**Making Your Own Art School**

|  |  |
| --- | --- |
| **CEFR Level and Skill(s):** | A2 Listening skills |
| **CEFR Competence(s) Aimed at:** | Understanding directions in written and spoken formats. |
| **Art form(s) Exploited:** | Understanding the gist of announcements. |
| **Duration of the Activity:** | Visual arts - sculpture art/paintings etc. (other art forms such as photography are also possible). |
| **Materials and Equipment Needed:** | 3 modules of 45 minutes (total of 2 hours and 15 minutes). |
| **PROCEDURE** **Introduction:** The activity is about making an art school with the children, where the children make their own art following the instructions of the teacher. The teacher will use the target language to give tasks and instructions, with support of the native language if needed to ensure understanding among the children. Illustrations on the board and images of art pieces will be used to support the children’s understanding of the tasks.  **Preparation:**  The teacher prepares a presentation about the art the children will be working with and considers which art pieces and what styles of art the children will be working with. Will they paint, draw, make sculptures etc?. We suggest to work with the same art style in module 1 and 2, but different styles can also be combined.  The teacher preselects the groups and the materials. The children will be working in the same groups in all three modules. **Module 1 - Making and telling about art**  The teacher presents the topic of the lesson - to make art and the task they have to do. The teacher introduces some elements that the children should focus on in their art production. The task is to get an understanding of material, artistic technique, colours and motif and use it in the reproduction. The teacher presents an art piece, focusing on the art type (sculpture, painting etc) that will be used in the lesson and giving phrases and presentation in the target language - with support of the native language. Keywords and illustrations to support understanding are written on the board.  Depending on the age and level of the children, the task can be adapted to be more free. The children can all reproduce the same art piece or style or they can be set free to choose their own motive and style within a frame of a specific topic or theme. But the essence is that the children have to follow the instructions of the teacher based on the presentation in the beginning of the module. **Module 2 - Art School** The teacher presents the topic of the lesson: In groups, the children have to reproduce an art piece following the instructions of the teacher without seeing the art piece. The teacher preselects an art piece and has an image with them to help them instruct the children, but they do not show it to the class. The teacher will write keywords and illustrations in the target language on the board. This could for example be colours, shapes, objects like fruit, animals, people, buildings etc. The children can also ask questions to clarify the instructions.  In groups, each child will make their own art piece, but they can help each other in understanding the instructions of the teacher. The teacher can go around and support the children as well during the activity.  At the end of the class, all children write their name of the art piece and set up the art pieces for all to see. The class talk together about the differences and the point is not to have the same result or be right, but to have fun and see how different the results can be. At the end of the lesson, the teacher shows the hidden art piece and the class compares it to the children’s art pieces.  **Module 3 - Art exhibition**  The teacher presents the topic of the lesson: to create an exhibition with the art made by the children in the first two modules.  The discussion should then move to exhibitions, and the teacher asks if the pupils have visited an exhibition before, and if they have, how the exhibition was built up? How was the artworks displayed? Was it an interactive exhibition? Was there any texts? Etc. Through the dialogue, the pupils become aware of some of the elements that are important to reflect upon when creating an exhibition.  The teacher will ask the children to consider the following about the art pieces and the exhibition:   * title * name of the artist * date it was made * topic/story about the art piece * materials used   The class plans and arranges the exhibition and displays the art pieces. The teacher can have a plan prepared and can instruct the children in the process. For example in how to set up the room, where the groups will be placed in the exhibition, what to present the art pieces on and what materials to write the info of the art pieces on.  When the exhibition is set up, the class goes around and looks at the art pieces and the children say a few things about their art pieces in the target language and how they made it. **Optional additions:**  * The class could visit a museum/gallery/street art site etc. and explore the artworks and how the art is displayed in the room/at the site. The teachers can explain in the target language and the class can discuss how they want to make their exhibition. * The children can work in smaller groups to make their own smaller exhibitions. * The art pieces can be digitalized and using an app with green screen technology the children can “step into” their own art pieces and talk about it while inside it. Afterwards the class can watch the videos and talk about the experience. * The children can also make a story about the art pieces in the target language and record these and add them to an ebook about the art pieces together with pictures of the art pieces. This could also be turned into an art catalogue together with the information the groups make in module 3. * Use the app HP-reveal to add a digital layer to the exhibition about each art piece. It can be the video where the children talk about the process or the story about the art piece.  1. If a local art museum has the possibility to have a creative workshop, the modules can be held there and combined with a tour of the museum. | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | Room appropriate for making art pieces and an exhibition.  An extra teacher or person who can help film the interviews with the children in the first module. |
| **Prerequisites for the teacher :** | Not applicable |
| **Source(s) / Useful links:** | Apps:  Drawing Pad:  <https://itunes.apple.com/dk/app/drawing-pad/id358207332?mt=8>  Book Creator:  <https://bookcreator.com/>  HP-reveal: <https://play.google.com/store/apps/details?id=com.aurasma.aurasma&hl=en_US>  Green Screen by Do Ink:  <https://itunes.apple.com/dk/app/green-screen-by-do-ink/id730091131?mt=8>  Examples of paintings to use:  “Tart Chaos” by Stuart Dunkel  “Ladle with lemons” by Andrea J. Smith  „Still Life with Warbler“ by Sarah Siltala  “Water Lilies” by Claude Monet  „Twilight in Venice“ by Claude Monet  “Woman with a green hat” by Picasso  Sculptures of people, animals or abstract. For example:  Sculptures from the Easter Islands  Stone Scultures by James Brunt  Leave Sculptures by Andy Goldsworthy  “Metaphysical Shape” by Shimon Drory |