the future ones.

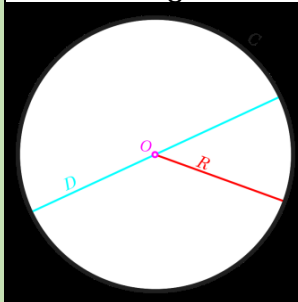
Other important relations can be analysed about the many kinds of Greek Goddesses and the ancient mythology.

Associating with technical drawing

The mirror is made up by a female figure holding a circle with a smooth surface and the back is beautifully decorated with a little rose surrounded by leaves and lotus flowers open like a fan.



Associating with Geometry



A circle is a plane figure bounded by one curved line and such that all straight lines drawn from a certain point within it to the bounding line are equal. The bounding line is called its circumference and the point as its centre.

This ancient famous definition by Euclid, written in his fundamental book

"Elements", is a part of the great important scientific and mathematical heritage from the Greek domination in Calabria. This is probably one of the greatest treasure that this great civilization left to the future civilizations.

Associating with Technology



The "Greek Mirror" is a precious bronze handwork. The important properties of this material and the characteristics and modern applications of all the other metals and alloys are studied during the first and second year program of the secondary school.

Associating indirectly with informatics

The way it 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 scan a QR code, browse 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, to create a presentation and a digital comic or 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: "Socrative")
5. Glass and carbon sheets
6. QR Codes stickers for artwork stands

ACTIVITIES TO BE IMPLEMENTED

- "Preparing clues and bounds for the game"**
- "Teams formation"**
- "Choosing prizes for the game winners"**
- "Treasure hunt game: preparing spaces"**

	<p>“Treasure hunt game: checking times to let the process work”</p> <p>“Treasure hunt game: organising interactions between students and museum staff”</p> <p>“Setting the peer explanation with selected students”</p> <p>“Setting the project work activities: materials and procedures”</p> <p>“School project work in the days after the visi”</p> <p>To browse the Museum website click the link http://en.museocodexrossano.it To browse the artwork webpage click link https://www.museocodexrossano.it</p>	
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	<p><u>Didactic Preparation</u></p> <p>Regarding this particular kind of lesson, a game based lesson, it's 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.</p> <p>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 forms groups of three students each. The choice of the students</p>	

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 as well as 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 and be relators of the peer lessons (Step 2). Teacher helps them to prepare their lessons according to the goals of the learning path.

2



3

THE GAME: By scanning QR codes, attached on the nearby artworks stands, students browse on the museum webpages. In order to solve the clues and go on 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. Furthermore, the game is structured to let students move between the different museum rooms in order to let them understand the criteria the artworks exposition are organised.

The treasure to find and win the game is the artwork that's the original goal of the learning path: "The Greek Mirror".

As a final ordeal, to complete the game and win the price, students from the team that find the treasure first have to explain the treasure information and the solutions about all the previous artworks. This way museum artworks become a teaching tool and enables students to realize the importance of integrating museums into school education.

HOW?

Manage the Game

STEP 1



Scan the code near the artwork

Answer and go on

Try to solve the clue reading infos on the Artwork web page




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

PEER EDUCATION.

STEP 2

Teacher supports students for the formal explanation



5 Last activity at the museum is called the manual manufacturers. Students produce and decorate little creative mirrors they bring back home.

Workshop

I do my personal mirror

STEP 3



6 The activity finishes by thanking museum staff.

7 When they return to school, teacher makes a lesson using traditional tools like video, images and maps.

EVALUATION

- 1 Creating a digital comic about the story of Sibari and Thurii
- 2 Creating a digital comic about an invented story on the Greek Mirror and its unknown noble properties
- 3 Making a webpage reportage about the game and the visit
- 4 Organising a school exposition of all the manufactured products
- 5 Creating a video or a presentation about the main museum artwork, explained with the language of a sort of teen-tourist guide.

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 – <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>	✓