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INTEGRATION OF MUSEUMS INTO SCHOOL EDUCATION



INTERDISCIPLINARY LESSON PLANS VISUAL ARTS

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MODEL INTERDISCIPLINARY LESSON PLANS

Plans for indoor and outdoor expeditionary learning in History, Geography and Visual Art classes

IDEC_GR

Main OUTDOOR Interdisciplinary Lesson Plan – VISUAL ARTS

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Mosaics of Daphni Monastery"	✓
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 station.	✓
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	3 rd Gymnasium of Nikaia-Athens
2	LESSON	Arts: "Mosaics of Daphni Monastery"
3	CLASS / CLASSES	3 rd Grade
4	TOTAL TIME	45'+45'+45'+45'+45'+15' 4 hours
5	SITE TO VISIT	Daphni Monastery
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance – 14.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <p>The course of visuals aims to cultivate:</p> <ol style="list-style-type: none"> 1. The creativity of the student, the production of artistic work, his participation in the visual arts. 2. Knowledge and use of materials, instruments, tools, and sources in a variety of visual forms. 3. The sensitive response, understanding, critical approach, and analysis of the visual work as well as the phenomenon of Art in general. 4. Understanding the cultural dimension and the contribution of the arts to culture over time and synchronously.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Visual Art teacher History teacher
10	TRANSPORTER & VEHICLE INFORMATION	By school bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

3RD GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	3rd grade (15 years old students)	SUBJECT / TOPIC	Specific: the art of mosaic and elements of the architectural type of a Byzantine church (complex octagonal cruciform)	DATE	16-11-19
				COURSE HOUR	45'+45'+45' +45'+45' +15' 4 ore
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To learn to express ideas and feelings in a variety of forms of visual arts. 2. To discuss the aesthetic dimension of visual arts 3. To develop a series of projects with a common theme 4. To be able to compare works of different styles 5. To understand the historical content of the projects (history) 6. To argue in conversations about art 7. To exhibit classes' works and organize exhibitions 8. To understand the social and cultural effects that the work of art has accepted and the ways in which it depicts them 9. To analyse, interpret and evaluate various projects 10. To realize the interdisciplinary relations of visual arts (history, geography) 11. To understand the techniques and methods in the main visual arts 12. To recognize the value of art as an important and necessary human experience 13. To be aware of making art a significant part of everyday life 14. To realize that knowledge of art characterizes well-educated individuals 15. To familiarize themselves with museums and galleries 				

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. On the one hand the students will get to know the History of the place and on the other, they will discover the art of mosaic. The teachers will try to transmit to their students their love and interest in mosaics. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. They will get to know the archaeological site by themselves based on the experience of visiting it and with their phantasy, they will be able to travel through centuries to the history of their ancestors and to what they have created. 2. Be able to draw ideas from direct visual and tying experience, memory, and imagination. 3. Be able to realize the possibilities of expression resulting from experimentation with all kinds of materials, techniques, and instruments, in all dimensions (level, volume, space, and time). 4. Be able to experiment and express themselves with all kinds of visual and supervisory material (books, photographs, slides, photocopies, posters, and more) from different sources (museums, archaeological sites, art galleries, contemporary technology, and others) to come up with ideas that push the production of personal work. 5. Be able to improve through observation skills, as well as recording, selection, and stimulus analysis which will help in the organization and production of their work. 6. Be able to understand the importance of re-editing and evolving a project - in the light of the modification of their original idea either by themselves or by others - because of discussion, criticism, and influence. 7. Be able to transfer and adapt experience and knowledge from artist works to the production of personal works. 8. Be able to approach aesthetically the works of Greek, European, and world art of different discovering and recognizing the relationships between them. 9. Be able to recognize the aesthetic values of the natural and structured environment, develop critical attitudes towards the actions that affect them, and also determine the relationship between them. 10. Be able to communicate with works of the visual arts but also with each image, to feel and assess their impression and influence on their personality. 11. Be able to express and communicate verbally using appropriate terminology on Art issues. 12. Be able to understand that the arts and their applications are related to many professions. 13. Be able to approach the complex phenomenon of Art globally and to perceive the two-way relationship and interaction of theory and practice. 14. Be able to identify the relationships between visual works and works of other arts and sciences and more broadly on issues and problems related to people, society, and nature. 	
	METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. The most important method to activate students is observation 2. After that the teacher must explain to them the needs of the technique in order to make a mosaic. 3. The method of making a mosaic has the following steps:

	<ul style="list-style-type: none">• selection of a pattern,• drawing on a specific surface,• choose the suitable tesserae (mosaic tiles),• cut the tesserae in the shape and size that fits you,• put the tesserae on the pattern.	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none">1. Worksheets2. Camera3. The museum’s map4. Guidelines5. Notebooks <p>For all the above, necessary materials and tools are needed for making a mosaic:</p> <ol style="list-style-type: none">6. Different colours of tesserae,7. Pliers to cut the tesserae,8. A piece of wood to place the pattern onto and a particular glue to put the tesserae on the piece of wood.	
ACTIVITIES TO BE IMPLEMENTED	The assessment can be done during the making of a new mosaic. It can be combined with writing that has to do with the emotions that arose during the making of the mosaic.	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The students will have to observe the technique of the movement of the tesserae.
	INFORMING	The students have seen how a mosaic looks like.
	DATA COLLECTION	The students will have to seek information about the specific material and how will they work with it. Then, they will have to gather the materials and the tools needed in order to make the mosaic.
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	<u>Pre-educational tour classroom activities:</u> Daphni Monastery is related to other subjects and their contents. It is related to History as there was there in ancient times the ancient Greek temple of Daphne’s Apollo. It has another correlation with Byzantium, as there is the Byzantine church of Daphni Monastery (6th -11th century). It is related to Arts with the significant mosaics of the 11th century and with the Byzantine architecture of the church and its surroundings. It is related to geography with the important geographical location of the temple of Daphne’s Apollo because it was a stop of Panathenaic procession as it was moving among “Iera Odo” (the Holy Road) towards Elefsina. In addition, it was a crossroad between the mountains as it formed a narrow passage to enter the region of Attica from the West	
2	<u>During the preparation phase:</u> Teaching introductory elements of history art with an emphasis on morphological elements Children learn to keep written notes with historical data, with observations, and with their thoughts on periods of art, on works, and for artists and to write their impressions of a visit to a museum or in a gallery. Recognition of various effects such as social, religious, political, etc. Emphasis on the study of Byzantine religious art from churches, frescoes, pictures, mosaics, utensils. Brief references to one or two projects painting, sculpture, and architecture. Approximation of the performance of the natural and landscape in different eras or styles.	

3	<u>During the educational excursion:</u>	
	The students will have to observe the technique of the movement of the tesserae. The students have seen how a mosaic looks like. The students will have to seek information about the specific material and how will they work with it. Then, they will have to gather the materials and the tools needed to make the mosaic. The students will have to choose a pattern. After that, they will have to draw the selected pattern on a surface. Then, they cut, place, and glue the tesserae (mosaic tiles).	
EVALUATION	1	Self-evaluation test about the visit
	2	Making a story about the visit
	3	Kahoot knowledge quiz
Kallia PAPATHEODOROU 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 visit – <i>Optional</i>	✓
6	Final test survey implementation to get feedbacks of 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, Artwork: Making a mosaic. – <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>Compulsory</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	Production of a DVD where all the artwork of the students is presented	✓
17	Experiential workshop in the classroom	✓
18	Planning a poster or a collage of photos	✓
19	Organise an exhibition within the school environment, so that the other students will have the chance to see what has been done.	✓

Main INDOOR Interdisciplinary Lesson Plan – VISUAL ARTS

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Greek painting of the 19 th and the 20 th century"	✓
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 station	✓
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	3 rd Gymnasium of Nikaia-Athens
2	LESSON	Arts: "Greek painting of the 19 th and the 20 th century"
3	CLASS / CLASSES	3 rd Grade
4	TOTAL TIME	45'+45'+45'+45'+45'+15' 4 hours
5	SITE TO VISIT	National Library
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –14.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <p>The course of Visual Arts aims:</p> <ol style="list-style-type: none"> 1. To develop the creativity of the student, the production of artistic work, his participation in the visual arts. 2. To develop the knowledge and use of materials, instruments, tools, and sources in a variety of visual forms. 3. To develop the sensitive response, understanding, critical approach, and analysis of the visual work as well as the phenomenon of Art in general. 4. To develop an understanding of the cultural dimension and the contribution of the arts to culture over time and synchronously.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Visual Art teacher History teacher Geography teacher
10	TRANSPORTER & VEHICLE INFORMATION	By school bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

3RD GRADE HISTORY LESSON DAILY COURSE PLAN

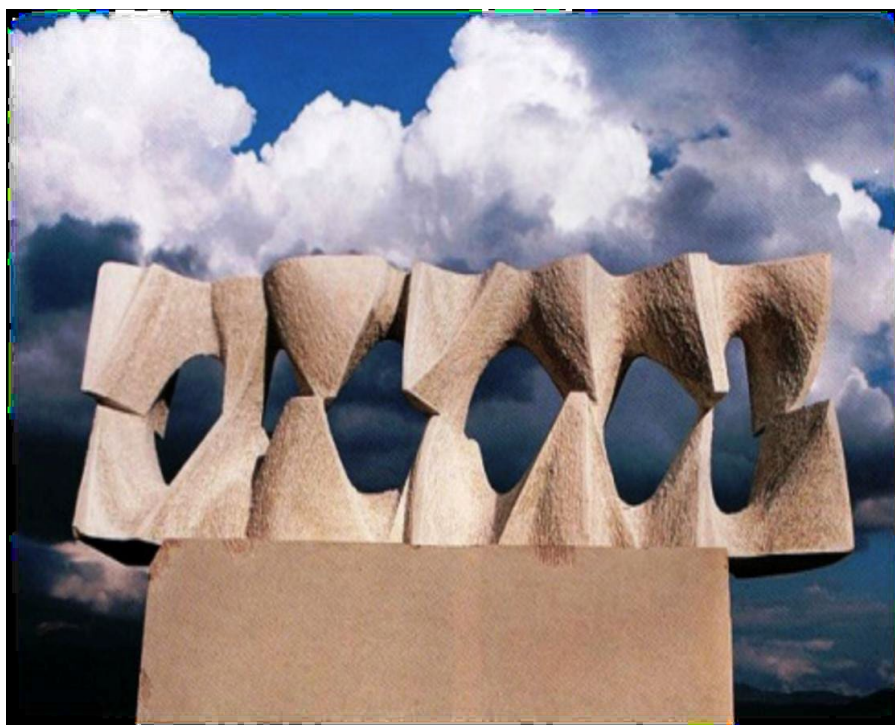
GRADE 3 LESSON PLAN: COURSE PLAN					
CLASS	3rd grade(15 years old students)	SUBJECT / TOPIC	Greek painting	DATE	02-02-19
				COURSE HOUR	45'+45'+45'+45'+45'+15'
					4 hours
OBJECTIVES	The National Library is the picture of the painting Artworks. Students at school are taught about it and about the process of painting. It is related to History since ancient times because through Art we gain precious knowledge about the past. The analysis of the painting Artworks is related to Mathematics (harmonic engravings), Geometry – golden ratio), Physics, Chemistry, Geography (natural colours and their origin).				
	OBJECTIVES: 1. To motivate students to express ideas and feelings about paintings of the 19th and 20th centuries and discuss the aesthetic dimension of them 2. To develop a series of projects with a common theme 3. To compare works of different painters 4. To be able to argue in conversation about Visual Arts 5. To exhibit classes' works and organize exhibitions 6. To understand the social and cultural effects that the work of art has accepted and the ways in which it depicts them 7. To analyse, interpret and evaluate various paintings 8. To realize the interdisciplinary relations of Visual Arts (relation with History and Geography) 9. To understand the techniques and methods in the main Visual Arts 10. To recognize the value of arts as an important and necessary human experience 11. To be aware of making art a significant part of everyday life 12. To realize that knowledge of Art characterizes cultivated individuals 13. To familiarize themselves with art museums and galleries 14. To have the chance to see vivid examples of Artworks and discover whatever they have learned during the Art lesson. 15. To cultivate the creativity and action of the student, the production of artistic work on his part, and the participation in the visual arts. 16. To be able to gain knowledge and use of materials, instruments, tools, and sources in a variety of visual forms. 17. To develop the sensitive response, understanding, critical approach, and analysis of the visual work as well as the phenomenon of Art in general 18. To understand the cultural dimension and the contribution of art to the evolution of society over time				

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Be able to transmit the knowledge of possessing the graphic language of Artworks to students by showing them elements of the Artworks exhibited in the National Library. 2. Motivate students to express ideas and feelings about paintings of the 19th and 20th centuries and discuss the aesthetic dimension of them <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. In particular, with the course of Visual Education students should be able to draw ideas from direct visual experience, memory, and imagination. 2. Realize the possibilities of expression resulting from experimentation with all kinds of materials, techniques, and instruments, in all dimensions (level, volume, space, and time). 3. Improve through observation skills, as well as recording, selection, and stimulus analysis which will help in the organization and production of students' work. 4. Understand the importance of re-editing and evolving a project - in the light of the modification of their original idea either by themselves or by others - because of discussion, criticism, and influence. 5. Communicate with works of the visual arts but also with each image, to feel and assess their impression and influence on their personality. 6. Express and communicate verbally using appropriate terminology on Art issues. 7. Identify the relationships between visual works and works of other arts and science and more broadly on issues and problems related to people, society, and nature.
CONCEPTS AND TARGETS	The National Library is the picture of the painting Artworks. Students at school are taught about it and about the process of painting. It is related to History since ancient times because through the Art we gain precious knowledge about the past.
METHODS AND TECHNIQUES	During the lesson, we analyse the specific characteristics of an Artwork. We are talking about harmonic engravings, golden ratio, colour analysis, the value of the Earth palette for the full colour of the ancient Greeks and their use from the contemporary artists.
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Worksheets 2. Camera 3. The museum's map 4. Guidelines 5. Notebooks
ACTIVITIES TO BE IMPLEMENTED	With the help of the Art teacher, students will be asked to spot in the Artworks of the great artists that have in front of them, the elements of the value of geometry and colours, which have already been taught

PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The students will have to observe the specific characteristics of the painting Artwork.
	INFORMING	The students have already been taught about the elements of the value of geometry and colours.
	DATA COLLECTION	The students will have to seek specific information concerning the analysis of the painting Artworks. Students will choose one Artwork from those that they have seen in the National Library. Later, they will reproduce its design and colours either by free drawing or by copying.
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	1. <u>Pre-educational tour classroom activities:</u> Teaching introductory elements of history art with emphasis on morphological elements using of Art History Books by School Library. Teaching introductory elements of history art with emphasis on morphological elements.	
2	2. <u>During the preparation phase:</u> Children learn to keep written notes with historical data, with observations, and with their thoughts on periods of art, on works, and for artists, and to write their impressions of a visit to the gallery. Brief references to one or two projects about painting. Brief references to a couple of projects of different centuries with a presentation of their main features. Brief references to a few modern works and contemporary artists (emphasis is placed on understanding). Approach to diversity in presentation and use of human different eras or styles.	
3	3. <u>During the educational excursion:</u> The students will have to observe the specific characteristics of the painting Artworks The students will have to seek specific information concerning the analysis of the painting Artworks. Students will choose one Artwork from those that they have seen in the National Library. Later on, they will reproduce its design and colours either by free drawing or by copying.	
EVALUATION	1	Self-evaluation test about the visit
	2	Making a story about the visit
	3	Knowledge quiz
Kallia PAPATHEODOROU 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 visit – <i>Optional</i>	✓
6	Final test survey implementation to get feedbacks of 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, Artwork. Making a mosaic. – <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>Compulsory</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	Production of a DVD where all the artwork of the students is presented	✓
17	Experiential workshop in the classroom	✓
18	Planning a poster or a collage of photos	✓
19	Organise an exhibition within the school environment, so that the other students will have the chance to see what has been done.	✓

Main OUTDOOR Interdisciplinary Lesson Plan – VISUAL ARTS



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Public sculpture gallery in the lakeside area of 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 station	✓
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 "Contemporary sculpture creation"
3	CLASS / CLASSES	2 nd grades of Gymnasium
4	TOTAL TIME	40'+40'+40'+40'+20' 3 hours
5	MUSEUM TO VISIT	Lakeside area of Ioannina open-air environment
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	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To see and study art works of contemporary sculpture 2. To distinguish differences between representational, abstract, and nonrepresentational art 3. To understand the effort required to sculpt a huge volume of stone or marble 4. To appreciate the works of art that we often see in public open space, but rarely observe 5. To become explorers ourselves 6. To feel the different texture that artist has achieved by touching the sculpture 7. To create our own artwork, drawing a detail of a sculpture
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

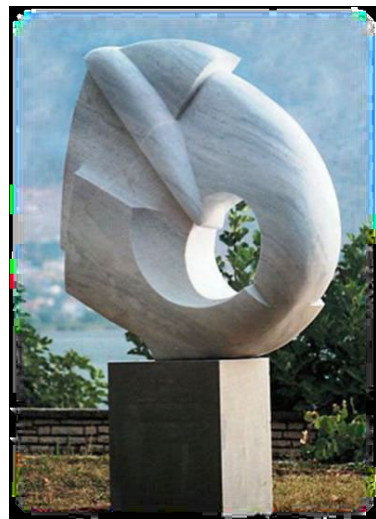
2ND GRADE VISUAL ARTS LESSON DAILY COURSE PLAN

CLASS	2 nd grade	SUBJECT / TOPIC	*Sculpture creations in the lakeside area of Ioannina	DATE	
				COURSE HOUR	180' minutes 3 hours
OBJECTIVES	OBJECTIVES: <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 have an opportunity to explore contemporary sculptures created during the 2nd sculpture symposium held in Ioannina in 1966 5. To get to know the creators and their source of inspiration (Visual Arts) 6. To understand the aesthetic role of artefacts in the public open space (Visual Arts) 7. To explore different styles in each sculpture and information about the history of sculpture creation through centuries (History) 8. To refer to various artistic movements by region and country (Geography) 				

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Will have an opportunity to introduce various information about sculpture creation through the centuries 2. Will be able to use an open-air environment as an extension of the classroom and active part in teacher work. 3. Plan cross curricular lessons which offers motivation for learning activities, independence, and fun in an open-air environment. 4. Will be able to set up hands-on activities that increase student's engagement. 5. 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 - What is probably the message that the artist wants to convey - What materials and tools have been used? 6. Guide students by following the principles of experiential learning. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Develop visual literacy and self-expression skills. 2. Enhance observation, critical thinking, and creativity skills. 3. Comprehend the importance of a sculpture artwork in an open-air environment, as a part of everyday life.
CONCEPTS AND TARGETS	<p>*THEMATIC: The art of sculpture</p> <p>*SPECIFIC:</p> <p>Explaining to students the stages of creating a sculpture, from the first drafts to the end product.</p> <p>Highlighting the role of artistic intervention in urban outdoor spaces.</p> <p>Encouraging students to choose a detail from a sculpture, carefully observe its form, and volume, the natural light and design it on their drawing block.</p> <p>Improving students' visual literacy, thinking and communication skills through a joint artistic activity.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History</p>
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Direct observation 2. Experiential learning 3. Art based learning 4. Non-formal learning 5. Active student participation by selecting a detail of a sculpture, drawing it and using shading to give shape and volume and make object look three-dimensional.
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Enquiry tools: On-site observation of sculptures, Online information about the sculpture symposium in Ioannina in 1966 and testimonies of the participating sculptors. 2. Workshop tools: Drawing materials: painting papers, pencils, erasers.

ACTIVITIES TO BE IMPLEMENTED		<p>"Discovering the various techniques, materials and tools used to make a sculpture in open air environment"</p> <p>"Classifying sculptures works according to the characteristics of representational or abstract art"</p> <p>"Exploring and learning about art styles and comparing works of art to identify similarities or differences in style, technique and themes"</p> <p>"Participating in the art workshop for creating "painting works", inspired by the sculptures existing in the lakeside area of Ioannina"</p>
		
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Through careful observation of the sculptures, students are invited to identify elements of techniques and artistic style that distinguish each sculptor.
	INFORMING	<ul style="list-style-type: none">- Visual Arts teacher provides information about the artistic value of sculptures, describes the use of materials and tools by the sculptors during the symposium in 1996 and gives practical instructions to students to have an original participatory experience, in the art workshop.- History teacher provides information on the tradition of sculpture in public space from Classical and Byzantine era to present. History teacher also gives examples of how the historical context and geographical location affect the artist's creation.
	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 after the open-air activity.
	SAMPLE COLLECTION (IF AVAILABLE)	





PROCEDURE

1

1. **Pre-open-air environment activities:**

A. Introductory video about the 2nd Sculpture Symposium in Ioannina, in 1996.

https://www.youtube.com/watch?v=Itu8DHHVBPs&ab_channel=%CE%9F%CE%B4%CF%8C%CF%82%CE%95%CE%BB%CE%BB%CE%AE%CE%BD%CF%89%CE%BD

B. Historical reference to the sculpture, one of the most important forms of expression over the centuries.

C. Students find information concerning the 2nd Sculpture Symposium in Ioannina.

<https://glypto.wordpress.com>

2nd Sculpture Symposium in Ioannina in 1996

2

2. During the educational excursion:

- A. Students explore all sculptures exhibited in the lakeside area.
- B. They are encouraged to intensify their observation, spot details in the style, construction, and technique of the exposed sculptures.
- C. Then, students choose one of the sculptures, identify the features of the movement the sculptures belong to and depict chosen details in their drawing blocks.
- D. After a close study of the art works, students can analyse the details of the technique used, forms, shapes, and the texture of the surfaces.
- E. Students extend their knowledge and familiarize with the principles of design through composing 2-D images and creating 3-D effects by highlighting and shading.
- F. Students learn how to use the vocabulary of art criticism to assess their classmates' and their own work.



EVALUATION

- | | |
|----------|---|
| 1 | Knowledge quiz |
| 2 | Story creation: "Close your eyes and imagine that you are a model for a sculpture. How would you like to be presented?" |
| 3 | Assessment of the students' works made in the art workshop, during the exhibition. |

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>	✓
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 imagine the story hiding behind a chosen sculpture.	✓
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 applied it to measure the impact of the visit in the open-air environment.	✓
7	Self-assessment scale – <i>Optional</i> - Students evaluated the sculptures in a short text in terms of what they liked most and least, which exhibits were the most impressive and what were the reasons.	✓
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> - Students' creations were presented 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 created postcards in collaboration with the Art teacher in the art class	✓
16	Shooting videos with high resolution – <i>Compulsory</i>	✓



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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 station	✓
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	<p>AIMS:</p> <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

5 th 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	180' minutes 3 hours
OBJECTIVES	OBJECTIVES:				
	<ol style="list-style-type: none">1. To have direct / indirect connection of the museum to the course content2. To make relevant the place visited with other disciplines and subjects3. 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)				

ACHIEVEMENTS	<p>FOR 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 offers 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 - When it was created - How it was created - Why it was created 5. Guide students by following the principles of experiential learning. <p>FOR 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.
CONCEPTS AND TARGETS	<p>*THEMATIC: Silversmithing creations, silversmithing technology</p> <p>*SPECIFIC: Finding the techniques and necessary steps to be followed until the 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>
METHODS AND TECHNIQUES	<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
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Enquiry tools: Wall panels, documentaries, exhibits labels, photographic snapshots.
ACTIVITIES TO BE IMPLEMENTED	<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"> - Visual Arts 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

1	<p>1. Pre-open-air environment activities:</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

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 applied 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 thanked 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 were kept exhibiting 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 created postcards in collaboration with the Art teacher in the art class	✓
16	Shooting videos with high resolution – <i>Compulsory</i>	✓



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Main OUTDOOR Interdisciplinary Lesson Plan – VISUAL ARTS



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Museum of Dolenjska"	✓
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 station	✓
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	
2	LESSON	Visual Arts (Multi-colour Glass Beads and Situlae art)
3	CLASS / CLASSES	5 th grade (11 years old)
4	TOTAL TIME	40'+40'+10' 1 hour 30 min.
5	MUSEUM TO VISIT	Museum of Dolenjska Museum hold permanent and temporary exhibits: archaeological, ethnological, cultural history, contemporary history, art history.
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –01.00 PM
8	AIMS / OBJECTIVES	AIMS: <ol style="list-style-type: none"> 1. To communicate ideas through art 2. To experiment with different mediums-printing on textile, drawing, etc. 3. To learn about themselves and their classmates by observing and discussing artwork 4. To develop an understanding of how art reflects life and impacts individuals
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	



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B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

5 TH CLASS VISUAL ARTS LESSON DAILY COURSE PLAN					
CLASS	5 th grade	SUBJECT / TOPIC	*Printing and Situlae Art	DATE	
				COURSE HOUR	40'+40'+10' 1 hour 30 min.
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To connect the museum visit and lesson content to topics discussed in school classroom 2. To learn about different art techniques (drawing, painting, sculpting, relief, printing, etc.) and artistic time periods 3. To learn about prehistoric period (History) 4. To learn about different cultures, inhabitants, migrations, and economic development of the Dolenjska region (Geography) 5. To learn about culture and people's everyday lives in the Dolenjska region (Society and environment) 				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Will implement new methods/techniques into the teaching process. 2. Be able to make interactive lesson planning and organization for out-of-school environments 3. Have self-development at interdisciplinary course acquisition skills <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Acquire better understanding of art and artistic expression 2. Communicate ideas through art 3. Experiment with different mediums-printing on textile, drawing, etc. 4. Learn about themselves and their classmates by observing and discussing artwork 5. Develop an understanding of how art reflects and impacts individuals 				
CONCEPTS AND TARGETS	<p>* THEMATIC: better understanding of art and artistic expression</p> <p>* SPECIFIC: Students will be able to understand and interpret the Situlae art and its importance for historians. There will be a lecture and short tour of the important artefacts displayed in the museum. They will learn about artistic expression of one's ideas and stories and will also have practical activities</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with History – prehistoric life in the Dolenjska region, as well as Geography – people and trade economy with other regions.</p>				

METHODS AND TECHNIQUES	1. Lecturing 2. Demonstrating 3. Collaborating 4. Dialogue 5. Practical/creative activities 6. Question & Answer 7. Observation	
TOOL-MATERIAL (Products to be used in the course)	The teacher will provide students with necessary materials for printing on textile (paper, scissors, printing colours, textile, etc.). Students will take a short tour to observe the glass beads and Situlae on display in the museum.	
ACTIVITIES TO BE IMPLEMENTED	"Each student will print their own T-shirt or other form of textile that they will be able to take home with them. They will also create their own paper and animated art inspired by Situlae figures. They will work individually and in groups"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Making observations in open-air environment
	INFORMING	Having previous information from school classes about <ul style="list-style-type: none">- Museum exhibition- Situlae art- Prehistoric life in the Dolenjska region- People and trade economy with other regions etc.
	DATA COLLECTION	Collecting new information in the open-air environment using all available resources
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	Explaining the process of printing on textile and giving instructions for the practical activity.	
2	Distributing the needed tools and materials to students.	
3	Creating motifs (multi-colour glass beads) for the printing on textile and choosing colours.	
4	Demonstrating how to make the final product and letting each student print their T-shirt.	
5	Creating Situlae art by using printed and drawn figures on paper and animating them with apps.	
6	Showcasing all the newly made creative artwork and tidying up the workspace.	



EVALUATION

- 1** Visual Complementary Test – Students perform a visual complementary test by comparing their created pieces of art with each other and artefacts displayed in the museum.
- 2** Vocabulary Knowledge Test – Students perform a vocabulary knowledge test by discussing with each other the stories behind their creations and interpreting different artworks.
- 3** Students are asked to evaluate the implemented lesson plan.

Lavra FABJAN
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>	✓

Main INDOOR Interdisciplinary Lesson Plan – VISUAL ARTS



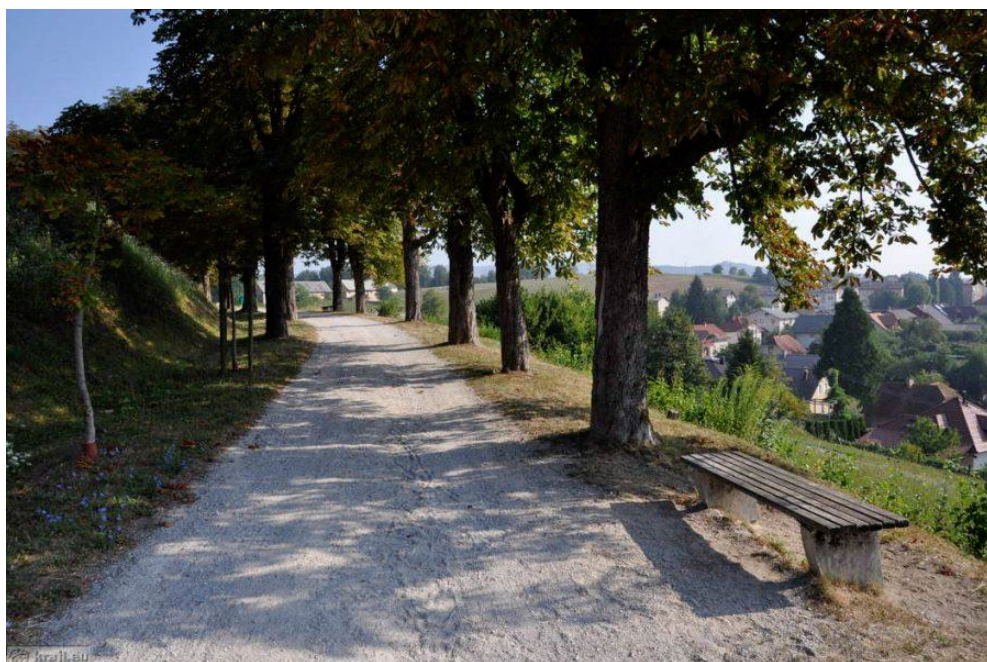
A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Novo Mesto – Glavni Trg/Kettejev Drevored"	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it compl00ies and relevant with the annual curriculum and with other interdisciplinary 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 station	✓
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	
2	LESSON	Geography (Exploring the Old Town Centre)
3	CLASS / CLASSES	5 th grade (11 years old)
4	TOTAL TIME	40'+40'+40'+40+40+40 4 hours
5	MUSEUM TO VISIT	Novo Mesto – Glavni Trg/Kettejev Drevored
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –01.00 PM
8	AIMS / OBJECTIVES	AIMS: <ol style="list-style-type: none"> 1. To create and communicate ideas through arts 2. To learn about different forms/ways of artistic expression through poetry and visual arts 3. To experiment through the technique of chalk drawing/writing 4. To develop an understanding of how art reflects and impacts life and individuals
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	



B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

5 TH CLASS VISUAL ARTS LESSON DAILY COURSE PLAN					
CLASS	5 th grade	SUBJECT / TOPIC	*Kete's Novo Mesto *Exploring the Old Town Centre	DATE COURSE HOUR	40'+40' +40' +40' +40'+40' 4 hours
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To connect the old town centre visit and lesson content to topics discussed in school classroom 2. To learn about different art techniques (drawing, painting, sculpting, relief, printing, etc.) and artistic time periods 3. To have a direct relation to other school subjects such as Slovene Language (learning about poetry and literature, learning about renowned poets and writers from Slovenia) (Visual Arts) 4. To make a direct relation to other school subjects such as Slovene Language (learning about poetry and literature) 5. To learn about the rich history of Novo Mesto and about natural or cultural monuments dedicated to prominent residents of the town. (History) 6. To learn about everyday life and culture in our environment (Society and environment) 				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Will implement new methods/techniques into the teaching process. 2. Be able to make interactive lesson planning and organization for out-of-school environments 3. Have self-development at interdisciplinary course acquisition skills <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Acquire better understanding of art and artistic expression and literature. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: learning about the life and work of Slovene poet and writer Dragotin Kette.</p> <p>* SPECIFIC: Artistic expression through poetry and other art forms</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with History, Slovene language, literature, and geography</p> <p>Slovene Language – poets and writers from Novo Mesto</p> <p>History – cultural history of Novo Mesto</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Lecturing 2. Demonstrating 3. Collaborating 4. Dialogue 5. Practical/creative activities 				

	6. Question & Answer 7. Observation 8. Brainstorming	
TOOL-MATERIAL (Products to be used in the course)	The teacher will provide students with a map of Novo mesto with marked locations relevant to the topic. Students will also receive examples of Kete's poetry and coloured chalk for writing.	
ACTIVITIES TO BE IMPLEMENTED	"The teacher will guide students over different locations relevant to the life and work of Dragotin Kette. Each student will also create their own poem/verse about a loved one (or another subject) and write it down on a piece of granite stone with coloured chalk."	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Making observations in open-air environment
	INFORMING	Having previous information from school classes about
	DATA COLLECTION	Collecting new information in the open-air environment using all available resources
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	Distributing examples of the literary works Kette wrote in Novo mesto and about Novo mesto.	
2	Starting the guided tour with Kettejev Drevored (Kette Avenue) and the house he lived in.	
3	Stopping at the gallery Jakčev Dom to observe a portrait of the poet painted by Ivan Vavpotič.	
4	Walking to Glavni Trg to see the bust of the poet in front of the town house.	
5	At Glavni Trg, a stone fountain is inscribed with verses from Kete's poem "Na Trgu".	
6	Analysing the meaning of the inscribed poem and the technique of stone engraving.	
7	Distributing chalk to students, so they can write poems on granite stones in the main square	



EVALUATION

- | | |
|----------|---|
| 1 | Visual Complementary Test – Students observe the bust of the poet and compare it with his portrait. They also explore the poem engraved in the stone fountain on the main square. |
| 2 | Vocabulary Knowledge Test – Students interpret the meaning of Kete’s poems and make up their own poems/verses. |
| 3 | Students are asked to evaluate the implemented lesson plan. |

Lavra FABJAN
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>	✓

Main OUTDOOR Interdisciplinary Lesson Plan – VISUAL ARTS

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Fundación Uxío Novoneyra)	✓
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 station	✓
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 Manuel Respino
2	LESSON	Visual Arts "Visiting Fundación Uxío Novoneyra"
3	CLASS / CLASSES	4 th grade ESO
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Fundación Uxío Novoneyra
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	Main door–18.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To know the history around the house of Uxío Novoneyra 2. To favour the observation of nature and environment in the surroundings 3. To encourage artistic expression and creativity through the drawing of calligrams
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Visual Arts Teacher Museum guides
10	TRANSPORTER & VEHICLE INFORMATION	Bus with valid licence and plate that is convenient to regulations

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

4TH GRADE VISUAL ARTS LESSON DAILY COURSE PLAN

4 th GRADE VISUAL ARTS LESSON DAILY COURSE PLAN					
CLASS	4 th grade	SUBJECT / TOPIC	*Observing and interpreting nature through calligrams	DATE COURSE HOUR	Spring/Summer 240' 4 hours
OBJECTIVES	OBJECTIVES: 1. To have direct and indirect connections of the museum to the course content 2. To make relevant the place visited with other disciplines and subjects 3. To be able to write and design their own calligrams after the observation phase				
ACHIEVEMENTS	FOR TEACHERS: 1. Create an environment of observation and creativity out of the classroom 2. Introduce the events and aspects of the lesson plan in a dynamic way. 3. Will be able to plan interdisciplinary lessons and implement them efficiently. FOR STUDENTS: 1. Exercise their expressive abilities, bot literary and plastic. 2. Are introduced with the technique of calligrams.				
CONCEPTS AND TARGETS		* THEMATIC: The calligrams as a way of expression and interpretation of nature, a mixed technique of poetry, crawling and painting * SPECIFIC: Analysing the technique of calligrams * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History			
METHODS AND TECHNIQUES		1. A collective game on calligrams elaboration			
TOOL-MATERIAL (Products to be used in the course)		1. Museum objects: paintings and drawings shown on the museum walls 2. Museum objects: Calligrams made by the poet 3. Materials for the students work: Table, chairs, paper, Crayons, colour felt pens, watercolour, optional: chalk and board			
ACTIVITIES TO BE IMPLEMENTED		"Students are guided by the museum staff and the teachers to compose, design and draw their own calligrams"			
PROCESSING AND IMPLEMENTATION OF THE LESSON					
PROCESS	OBSERVATION		The nature observation stage has taken place in the outdoor phase of the activity. A second observation activity will take place inside the house, where the students will be introduced to the artistic funds of the museum.		
	INFORMING		- Teachers make groups and inform about the art collection of the house, made up by drawings, paintings, engravings and calligrams related to the life and literary production of the poet.		

		DATA COLLECTION	Each group collect and share their conclusions in a general brainstorming activity
		SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE			
1	<u>Activity 1: Indoor observation of artworks</u> Methods and techniques: In small groups the visitors are introduced to the wide range of artworks present in the walls of the house. The different techniques are interpreted: drawings, engravings, paintings and, finally, calligrams. Achievements: Knowing different forms of artistic expression. Tools and equipment Museum objects Process: Museum guides lead the activity then show and explain the different expressive modalities.		
2	<u>Activity 2: The calligrams game</u> Methods and techniques: Students are encouraged to design and draw their own calligrams through a collective game. Achievements: Artistic expression: writing and drawing calligrams. Tools and equipment All the materials mentioned above: Crayons, colour pens, etc. Process: <ol style="list-style-type: none"> The students are split in groups of three or four. Each group chooses a word to describe what they have seen / heard / felt in the outdoor observation phase. All words are written in a small piece of paper and put in a bag. Some of them are blindly taken from the bag and selected. Each group gets one of these words and writes a sentence with them. The sentences are discussed and written on the board. The students write, draw and paint their calligrams with the sentences. 		
EVALUATION		1	The general evaluation of the activity will consider the feedback of all the participants: teachers, guides, students, and occasional external advisors.
		2	Adult participants will meet short after the development of the activity and elaborate their conclusions according to the guidelines devise for the project evaluation.
Roberto Bananas PEREZ 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>	✓

Main INDOOR Interdisciplinary Lesson Plan – VISUAL ARTS

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Fundación Uxío Novoneyra)	✓
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 station	✓
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 Manuel Respino
2	LESSON	Visual Arts "Visiting Fundación Uxío Novoneyra"
3	CLASS / CLASSES	4 th grade ESO (11 – 12 years old)
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Fundación Uxío Novoneyra
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	Main door–18.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To know the history around the house of Uxío Novoneyra 2. To favour the observation of nature and environment in the surroundings 3. To encourage artistic expression and creativity through the drawing of calligrams
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Visual Arts Teacher Museum guides
10	TRANSPORTER & VEHICLE INFORMATION	Bus with valid licence and plate that is convenient to regulations

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

4TH GRADE VISUAL ARTS LESSON DAILY COURSE PLAN

4 th GRADE VISUAL ARTS LESSON DAILY COURSE PLAN					
CLASS	4 th grade	SUBJECT / TOPIC	*Observing and interpreting nature through calligrams	DATE COURSE HOUR	Spring/Summer 240' 4 hours
OBJECTIVES	OBJECTIVES: 1. To have direct and indirect connections of the museum to the course content 2. To make relevant the place visited with other disciplines and subjects 3. To be able to write and design their own calligrams after the observation phase				
ACHIEVEMENTS	FOR TEACHERS: 1. Create an environment of observation and creativity out of the classroom 2. Introduce the events and aspects of the lesson plan in a dynamic way. 3. Will be able to plan interdisciplinary lessons and implement them efficiently. FOR STUDENTS: 1. Exercise their expressive abilities, bot literary and plastic. 2. Are introduced with the technique of calligrams.				
CONCEPTS AND TARGETS		* THEMATIC: The calligrams as a way of expression and interpretation of nature, a mixed technique of poetry, crawling and painting * SPECIFIC: Analysing the technique of calligrams * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History			
METHODS AND TECHNIQUES		1. A collective game on calligrams elaboration			
TOOL-MATERIAL (Products to be used in the course)		1. Museum objects: paintings and drawings shown on the museum walls 2. Museum objects: Calligrams made by the poet 3. Materials for the students work: Table, chairs, paper, Crayons, colour felt pens, watercolour, optional: chalk and board			
ACTIVITIES TO BE IMPLEMENTED		"Students are guided by the museum staff and the teachers to compose, design and draw their own calligrams"			
PROCESSING AND IMPLEMENTATION OF THE LESSON					
PROCESS		OBSERVATION	The nature observation stage has taken place in the outdoor phase of the activity. A second observation activity will take place inside the house, where the students will be introduced to the artistic funds of the museum.		
		INFORMING	- Teachers make groups and inform about the art collection of the house, made up by drawings, paintings, engravings and calligrams related to the life and literary production of the poet.		

		DATA COLLECTION	Each group collect and share their conclusions in a general brainstorming activity
		SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE			
1	<u>Activity 1: Indoor observation of artworks</u> Methods and techniques: In small groups the visitors are introduced to the wide range of artworks present in the walls of the house. The different techniques are interpreted: drawings, engravings, paintings and, finally, calligrams. Achievements: Knowing different forms of artistic expression. Tools and equipment Museum objects Process: Museum guides lead the activity then show and explain the different expressive modalities.		
2	<u>Activity 2: The calligrams game</u> Methods and techniques: Students are encouraged to design and draw their own calligrams through a collective game. Achievements: Artistic expression: writing and drawing calligrams. Tools and equipment All the materials mentioned above: Crayons, colour pens, etc. Process: <ol style="list-style-type: none"> The students are split in groups of three or four. Each group chooses a word to describe what they have seen / heard / felt in the outdoor observation phase. All words are written in a small piece of paper and put in a bag. Some of them are blindly taken from the bag and selected. Each group gets one of these words and writes a sentence with them. The sentences are discussed and written on the board. The students write, draw and paint their calligrams with the sentences. 		
EVALUATION		1	The general evaluation of the activity will consider the feedback of all the participants: teachers, guides, students, and occasional external advisors.
		2	Adult participants will meet short after the development of the activity and elaborate their conclusions according to the guidelines devise for the project evaluation.
Roberto Bananas PEREZ 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>	✓

Main OUTDOOR Interdisciplinary Lesson Plan – VISUAL ARTS



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	<p>Definition of the museum or outdoor visit Art in Buitrago de Lozoya (Visiting the town of Buitrago del Lozoya in Madrid)</p> <ul style="list-style-type: none"> - The canvases on the wall form a triangle by sticking to the shape of the Lozoya River meander that naturally embraces and protects the city. It has numerous towers with a rectangular ground plan and a slight protrusion, in the Caliphal fashion, although this site was the subject of various reforms and additions, some of them in the 12th and 13th centuries, as can be seen in various Mudejar factory walls. The castle s a rectangular building with seven towers that is located in the southeast corner of the enclosure. - The church of Santa Maria Del Castillo de Buitrago de Lozoya is possibly original from the 14th century, with Gothic and Mudejar elements, the western cover is a beautiful example of the flamboyant Gothic, from the last decades of the 15th or early 16th century. - The Picasso Museum-Eugenio Arias Collection was the first museum created and inaugurated by the Community of Madrid. Located since 1985 in the rooms of the Buitrago del Lozoya Town Hall, it houses a collection of works that Picasso dedicated and gave to his former barber during the last 25 years of his life, from 1948 to 1973: Eugenio Aria, whom he met in Vallauris (South of France), during his exile. 	✓
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 station	✓

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 the town of Buitrago del Lozoya in Madrid"
3	CLASS / CLASSES	6 th grade
4	TOTAL TIME	300' 5 hours tour
5	MUSEUM TO VISIT	The town of Buitrago del Lozoya in Madrid
6	PLACE AND TIME OF DEPARTURE	School entrance - 09.00 AM
7	PLACE AND TIME OF ARRIVAL	Parking in Valgallego -16.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To consolidate through direct contact with reality, the content of which was previously worked in the classroom 2. To address the study of facts, phenomena, and socio-spatial processes, historical and artistic in an integral way, trying to discover the multiple existing interconnections between the elements that configure them 3. To demonstrate the need to work Visual Arts in relation to History and Geography in an interdisciplinary way, since only through the joint action of these three disciplines and the knowledge that contribute an understanding of the socio-spatial reality that can be reached and historical-artistic in a globalized way

		<ol style="list-style-type: none"> 4. To arouse interest in direct observation of elements, facts, and spatial, artistic, and temporal phenomena 5. To collect information through various sources and procedures during and after the itinerary, the contents of geographic, historical, and artistic objects of study 6. To learn to respect the cultural heritage of our city 7. To work cooperatively in groups 8. To create a pyramid diagram to reflect some jobs in today's culture 9. To share information about their research
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers (tutors) 2 assistants
10	TRANSPORTER & VEHICLE INFORMATION	Private Bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS					
6 TH GRADE HISTORY LESSON DAILY COURSE PLAN					
CLASS	6 th grade	SUBJECT / TOPIC	*Art in Buitrago de Lozoya (Visiting the town of Buitrago del Lozoya in Madrid)	DATE COURSE HOUR	Spring / Summer 300' 5 hours
OBJECTIVES	OBJECTIVES: <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 town of Buitrago de Lozoya 4. To learn the times of different civilizations and the public museum made up from a friendship throughout a different cultural, social, political, and economic facet in there in the course of centuries 				

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> To learn how to lead the group and increase students' motivation to make connections with outdoor sports and nature. To be able to plan interdisciplinary lessons and implement them efficiently. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> Will be able to create Middle Age fortress structures that reflect some of the heritage legacy as well as a presentation of the Arab influence and heritage in the city of Madrid. Have an opportunity to have a school trip that promotes and encourages intercultural and heritage dialogue among times and civilizations. Will be aware of how a friendship is such a value and of forming our museum out of daily objects or collecting memories. 	
	CONCEPTS AND TARGETS	<p>* THEMATIC: Art in Buitrago de Lozoya (Visiting the town of Buitrago del Lozoya in Madrid)</p> <p>* SPECIFIC: Analyse critically the social, cultural, economic facets of times of the Arab domination, Middle Ages and Pablo Picasso.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History – friendship – museology – private museum – collection – emotions – Middle Ages Art – Pablo Picasso's Art – architecture – Arab Heritage – culture.</p>
	METHODS AND TECHNIQUES	<ol style="list-style-type: none"> Active methodology to learn through the observation of the artworks and working in groups to achieve a common goal Workshop
	TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> Tablets Notes 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 groups.
	INFORMING	- Students are required to collect information of what the guide says to use this information in their activities at school.
	DATA COLLECTION	
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	The lesson is implemented via using an active methodology of learning by discovery through the observation of the artworks.	
2	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.	
3	The teacher asks students to collect information about what the guide says to use this information in their posters.	

4	At school, each group creates a presentation about their feelings and information, skills, and experience gained through museum visits.		
EVALUATION	1	Preparing PPT Presentation to make a tour of Arab Heritage historical sites in Madrid via using iPads and Kahoot	
	2	Using the internet to download the images of historical Arab Heritage and Middle Age fortress sites, which focuses on media literacy	
	3	Making a Middle Age fortress in groups	
	4	Building a model of the Middle Age fortress out of sugar cubes & cardboard	
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> - Students used the Internet to download images of historical Arab Heritage and Middle Age fortress sites.	✓
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 used PowerPoint with the information they collected as well as with the photos they took	✓
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> - Students built a model of the Middle Age fortress out of sugar cubes and cardboard	✓
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>	✓

Main INDOOR Interdisciplinary Lesson Plan – VISUAL ARTS



A- PREPARATION FOR THE MUSEUM/OUTDOOR

1	<p>Definition of the museum or outdoor visit Art in Buitrago de Lozoya (Visiting Museo o Sorolla in Madrid)</p> <ul style="list-style-type: none"> - 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. - - 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 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 	✓
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	<p>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 station	✓
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 picks 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 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	*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.	DATE	Spring / Summer
				COURSE HOUR	90 min.
OBJECTIVES	OBJECTIVES: <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>FOR 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>FOR 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> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History.</p>				
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	The 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>	✓

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 station	✓
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	40'+40'+10'+30'+40'+20'' 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	AIMS: 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
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	40'+40'+10'+30'+ 40'+20'' 3 hours
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 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 				
ACHIEVEMENTS	<p>FOR 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>FOR 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 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.

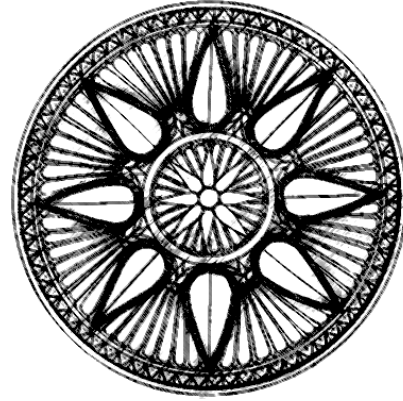
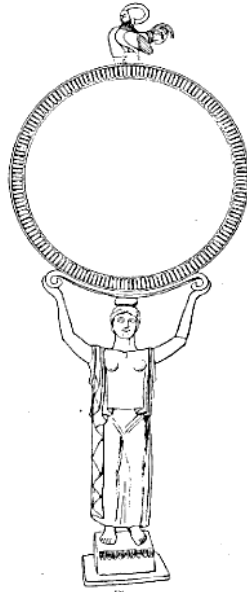
As regards the lesson, important considerations can be done about the role of women in that ancient civilization and how it changes during the main eras of the humankind history.

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

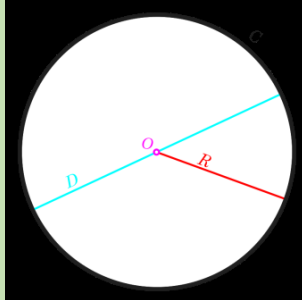
Other important relations can be analysed about the many kinds of Greek Goddesses and the ancient mythology.

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 treasures that this great civilization left to the future civilizations.

Associating with Technology



The "Greek Mirror" is a precious bronze handwork. The important

	<p>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.</p> <p><u>Associating indirectly with informatics</u></p> <p>The way it is projected can contribute to develop important digital and informatics competences. Students use tablets to participate to the game. They must be able to scan a QR code, browse a website, find the right information, and learn the game managing application.</p> <p>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.</p>	
METHODS AND TECHNIQUES	<ol style="list-style-type: none">1. Non-formal education2. Learning by doing3. Learning by gamification4. Problem solving5. Peer education6. Formal education	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none">1. Web pages2. Catalogues3. Tablets4. Mobile App for education and testing (in this case: "Socrative")5. Glass and carbon sheets6. QR Codes stickers for artwork stands	
ACTIVITIES TO BE IMPLEMENTED	<p>"Preparing clues and bounds for the game"</p> <p>"Teams formation"</p> <p>"Choosing prizes for the game winners"</p> <p>"Treasure hunt game: preparing spaces"</p> <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 visit"</p> <p>To browse the Museum website, click the link http://en.museocodexrossano.it</p> <p>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. 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 must 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	<u>Didactic Preparation</u> 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. 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 should be balanced regarding 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 several 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. 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 to let them understand the criteria the artworks exposition is 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 must 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.	



Manage the Game



STEP 1

Scan the code near the artwork



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



Answer and go on

- 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.



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>	✓

Main OUTDOOR Interdisciplinary Lesson Plan – VISUAL ARTS

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (IVa in Łódź)	✓
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 station	✓
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

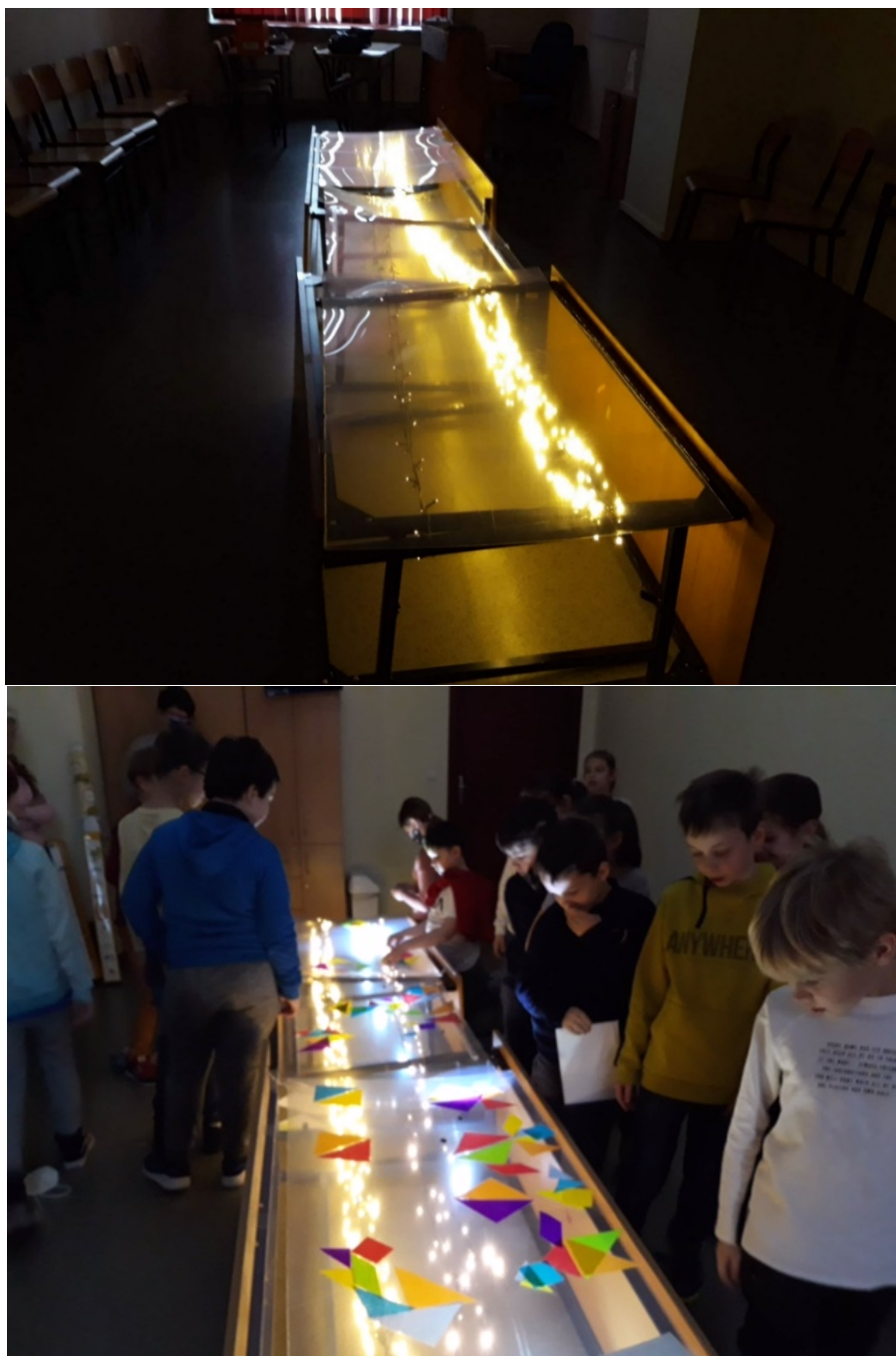
1	NAME OF THE SCHOOL	International Primary School of Innovative Training
2	LESSON	Visual Arts
3	CLASS / CLASSES	IVa
4	TOTAL TIME	3 hours
5	MUSEUM TO VISIT	EC1
6	PLACE AND TIME OF DEPARTURE	School Yard 12:15
7	PLACE AND TIME OF ARRIVAL	School Yard 15:15
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To have an abstract workshop with geometrical figures using different techniques. 2. To recognize one of the famous Spanish painter Pablo Picasso. History and lifestyle. 3. To learn about historical and geographical features of Columbus discoveries. 4. To have information about La Tomatina – Spanish customs – art game.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Izabela KOŁACIŃSKA – Visual Art Teacher
10	TRANSPORTER & VEHICLE INFORMATION	On foot

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

3 RD CLASS VISUAL ART LESSON DAILY COURSE PLAN					
CLASS	III	SUBJECT / TOPIC	*Spanish culture in the visual arts.	DATE	
				COURSE HOUR	180' 3 hours
OBJECTIVES	OBJECTIVES: <ol style="list-style-type: none"> 1. To know the Spanish culture, art, and history. 2. To know Spanish traditional dances. 				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Use of different kinds of methods, techniques, forms, and places especially outside the school. 2. Acquire non formal education techniques in formal education. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> 1. Make abstract piece of art using different kind of shapes using paper and light. 2. Gain knowledge about Spain: culture, history, traditions 3. Make a choreography using Spanish dances: Paso Doble and Flamenco 				
CONCEPTS AND TARGETS	<p>* THEMATIC: Looking for different kinds of shapes in open environment inspired by Pablo Picasso's works.</p> <p>* SPECIFIC: Meaning of Picasso's work for Spanish culture.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Math – History – Geography - Art.</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Observation 2. Demonstration Method 3. Exhibition Organisation 4. Group work 5. Educational games 				
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Papers, torches 2. Geometrical pictures, photos 3. Picasso's work photos 4. Evaluation papers 5. Display of the exhibition 				
ACTIVITIES TO BE IMPLEMENTED	Visual arts inspired by Picasso's works.				

		
		
		
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Arranging their places of activity in the museum at school.
	INFORMING	Display of the exhibition
	DATA COLLECTION	Gathering information about the outdoor environment
	SAMPLE COLLECTION (IF AVAILABLE)	Students' works.
PROCEDURE		
1	Presentation about Spanish customs.	
2	Display of the Picasso's work.	

3 Geometrical lighted puzzles.



4 Impact the light of kids' works.

5 Making postcards/small piece of art with geometrical objects.

6 Exhibition for whole school.

EVALUATION

- 1** Exhibition at school.
- 2** Spanish dance classes for the rest of the school.
- 3** Discussion with students about geometrical works.

Izabela KOŁACIŃSKA
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>	✓

Main INDOOR Interdisciplinary Lesson Plan – VISUAL ARTS



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (IV in Łódź)	✓
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 station	✓
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	International Primary School of Innovative Training
2	LESSON	Visual Arts
3	CLASS / CLASSES	IV
4	TOTAL TIME	3 hours
5	MUSEUM TO VISIT	School
6	PLACE AND TIME OF DEPARTURE	School Yard 12:15
7	PLACE AND TIME OF ARRIVAL	School Yard 15:15
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To have an abstract workshop with geometrical figures using different techniques. 2. To recognize one of the famous Spanish painter Pablo Picasso. History and lifestyle. 3. To learn about historical and geographical features of Columbus discoveries. 4. To have information about La Tomatina – Spanish customs – art game.
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Izabela KOŁACIŃSKA – Visual Art Teacher
10	TRANSPORTER & VEHICLE INFORMATION	-

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

3 RD CLASS VISUAL ART LESSON DAILY COURSE PLAN					
CLASS	III	SUBJECT / TOPIC	*Spanish culture in the visual arts.	DATE	
				COURSE HOUR	180' 3 hours
OBJECTIVES	OBJECTIVES: 1. To know the Spanish culture, art and history. 2. To know Spanish traditional dances.				
ACHIEVEMENTS	FOR TEACHERS: 1. Use of different kinds of methods, techniques, forms, and places especially outside the school. 2. Acquire non formal education techniques in formal education. FOR STUDENTS: 1. Make abstract piece of art using different kind of shapes using paper and light. 2. Gain knowledge about Spain: culture, history, traditions 3. Make a choreography using Spanish dances: Paso Doble and Flamenco				
CONCEPTS AND TARGETS		* THEMATIC: Looking for different kinds of shapes in open environment inspired by Pablo Picasso’s works. * SPECIFIC: Meaning of Picasso’s work for Spanish culture. * RELATIONSHIP BETWEEN DISCIPLINES: Associating with math, history, geography, art.			
METHODS AND TECHNIQUES		1. Observation 2. Demonstration Method 3. Exhibition Organisation 4. Group work 5. Educational games			
TOOL-MATERIAL (Products to be used in the course)		1. Papers, torches 2. Geometrical pictures, photos 3. Picasso’s work photos 4. Evaluation papers 5. Display of the exhibition			
ACTIVITIES TO BE IMPLEMENTED		Visual arts inspired by Picasso’s works.			
PROCESSING AND IMPLEMENTATION OF THE LESSON					

PROCESS	OBSERVATION	Arranging their places of activity in the museum at school.
	INFORMING	Display of the exhibition
	DATA COLLECTION	Gathering information about the outdoor environment
	SAMPLE COLLECTION (IF AVAILABLE)	Students' works.
PROCEDURE		
1	Presentation about Spanish customs.	
2	Display of the Picasso's work.	
3	 <p>Geometrical lighted puzzles.</p> 	
4	Impact the light of kids' works.	

5	Making postcards/small piece of art with geometrical objects.
6	Exhibition for whole school.
EVALUATION	1 Exhibition at school.
	2 Spanish dance classes for the rest of the school.
	3 Discussion with students about geometrical works.
Izabela KOŁACIŃSKA 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>	✓

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"	✓
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 station	✓
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
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

9TH 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	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> 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. <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> Make three-dimensional works with different materials. (Visual arts) Have technical information about scented stone. (Handicrafts) It provides history awareness. (History) Illustrate the ways people use the natural environment. (Geography) Share his text with others. (Literature) Apply individual movements against time, resistance, and distance. (Physical Education and Sports) Explain the value and importance of works of art in transferring culture to the future. Explain the importance of protecting works of art and cultural values. Explain the types of traditional Turkish arts. Explain the cultural importance of traditional Turkish arts. Peers' aesthetic / artistic skills improve. Peers enjoy organizing an outdoor activity at the museum. A consciousness arises among peers to transfer historical and touristic values to future generations. Peers enjoy being in the museum through play. 				

CONCEPTS AND TARGETS		<p>* THEMATIC: To be able to do a three-dimensional practical work in the museum open air environment</p> <p>* SPECIFIC: Understanding that the open-air environment is a natural environment</p> <p>Having technical knowledge about the work done in this field.</p> <p>Comprehending the historical importance of the Islamic-ottoman social complex</p> <p>Discovering that the outdoor area of the museum also has a lively area.</p> <p>*RELATIONSHIP BETWEEN DISCIPLINES: Associating with History, Visual Arts, Literature and Music lesson</p>
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		<p>"I am making my rosary box"</p> <p>Article about working in the open-air environment</p>
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>	✓

Main INDOOR Interdisciplinary Lesson Plan – VISUAL ARTS

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Karatay Museum"	✓
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 station	✓
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, artwork, 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 historic 5. al features of the region 6. To learn the historical and artistic places in the region where he lives. 7. To create periodic awareness of art, history, and geography in students 8. To identify the Seljuk monuments in Turkey 9. To be aware of the decorations in madrasas and interiors 				
	<p style="text-align: center;">FOR 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 style="text-align: center;">FOR 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 artwork planning about the tile motifs in the museum is provided. 				

CONCEPTS AND TARGETS	* 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	1. Question and Answer 2. Observation 3. Narration 4. Implementation	
TOOL-MATERIAL (Products to be used in the course)	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 5. Modelling pens 6. Sponge 7. Water bowl 8. Pointed spoon 9. Fork 10. Plastic knife 11. Cleaning cloths	
ACTIVITIES TO BE IMPLEMENTED	"Comprehending three-dimensional work both visually and practically" "Developing creativity, revealing his/her own form based on an artefact in the museum" "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" "To be able to see the form correctly from different angles and reflect it to your work"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	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	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>	✓
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