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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 – Karatay Museum KONYA https://en.wikipedia.org/wiki/Karatay_Madrasa,_Konya	✓
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 Dolapoğlu Anatolian High School
2	LESSON	Visual Arts
3	CLASS / CLASSES	9 – A
4	TOTAL TIME	40' + 40' + 40' 2 hours
5	MUSEUM TO VISIT	Karatay Museum
6	PLACE AND TIME OF DEPARTURE	School yard – 10.00
7	PLACE AND TIME OF ARRIVAL	School yard – 12.00
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. Regarding Art Critics: To be able to feel the feelings and thoughts of the artist / master, to recognize and understand the work and to make a comparison between the work in the museum and his own work. 2. Objectives Related to Art History: Learning the phases of ceramics until today; contextual interpretation of an artefact in the museum 3. To be able to comprehend the difference between craft and art, art work and historical work; Developing creative ideas by questioning personal tastes and reasons
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Nurhan ÇAMÖZ AÇIKBAŞ (Visual Arts)
10	TRANSPORTER & VEHICLE INFORMATION	School bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

9TH CLASS VISUAL ARTS LESSON DAILY COURSE PLAN

CLASS	9 – A CLASS	SUBJECT / TOPIC	*	DATE	
				COURSE HOURS	40' + 40' 1 hour 20 min.
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To associate directly / indirectly with the course content of the museum to be visited. 2. To associate the place visited with other disciplines and topics 3. To learn the geographical features of the region 4. To learn the historical features of the region 5. To learn the historical and artistic places in the region where he lives. 6. To create periodic awareness of art, history and geography in students 7. To identify the Seljuk monuments in Turkey 8. To be aware of the decorations in madrasas and interiors 				

ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Gain the ability to plan and organize interactive lesson in outdoor and open air environments. 2. It's ensured that students have information about the work and the period in which artefact was made by seeking answers to the following questions: Where (in which century), in which civilization period, how (with which technique), for what purpose some of the works in the museum were made, Who were the artists or masters, What historical events affected the time of the work (war, religion, financial support, etc.), Which story or symbols the work is trying to convey, And whether the work has the same value today or not. 3. The acquisition of interdisciplinary teaching skills develops. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Recognize the structures belonging to the Seljuk period 2. Distinguish the materials used in madrasahs and the factors affecting their properties. 3. They are provided with information about the types and history of madrasahs in Anatolia. 4. An art work planning about the tile motifs in the museum is provided.
CONCEPTS AND TARGETS	<ul style="list-style-type: none"> * THEMATIC: Learning the stages of ceramics and tile until today; contextual interpretation of an artefacts in the museum * SPECIAL: Understanding the tiles and motifs in the Karatay Madrasa. To learn where, when and in what civilization period the chosen work was made. To have knowledge about the technique of the work. Information about the master or artist, if known * RELATIONSHIP BETWEEN DISCIPLINES: Cooperation with History and Geography
METHOD AND TECHNIQUES	<ol style="list-style-type: none"> 1. Question and Answer 2. Observation 3. Narration 4. Implementation
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Encountering with real objects during the visit to Karatay Museum 2. Books, catalogues, brochures and postcards related to the museum 3. Student drawings 4. Clay

	<ul style="list-style-type: none"> 5. Modelling pens 6. Sponge 7. Water bowl 8. Pointed spoon 9. Fork 10. Plastic knife 11. Cleaning cloths 	
ACTIVITIES TO BE IMPLEMENTED	<p>“Comprehending three dimensional work both visually and practically”</p> <p>“Developing creativity, revealing his/her own form based on an artefact in the museum”</p> <p>“To be able to discover the difference of three dimensions, to be able to apply, to bring an object (vase, container, pen holder, etc.) into life (functionality) that exists with its volume as it turns around”</p> <p>“To be able to see the form correctly from different angles and reflect it to your work”</p>	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	<ul style="list-style-type: none"> 1- Imitations made by the museum are demonstrated (Real ones are shown during the museum visit and they are ensured to remember the information via showing them from the catalogues or books before the implementation during the workshop) 2- Inspired by the drawings they make in the museum, they are forced to think about what they can do. 3- How to use the tools and materials is shown.
	INFORMING	<ul style="list-style-type: none"> 1- They are guided during the workshop for the implementation of the technique, the use of tools and clay, discovering the three-dimensional difference and perceiving the volume. 2- During the implementation, students are ensured to make critics of their work (shape, movement, direction, textures) and to criticise and do their work. 3- It is ensured that the motifs they determined on the drawing paper are studied using the gouache dye technique.
	DATA COLLECTION	It's ensured that students take notes.
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCESS		
1	Information about the general geographical and geological structure of the region is given within the scope of interdisciplinary course implementation at museum.	

2	By giving information about the current geographical and geological structure of the region, students are asked to compare their previous situation with whether there is a change in its current state.	
3	When the teacher reaches the excursion area, he/she wants the students; A- to notice the tiles in the madrasa, B- to observe the sections and motifs in the madrasa, C- to list the tools and materials used, D- to know about its historical, artistic, sociological and religious characteristics, G- to discuss about the term and education in the madrasa when they visit the stations.	
4	The students are asked to make old tile patterns on the wall on papers	
5	The students are asked to make old tile patterns on the wall on papers. After completing the visits to the stations, students are given clay or paper material and asked to reflect the architectural structure of the period's motifs that had the most impact on them.	
6	The works done is exhibited; the most admired one is evaluated.	
EVALUATION	1	Visual Completion Test
	2	Vocabulary Knowledge Test (Puzzle)
	3	Creating story
	4	They are asked to narrate about madrasas in Anatolia and complete the motifs
	5	An evaluation test is made for the Karatay Madrasa Museum
		Nurhan ÇAMÖZ AÇIKBAŞ 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>	✓