

ΑΝΤΩΝΗΣ ΛΕΝΑΚΑΚΗΣ
ΕΠΙΜΕΛΕΙΑ

Τέχνες Διαδίκτυο Δημιουργικότητα

ΕΚΠΑΙΔΕΥΤΙΚΕΣ ΠΡΟΣΕΓΓΙΣΕΙΣ
ΚΑΙ ΕΦΑΡΜΟΓΕΣ



ΤΕΠΑΕ ΑΠΘ

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ΑΝΤΩΝΗΣ ΛΕΝΑΚΑΚΗΣ
ΕΠΙΜΕΛΕΙΑ

Τέχνες
Διαδίκτυο
Δημιουργικότητα

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ΚΑΙ ΕΦΑΡΜΟΓΕΣ

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ΜΕΡΟΣ Β'

ΚΑΛΕΣ ΠΡΑΚΤΙΚΕΣ

ΚΕΦΑΛΑΙΟ 5

Άλλες διεθνείς καλές πρακτικές

ΜΕΡΟΣ Β'

ΚΑΛΕΣ ΠΡΑΚΤΙΚΕΣ

1. Καλή πρακτική από την Αγγλία, Τέχνη και επικοινωνία

Marion Mills

Global Learning Association

USING ART TO DEVELOP COMMUNICATION

An online course to
complete alone or in
discussion with others



*A series of activities and approaches to try in the classroom
– these can be standalone or a cumulative experience.*

Feeling the picture



Art talk



Illustrations – telling the story



Not just words

Many of the activities that follow can be carried out as part of an interactive training between staff. Whilst adults might well move quickly through the various activities the discussions and interactions which result will reinforce the development of communication.

This project output can also be adapted to be presented as a remote online course but there would need to be time to try out various activities and come back to an online forum to present/share them. This methodology has the advantage of expanding ideas and experiences especially for those teachers working in smaller schools or who want to complete something for their own professional development in an area of study which isn't a major development area for the school. If you are interested in this approach please contact the project team through the website.

It is equally possible to work through or dip in and out of these activities completely on an individual basis.

Which ever route you take, enjoy. Hopefully you will find some new ideas, remember old ones used in the past and have fun with your class. Be prepared to be surprised!

Feeling the picture

In this section we will review various ways of exploring paintings – these are ideas that have been used in classrooms with groups of children. There are no right or wrong outcomes; they are intended to be used with a variety of ages groups, with appropriate adaptations.

Constable apparently said, 'Another word for painting is feeling'. Let us try to unwrap some of those feelings.

Activity 1



Share this picture with the group preferably on a large screen but with individual copies for some if this aids concentration.

Ask the children in pairs to take a close look and discuss/ write down what they can spot. They will be asked to feedback after an appropriate amount of time.

The Stonemason's Yard – Canaletto

After gathering information you may find questions start to arise or children disagree on what they have seen.

For example

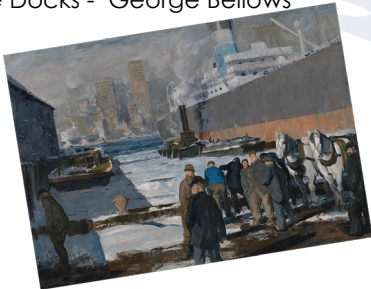
There is a lot of washing hanging on the line? Why?

What is the lady on the balcony doing?

What plants are growing on the balcony?

The questions are endless and can be done in pairs and then shared or as a larger discussion.

Men of the Docks - George Bellows



Other possible pictures from the National Gallery, some featured in this project can be seen below.



A scene on the Ice near a Town – Hendrick Avercamp

Activity 2

Three words

Required a selection of images of paintings, these could include people or landscapes.



These could be distributed around a room. The task for the children is to view these and perhaps in a pair write down three words that they feel describe something about the picture or the people within it. These should not be too obvious. When everyone has had an opportunity to look then ask a pair to announce their words – can any of the other pupils identify which image they are describing. Repeat this experience, if the same picture is described in a different way this would give an opportunity for further discussion.



Activity 3

What might they be saying?

Have you ever looked at a picture and wondered what might be said between the occupants. How difficult is it for them to keep still to be painted. What will they say once the artist has finished?
What are they thinking?



Activity 4

As well as the idea that the characters in an image might have been talking it is also worth considering the smells and sounds that the artists is also communicating. Again this will lead to discussion as pupils have different perceptions and some will be surprisingly astute.

Smell



Sounds

Activity 5

'Stepping in and out of the picture and taking the pose'.

For younger pupils particularly there are two books which offer a unique approach to looking at pictures in the National Gallery. 'Katie' on visiting the gallery with her gran has adventures by stepping in and out of various pictures, some of which feature in modules and in the toolkit.

Encourage pupils to consider what might happen if 'they' stepped into a picture – can they describe what happened using spoken word or written word?



Encourage pupils to **'take the pose'**, with or without props. Encourage them to consider what it feels like. What do they want to say to each other?



Can they write the back story – what happened immediately before this pose? What will happen next? A portrait, even with action is like a snapshot, - today we capture these moments with photographs.



Art talk

This activity involves looking at either one painting or a series of two or three to write down thoughts under four headings. Like, Dislike, Patterns, Puzzles. There will be disagreements but this leads to discussions. Below are some examples of paintings that would be useful to try. 'The Ambassadors' is a good place to start. The examples are just there for illustrative purposes.



Like	Dislike	Pattern	Puzzle
The detail on the clothes. The geometric patterns on the floor.	The stern faces.	That even though the costume is plain brown or the curtains plain green they both have a texture.	Why have they got those objects?

Next try the same exercise with three paintings by John Constable.
Again examples are just a few ideas.



Like	Dislike	Pattern	Puzzle
The dogs	No figures on the beach	Clouds in the sky	Why are the skies always cloudy?
The light in the sky			



More examples to try – all different. Some images will work better than others and not all columns will have as many ideas and remember the same ideas might come in more than one column. No ideas are wrong – this will provoke discussion and improve the communication of ideas.



Puzzle

Pattern

Like

Dislike



Illustrations – telling the story

For many children writing down their thoughts or creating a story line is really difficult but for some of these pupils drawing their ideas will provide a different freedom.

Activity 1

Using one of the paintings from this site or another source ask pupils to draw the story leading up to this scene, recreate the scene and then some follow up action.



Having drawn



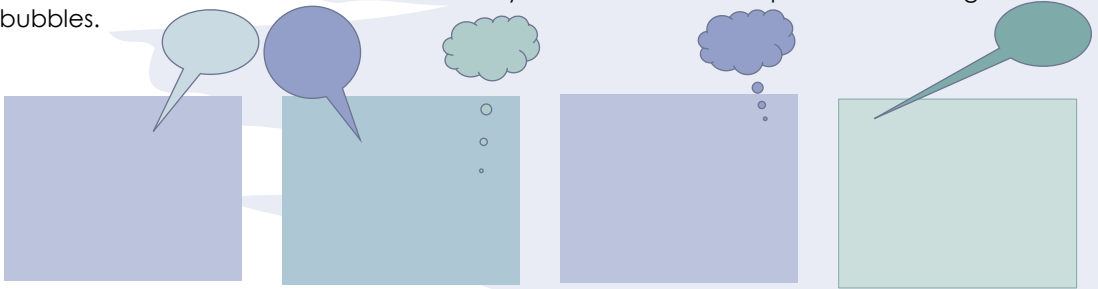
the pictures can the pupils now



write the text to accompany the pictures?

Activity 2

Look at other ways that art is used as a communication. Comics and graphic novels use the art of illustration to tell much of their story with the addition of speech and thought bubbles.



Encourage pupils to use one of the pictures from the National Gallery to create their own comic strip.



Although hard to see there is a faint image of a cat in this portrait which might make a good third character!

Activity 3

The work of illustrators is to embellish and sometimes create the story. There are several author illustrators e.g Jill Murphy, Shirley Hughes and other illustrators that have distinct and recognisable styles e.g Korky Paul, Quentin Blake.

Choose some of these well illustrated books to discuss the detail of the illustrations and what they can tell you about the characters that perhaps isn't included in the text.

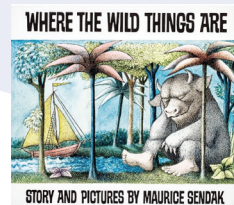
Ask pupils to write their own text to accompany the illustrations in a book without reading the story.

The second half of this activity could be to read the actual story and compare the two interpretations.

Discuss with the pupils whether they think the author / illustrator drew or wrote first.

A suggested text to use is one that has been used with groups of pupils across Europe

'Where the Wild things are' by Maurice Sendak



An extension of this activity is to look for books in any language that have imaginative illustrations.

The pictures below are from a book written in German and they were used with a Year 4 class as a stimulus to create a narrative. You may notice the a small female character appears on each page.

Different lessons were used to reinforce the use of previously learnt skills.

Try using one or all of these pictures or other suitable illustrations.



Go to Appendix 1 to see samples of the written work.

Not just words



This last section will focus on a picture based at the Tate Gallery, London. It could be used within the project module of Freedom.

The artist Wassily Kandinsky 1866-1944 painted 'Swinging' in 1925.

He expressed a sense of freedom in painting in a unconventional way.

Activity 1

Ask the pupils to suggest words that might describe the painting, the focus might be on ...

- range of colours used
- the shapes
- the emotions portrayed
- the actions

Consider whether these words could be combined in any way - in a shape poem, a haiku or perhaps even an acrostic poem.

Activity 2

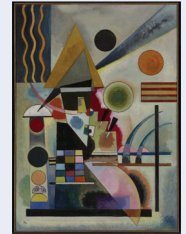
Music is also a form of communication.

Encourage pupils to consider which instruments they might use to interpret these shapes or the movement made by them.

Can they produce a musical interpretation that moves through the picture. Will they start in the middle or the top right/left. Do some shapes represent louder or longer sounds. Do shapes represent a lone instrument or a group playing together?

How can they record the graphic score for their composition?

Can the music be used to accompany a spoken version of poems written?



Activity 3

Movement and Dance are also forms of communication.

Ask pupils to consider what shapes and movements can be used to represent the different shapes. Tight turns, wide turns, spirals. Leaps, fast and slow movements. Are there contrasts of high and low?

Will pupils work alone, in pairs or small groups or change throughout?



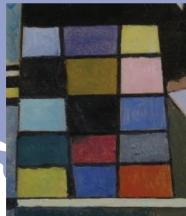
Working in canon- one after the other repeat the same movement whilst travelling.



Find a way to join together in a line and move forward in unison.

Some of these shapes might encourage small groups working together.

With each child having worked on a motive/ movement either call a colour or shake a dice at which point nominated pupils will enter a rectangular space to perform, watched by the others. Repeat several times.



Create a group one behind the other and whilst keeping together move around whilst repeating their own discrete motive or movement.

Can any of the music be combined with the movement or perhaps even with the words as well?



This range of activities are intended as a stimulus to promote communication in all its forms. They are put together as a course so that they can be used both as group CPD and on an individual basis. They might promote discussion and some may be more successful than others but hopefully they will prompt more creative ideas.

Links with the Toolkit

Many of these paintings are referenced either in the Toolkit UK or in one of the modules.
<https://www.getcreativewithart.org>

In both of these you will find further activities, information about the paintings or other examples from across Europe that represent a particular theme.

Paintings from the National Gallery

Images in Low resolution can be downloaded and used for educational purposes.

The one painting used from Tate Britain – Swinging by Wassily Kandinsky can be obtained as a free low resolution image but individuals wishing to use it for educational purposes will need to make individual applications.

Appendix 1

Examples of writing from the German Picture Book

Appendix 2

List of paintings and artists

Appendix 2

The Stonemason's Yard – Canaletto

<https://www.nationalgallery.org.uk/paintings/canaletto-the-stonemasons-yard>

Men of the Docks – George Bellows

<https://www.nationalgallery.org.uk/paintings/george-bellows-men-of-the-docks>

A scene on the Ice near a Town – Hendrick Avercamp

<https://www.nationalgallery.org.uk/paintings/hendrick-avercamp-a-scene-on-the-ice-near-a-town>

The Finding of Moses – Orazio Gentileschi

<https://www.nationalgallery.org.uk/paintings/orazio-gentileschi-the-finding-of-moses>

Two Boys and a Girl making Music – Jan Miense

Molenaer
<https://www.nationalgallery.org.uk/paintings/jan-miense-molenaer-two-boys-and-a-girl-making-music>

The Cornfield – John Constable

<https://www.nationalgallery.org.uk/paintings/john-constable-the-cornfield>

The Graham Children – William Hogarth

<https://www.nationalgallery.org.uk/paintings/william-hogarth-the-graham-children>

The Fighting Temeraire – Joseph Mallard William Turner

<https://www.nationalgallery.org.uk/paintings/joseph-mallord-william-turner-the-fighting-temeraire>

The Gare St-Lazare – Claude Monet

<https://www.nationalgallery.org.uk/paintings/claude-monet-the-gare-st-lazare>

Bathers at Asnieres – Georges Seurat

<https://www.nationalgallery.org.uk/paintings/georges-seurat-bathers-at-asnieres>

Beach Scene – Hilaire-Germain-Edgar Degas

<https://www.nationalgallery.org.uk/paintings/hilaire-germain-edgar-degas-beach-scene>

The Ambassadors – Hans Holbein the Younger

<https://www.nationalgallery.org.uk/paintings/hans-holbein-the-younger-the-ambassadors>

The Painter's Daughters with a cat – Thomas Gainsborough

<https://www.nationalgallery.org.uk/paintings/thomas-gainsborough-the-painters-daughters-with-a-cat>

Swinging – Wassily Kandinsky

<https://www.tate.org.uk/art/artworks/kandinsky-swinging-t02344>

Katie and the British Artists – James Mayhew

ISBN 978-1-40833-190-3

Katie's Picture Show – James Mayhew

ISBN 978-1-40833-240-5

Liebe Prinzessin, ich bin's, Dein Prinz! – Simak Büchel and Fides Friedeberg

ΜΕΡΟΣ Β'

ΚΑΛΕΣ ΠΡΑΚΤΙΚΕΣ

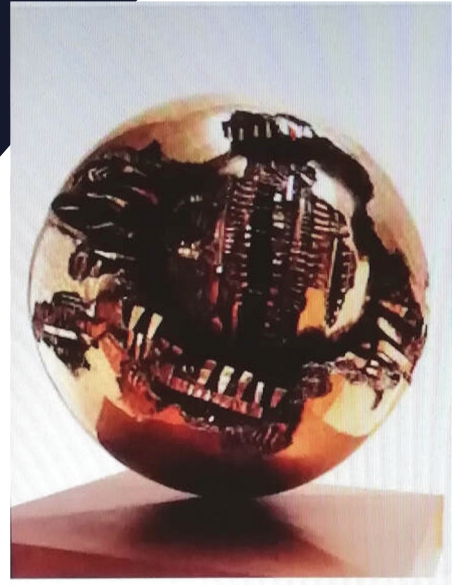
2. Καλή πρακτική από την Αγγλία, Διερευνώντας την τέχνη μέσα στην τάξη

Linda Barker

Global Learning Association

CLASSROOM TECHNIQUES FOR EXPLORING ART

An online course to
complete alone or in
discussion with others



Introduction: This course looks at how global learning methodologies can be used to explore Art in the classroom.

It begins with teacher-level thinking and contains lots of ideas for classroom work. Each section can be standalone or a cumulative experience.

Art through Global Learning



Global Learning methodologies

Philosophy 4 Children

Working with Images

Art through Global Learning

Many synergies between Art and Global Learning

Both deal with the **BIG issues humanity faces**, issues with no easy answers or solutions

Both provide contexts to engage with **multiple perspectives** on these big issues, taking us beyond our preconceptions and broadening minds

Both bring **tools (classroom methodologies)** to facilitate exploratory learning and engaging with values.

Art through Global Learning

How do children make sense of the world?

How do they process and understand what they see in Art?


What tools can help teachers to promote this type of exploratory learning?



Art through Global Learning

Exploratory learning sits in the D section of this diagram:

	One Right Answer	Multiple Possibilities
Education 1 Think as I do and do as I say	A	B
Education 2 Think for yourself & choose responsibly what to do	C	D



In your classroom how often do 'D' style learning opportunities occur?

Global Learning methodologies

Global Learning Methodologies contribute a great many TOOLS for exploratory learning, through D style learning. These can be very useful for:

- exploring meanings in Art
- exploring the dilemmas that Art prompts us to think about
- engaging with the different perspectives Art invites us to consider

Look at the list on the next slide and spend a couple of moments seeing if you are familiar with any of these classroom methodologies.

If you are familiar with them, consider how you could use them to explore works of Art. The next section will consider some of these with specific works of Art.

Global Learning methodologies



Global Learning methodologies

Continuum Lines

Create a line across the hall, either with rope or imaginary, with 'agree' at one end and 'disagree' at the other (or 'fair' and 'unfair')

Ask learners a series of open-ended values questions and to stand on the line to demonstrate their view.

There should be no right or wrong answers to the questions – rather this is an opportunity to explore different perspectives on the issues Art can explore and a tool to generate exploratory discussions.



Agree ----- Disagree

Global Learning methodologies

Our World

Display the artwork where everyone can see it.

Ask what the learners think the painting represents?

How does it makes them feel? What can they see?

Using a continuum line with agree – disagree ends, present the following statements:

- The meaning of the art is clear and means the same to everyone
- It is fine for everyone to 'see' art differently
- I like the colour palette chosen
- I would like this art in my bedroom
- I think the artist has done a good job



Contemporary Portuguese artist, Rui Miguel Leitao Ferreira

Global Learning methodologies

Issues / Solutions Tree

Ask learners to place their question or issue on the trunk.

Consider causes or roots of the issue or problem and list them on the roots.

Possible solutions are made into leaves.

You can continue adding new thoughts as you find out more. This activity can make a very nice display that can keep being added to.



Global Learning methodologies

'Pyramids of Garbage' – Installation Art

An 11 m wide, 6 m high pyramid of waste, placed by artist Bahía Shehab in Cairo, Egypt. By placing an actual pyramid of rubbish by the great pyramids of Giza, the artwork hopes to bring attention to the contrast between majestic eternity and wonder and our current existence of overconsumption and waste, at the cost of the planet.

Using the artwork as a stimulus use the Issues Tree methodology to explore the roots of the problem, the dilemmas this raises and possible solutions to the issues.



Artist: Bahía Shehab; Photos: Bahía Shehab, Hadeer Mahmoud, Mahmoud Nasr, Markus Lange

Image thanks to <https://fineacts.co/countdown>

Global Learning methodologies

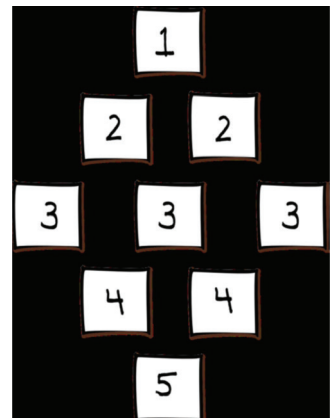
Diamond Ranking Activity: Reasons to look after Bees

Create nine (or more) statements that reflect social and global issues conveyed in your chosen piece of Art.

Working in small groups, ask learners to look at the nine statements.

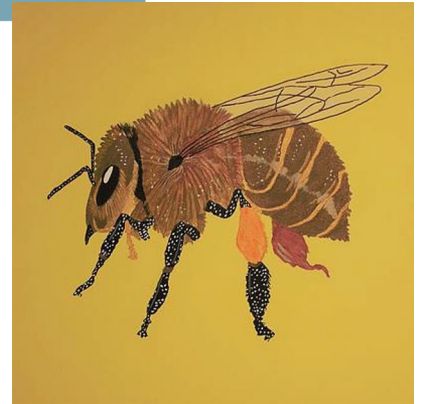
They could add another reason, if they wish.

Ask the group to discuss and agree how to rank the statements in a diamond shape. The most agreed with statement goes at the top and least agreed with statement at the bottom. Ask learners to discuss and justify their reasons.



Global Learning methodologies

<p>About 1 in every 3 human forkfuls of food is thanks to a bee</p>	<p>Bees pollinate around one sixth of the flowering species world-wide, many trees and many grasses cows and other animals eat</p>	<p>Bees help make our cotton clothes by pollinating the cotton plant</p>
<p>Bees pollinate around 80% of insect-pollinated crops</p>	<p>Honey contains health benefitting substances such as antioxidants, antivirals and enzymes</p>	<p>Bees are clever and can work out the shortest possible route between flowers</p>
<p>Bees are amazing – their wings flap 11 400 times a minute and they can fly for up to 6 miles as fast as 15 miles an hour.</p>	<p>Bees have an ancient history – fossils dating 150 M years and cave paintings from 7000 BC.</p>	<p>Lots of skincare products use honey and other bee products.</p>



African Honeybee by Ralph Root

Global Learning methodologies

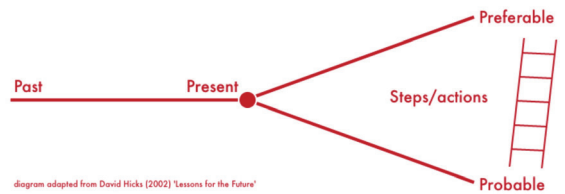
Futures Thinking

Seeing the Artwork as a freeze-frame (present), ask learners to consider what happened in the past of the painting and what might happen in the future.

What is likely to happen next if nothing intervenes?
(Probable future)

What would be a preferable future?

What would need to happen for this to be the case?



Global Learning methodologies

The Sound of Temperature Rising Forever: Photography

The heavy smog in the background of the image is a combination of both the usual LA pollution and the lingering smoke from the wildfire that was still burning in the national forest near the city.

Use the Futures Thinking Tool to consider what has happened in the past to lead up to this moment and what might happen in the future if nothing changes. Also consider what might happen in a preferable future and what steps or actions would need to occur before that could be possible.



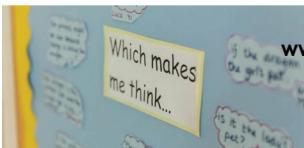
The Sound of Temperature Rising Forever by Christine Sun Kim

Photo: Ian Byers-Gamber.

Image thanks to <https://fineacts.co/countdown>

Philosophy 4 Children

Defined by the professional body **Sapere** as:
'A group of people used to thinking together with a view to increasing their understanding and appreciation of the world around them and each other. Philosophy can be used to improve teaching and learning, for the lasting benefit of individuals and communities.'



www.sapere.org.uk

Trickey and Topping (2004) detail a large-scale study in Scotland where children participated in a weekly P4C session.

Statistically significant increases in children's IQ scores over a period of a year were identified, compared with no increase in the scores of the control group.

The same study showed significant gains in verbal and non-verbal reasoning and along with improvements in listening, communication, behaviour, questioning, reasoning, reading, writing and understanding.

A closing of the gap between low- and high-achievement within classes was also found.

Trickey, S. & Topping, K.J. (2004) Philosophy for children: a systematic review. *Research Papers in Education* 19 (3) p365 – 380

Philosophy 4 Children

Philosophy 4 Children (P4C) is a **10-stage approach** to philosophical enquiry in the Classroom:

1. Preparation

The class, group or community should sit in a circle so that everyone can see and hear each other. Agree guidelines or ground-rules as a group – these can be re-visited as time goes on. Warm-up or calm down activities can get everyone in the right frame of mind.

2. Presentation

A stimulus is used at the beginning of the enquiry to generate thinking and questions. The stimulus can be a story, a picture, a work of art, a poem, a piece of music, a video clip....in fact almost anything that will stimulate thought and questions in participants minds.

Philosophy 4 Children

3. Thinking time (private reflection)

Allow some silent time for thinking, investigating thoughts and feelings in response to the stimulus and for processing confusions or reactions. This stage may be recorded in notes, pictures concept maps etc or may just remain in people's minds. A 'First thoughts' sheet can be used.

4. Conversation (shared reflection)

Talking in groups of 2 or 3, people are invited to share their first thoughts and listen to other perspectives.

Philosophy 4 Children

5. Generating questions

The conversation should naturally flow from sharing first thoughts to generating a question which the pair or three can present to the group. Each pair contribute a question, which is written up on a flip-chart with the names of the authors.

'I wonder...' sheets can be used.

6. Airing of questions

Each pair are invited to explain or clarify their question (some questions do not require this!) During the airing stage, questions may also be sorted according to themes or issues, amalgamated, or linked in some way.

Philosophy 4 Children

7. Selection

The whole group votes for the question they would like to go forward to the discussion. Many voting systems can be used, e.g. closed eyes, three choices in order of preference, sticky dots etc. A question is chosen for discussion, with the questions coming second and third held in reserve.

8. First Words

The chosen question is introduced by the authors and they are asked to say a few words about why they decided upon that question and the thinking behind it.

Philosophy 4 Children

9. Building

Responses to first words are invited from other members of the group. It is important that all members of the group are given the chance to express their opinions, views and feelings about the question in an orderly manner. These are very important skills, developed over time. People must listen to others and consider their views respectfully. A time to revisit the ground-rules if necessary!

10. Final words

Some time is given for private reflection at the end of the discussion. After a few minutes each person can share their final thoughts if they choose. This can be by going around the circle and speaking or by writing something down or drawing, which can be compared to first thoughts before the discussion.

Philosophy 4 Children

Contemporary French artist Aziseh Emmanuel's colourful painting of two children would make a great stimulus for a P4C enquiry.

As preparation ask learners, in pairs, to look closely at the painting first, making observations, which could be statements starting

I wonder...



<https://www.singularart.com/en/artist/aziseh-emmanuel-21105>

Working with Images

Quick fire tools for encouraging pupil engagement with pictures:

- **Speech bubbles**

Print a copy of your chosen artwork (with people) and display on the table. Talk about what is going on. Cut out speech and thought bubbles for the people to show what they might be thinking or saying. Stick them on the picture.

- **Questioning an artwork**

Stick a copy of your chosen artwork in the middle of a large piece of paper. Look closely at the artwork and write around it as many questions as you can think of around the picture. Which questions can you answer easily? Which questions need more information? Which questions have no answer? How did this make you think differently about the picture?

Working with Images

- **Similarities**

Look at two different artworks with people. What are the similarities between them? Write down all the commonalities you can see. What are the similarities between the lives of the people in the artwork and yours?

- **The painter's view**

Choose a painting and pretend you are the artist. Think about: what noises might you hear? What might you smell? What is the weather and temperature? What might you be feeling? Why did you choose to make this painting?

- **Before and after**

Look closely at an artwork and discuss what is happening. What might have happened before this moment? Draw a picture to show it. Do the same for after.

Working with Images

- **Writing a caption**

Examine an artwork in detail and then write a caption for it.

- **Extending the Painting**

Stick a copy of your chosen artwork in the middle of a large piece of paper. Look closely at the painting and try to imagine what is happening outside of it. Draw what you think is happening around the picture.

- **Adjectives**

Choose 6 labels to describe an artwork (eg happy, young, scruffy, embarrassed, strong, poor, worrying, calm) and write these on separate slips of paper. Place the labels on the painting and consider: are the labels positive or negative? How did you choose the label? Does anyone disagree with your label? What evidence did you use?

Your suggestions and comments - please!

We hope you found this online course useful, interesting, thought-provoking and that it has given you new ideas for working with Art, as well as reminded you of some ideas you already had in your cannon.

The Get Creative with Art Online team would really like to have your feedback and to learn whether you intend to use any of the ideas shared here in your classroom.

Also, do you have suggestions for expanding this course, which we could add to the GCAO website?

Please contact us through ray@globallearningassociation.org

Thank you ☺

ΜΕΡΟΣ Β'

ΚΑΛΕΣ ΠΡΑΚΤΙΚΕΣ

3. Καλή πρακτική από την Αγγλία, Τέχνη και παγκόσμια εκπαίδευση

Chris Williams
Global Learning Association

GCAO

Get Creative with Art Online



GET CREATIVE
WITH ART ONLINE

TAKING ANOTHER STEP FORWARD

A course for teachers

ART AND GLOBAL EDUCATION

Hello!

This course is part of the Erasmus+ **Getting Creative with Art Online** project developed by partners in Greece, Italy, Sweden and the United Kingdom

You can find out more on our website
www.getcreativewithart.org

I don't know whether you are following this course on your own, with one or two colleagues or in a larger group.

It doesn't matter.

First of all, you need a small piece of paper !

There are three sections in the course.

You can follow them in any order.

1. What is Global Education ?

2. United Nations Sustainable Development Goals

3. Looking at the Goals through Art

1. What is “Global Education”

Different people have different ideas about what these words mean.

Please share your ideas with others in your group, and write them down.

(Five minutes maximum)

What is “Global Education” ?

In earlier sessions, people had very different ideas e.g.

- It is everything to do with our globe, Planet Earth, similarities and differences
- It is to do with Education across the globe e.g.
 - What is taught in school
 - society values such as the constitution, faith
 - key skills e.g. literacy, numeracy, IT
 - Preparedness for becoming adults citizens and parents

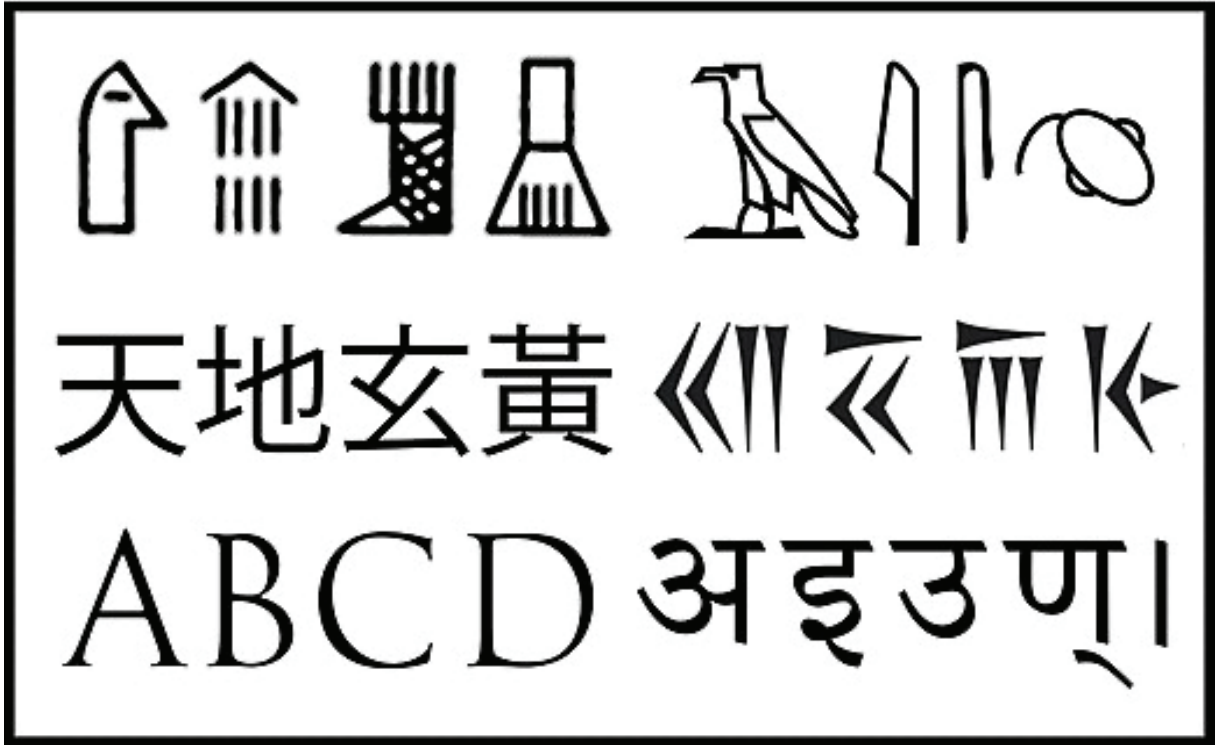
*Your individual or group ideas may be similar,
or very different*

If there are different meanings, there will be different ways to think globally

Here is one example: number systems ...

Decimal	0	1	2	3	4	5	6	7	8	9	10
Arabic		١	٢	٣	٤	٥	٦	٧	٨	٩	١٠
Chinese/ Japanese	〇	一	二	三	四	五	六	七	八	九	十
Roman		I	II	III	IV	V	VI	VII	VIII	IX	X
Classical Greek		α'	β'	γ'	δ'	ε'	ζ'	ξ'	η'	θ'	ι'

Another – writing systems



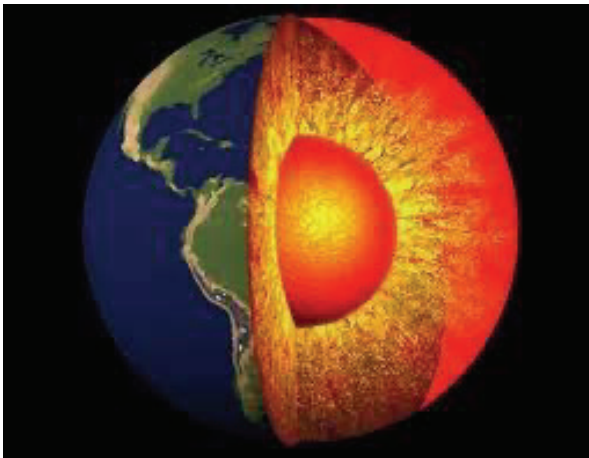
And another – cutlery



**And there are many more ways
of looking at
“Global Education”**

**Please write down some ideas
and share them with others**

The core of this Global Education course



2. In this short course
we will look at Global Education
through the
United Nations
Sustainable Development Goals
and how they can be studied through Art

Background: the Sustainable Development Goals

Millennium Development Goals (2000 – 2015)

The MDGs were the first international collaboration, through the United Nations, aiming to halve world poverty to mark the Millennium.



WE CAN
END POVERTY
2015 MILLENNIUM
DEVELOPMENT
GOALS



Background: the Sustainable Development Goals

UN Sustainable Development Goals (2015 – 2030)

Known as the Global Goals, the SDGs combine sustainability with global justice. They integrate targets to reduced resource use with human development targets.



You might like to take time to explore the SDGs on your own or in a group

Here some helpful entry points. There are many more:

- <https://sdgs.un.org/goals>
- <https://www.globalgoals.org>

And something lighter. You may not have seen this



SUSTAINABLE
DEVELOPMENT
GOALS



GO GOALS!

Playing and building the future

www.go-goals.org

You should be able to find the instructions on

[GoGoals_SDG_Game Brochure_EN_web.pdf](#)

3. Let's look at the Global Goals through Art



Can you think of a work of art to illustrate any of these 17 SDGs ?



These examples might be useful to you whether you are working in a group or on your own

Please look and think about other examples

Example 1: "Life below water" (SDG13)

(This picture was suggested by an American teacher)



“The herring net” by Winslow Homer, 1885
Exhibited at the Art Institute Chicago

What is the artist telling us?



To discuss:

To which SDGs can this also be linked ? How ?

Can you find similar examples from your own country ?



Example 2: "Good jobs and economic growth" (SDG 8)
What can you see in this picture ?



“Fuji Seen from the Katakura Tea Plantation in the Suruga Province” by Katsushika Hokusai (Rijksmuseum, Amsterdam)

Are these “good jobs”?



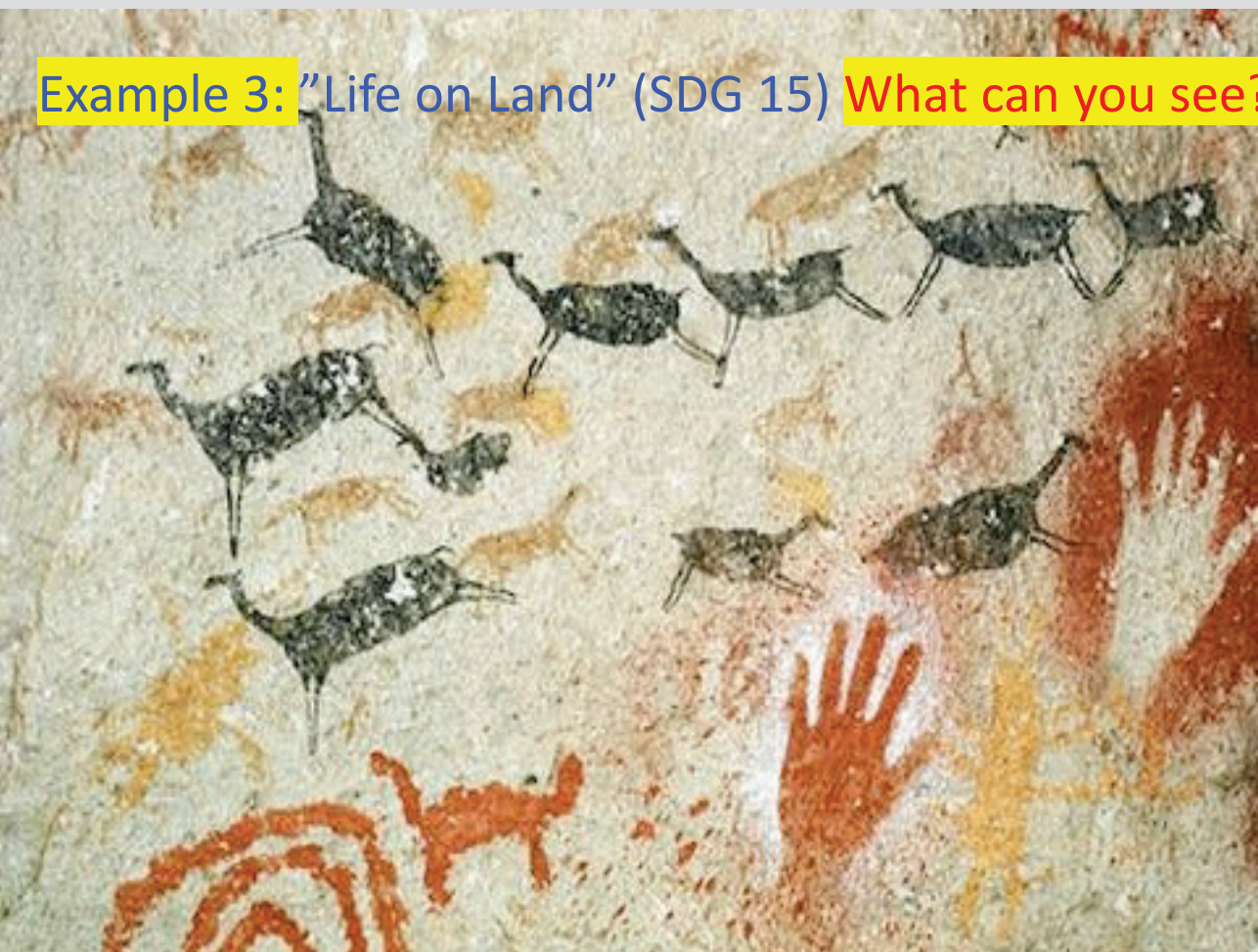
To discuss:

To which SDGs can this also be linked ? How ?

Can you find similar examples from your own country ?



Example 3: "Life on Land" (SDG 15) What can you see?



Found in Spain, it is 35,000 years old. **Is it art ?**



To discuss

**To which SDGs can this also be linked ? How?
Can you find similar examples from your own country ?**



What next ?

You may not be surprised to learn that others have already made the connection between the Global Goals and Art

- [https://www.geneve-int.ch/revisiting-sustainable-development-goals-through-art.](https://www.geneve-int.ch/revisiting-sustainable-development-goals-through-art)

You might like to visit this site as an individual or a group. Look at the Art which has been chosen to represent each SDG ?

- Which selection is your favourite? Why?
- Are all the selections appropriate to the SDG ?
- Are they balanced overall e.g. periods, cultures, continents, styles?

Finally let's go back to



**GET CREATIVE
WITH ART ONLINE**



Which GCAO modules can you link to the Global Goals ?

1. Love and Family
2. Strength and Power
3. Nature
4. Work and Industry
5. Our World
6. Science and Technology
7. Freedom
8. Migrants and Refugees

An example.

The Swedish “Bird Cage Clock” is from the Freedom module.

Which Global Goal(s) can you link it with?



(One answer could be SDG 16. Why ?)





Another example.

This Greek picture “The refugee girl” is from the Refugees and Migrants module.

Which Global Goal(s) can you link it with? (SDG1? SDG3? SDG8 SDG10?)



A final example.

This Italian picture “Force” is from the Strength and Power module.
Which Global Goal(s) can you link it with? (SDG8? SDG9? SDG12?)



Now it your turn !



**GET CREATIVE
WITH ART ONLINE**

Which GCAO modules can you link to the Global Goals ?

1. Love and Family
2. Strength and Power
3. Nature
4. Work and Industry
5. Our World
6. Science and Technology
7. Freedom
8. Migrants and Refugees

Postscript, please

Your suggestions and comments



GET CREATIVE
WITH ART ONLINE

We would really like to know if

1. You found this short course useful
2. Whether you have suggestions for expanding it which we could add to the GCAO website.

Please contact us through

ray@globallearningassociation.org

Thank you

ΜΕΡΟΣ Β'

ΚΑΛΕΣ ΠΡΑΚΤΙΚΕΣ

4. Καλή πρακτική από τη Σουηδία, Τέχνη και εμπύχωση αντικειμένου

Christina Erenvidh & Margareta Odstam

CEE AUTO-LERN

Online course for individual study

Lisbet angling

- an example of how to
animate a classic
painting

- Lesson background for teachers and assignments for
pupils -



This is an extended assignment based on the modules presented within the framework of www.getcreativewithart.org.

Press the link below and you can find an example of how we animated the painting by Carl Larsson:

https://drive.google.com/file/d/1DKxCk57Ifi_pzugdSVB8TQWDBGPTxmK/view?usp=sharing

The text is developed by KomTek, Järfälla, Sweden
in cooperation with CEE Auto-Learn and Edu Guide.

TO WORK WITH ART BY USING DIGITAL TOOLS

When introducing tools as means for increased motivation there are several ways of doing it. Thinking about learning makes us very often associate that with traditional learning. It could be a short presentation as a starter to increase interest or motivation.

Creating an interest is crucial and introducing a specific activity or event we might have started a process.

Story telling is very much appreciated by pupils and very often also a success factor.

There are different kinds of pupils who learn things in different ways and that is important to realise. All pupils have a right to learn by using different tools and be promoted by our teaching.

According to the Swedish curriculum pupil democracy in education is a necessity. Pupils are entitled to discuss and have opinions on their education.

The Swedish curriculum LGR22 about pupil democracy:

The democratic principles to be able to influence, take responsibility and being involved must include all pupils. They will be given the possibility of influencing their education. They will continuously be stimulated in taking an active part in the development of their education and being informed in all matters concerning them. The information and the formats for their influence must be adapted to age and maturity. The pupils will always be given an opportunity of taking initiatives to matters that will be dealt with in the framework of their education.

As a teacher today you are more like a facilitator, enabling pupils the possibility of learning. Some pupils prefer expressing themselves in pictures, in language, in songs or by drama. We describe that as different learning styles.

How can we as facilitators/teachers make the learning as positive as possible? With our project "Get Creative With Art Online" we will use art from national galleries to work with by using different techniques. We will in this short online course give you a manual with a tool to use: Scratch.

In our first painting by Carl Larsson called "Lisbet metar" we can see the daughter Lisbet, the child of Carl and Carin Larsson. The painter Carl often based his paintings on scenes from the ordinary family life.

How can we by using modern technology bring action into the painting?

You will be able to familiarize yourself with the programme called Scratch and make it possible for your pupils to create animation in the painting. Doing this enables pupils being involved in the creation of an extended painting!

LESSON AIMS & OBJECTIVES

The education in science and technology allows the pupils to develop their knowledge in technology and their technological awareness for them to be able to orient themselves in a technology intensive world.

In this assignment the pupils will develop their knowledge in basic coding using a simple visual programming language creating their own animation. This gives the pupils the possibility to use their digital skills in order to develop their own imagery in order to enhance their experience of art.

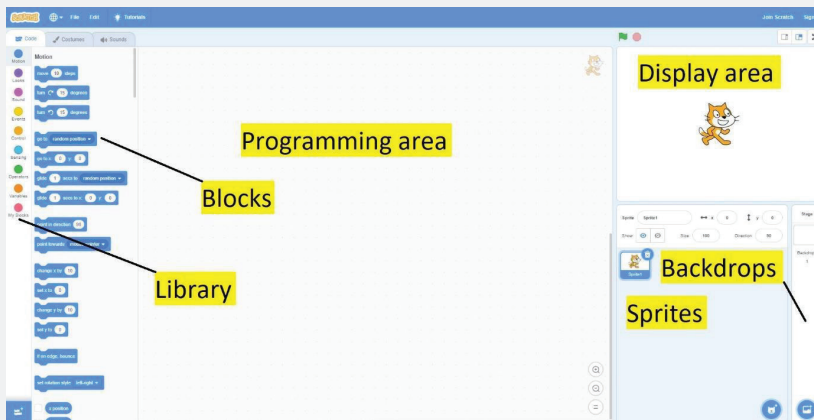
LEARNING SCRATCH

In this module the pupils will be using Scratch to create an animation based on the artwork. First they have to become acquainted with the software and learn what coding is and how to use it. Scratch can be used for different reasons, for example to create simple games or as in this case animations.

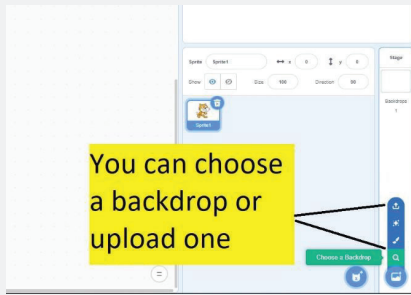
Scratch is web-based and you reach it through <https://scratch.mit.edu>. The pupils will work on their projects through the website on their computers. There are excellent tutorials on the website but a simple step by step description is presented below to make it possible for the pupils to solve their assignment.

You can use this material to teach the pupils Scratch step by step on a Smartboard or copy parts of it for them to try by themselves.

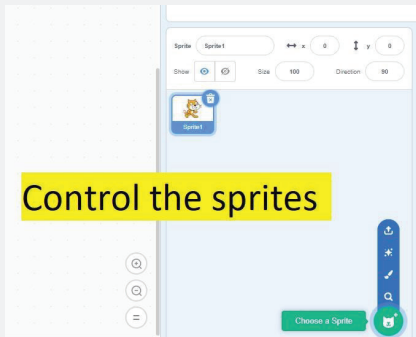
The layout of the software:



In the lower right corner you control the backdrops. You can choose premade ones or upload one from the computer (the pupils will upload the picture with the fishing girl in their assignment later).

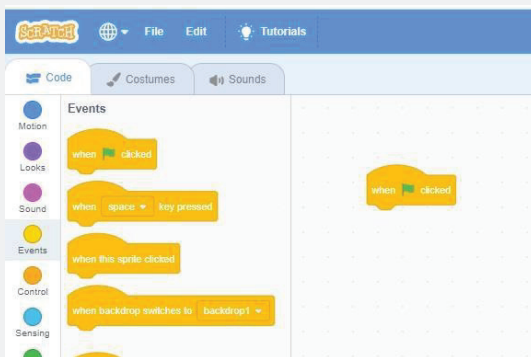


In the same way you can choose sprites.



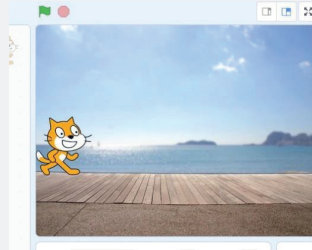
Let's use the cat in this example and make it move when starting the animation (clicking the green flag above the display area).

We need an Events block from the library to start the animation. Choose *when flag clicked* from Events and place it in the programming area.

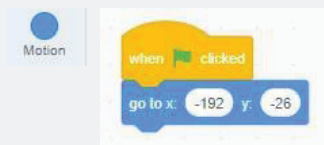


The placing of the cat on to the backdrop is controlled by coordinates on a scale from -200 to 200. The x-axis controls movement left to right and y-axis up and down. If you move the cat in the Display area the coordinates will change in the Sprites area.

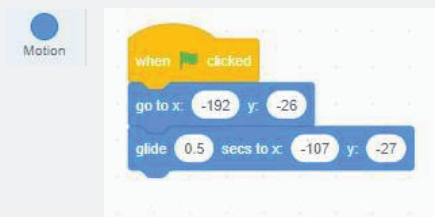
Choose the starting position of the cat by placing it somewhere on the backdrop. In this case on the boardwalk.



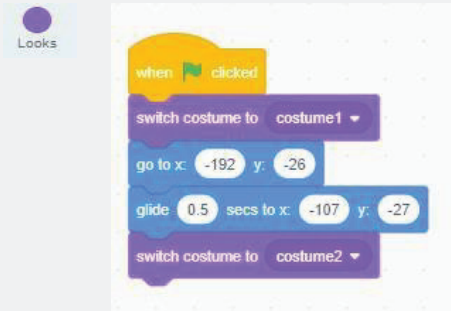
Using the appropriate block in the Motion library you can choose the starting point of the sprite. In this case the starting point is where we placed the cat.



Then move the cat a bit forward using the cursor in the display area. Then choose another motion block *glide...* and the new coordinates will be displayed in the block.



Choose to glide for 0.5 secs. Then you can change costumes on the cat making the impression of the cat walking. Go to the looks library and make changes to your program making it look like this:



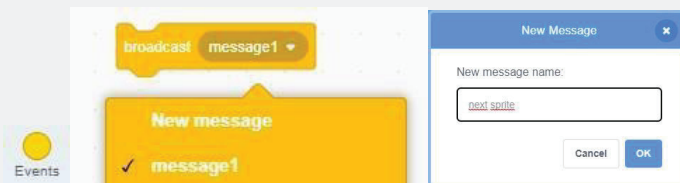
If you want the cat to be another size you can change that in the Sprite area.

Now test your program by pressing the green flag above the Display area. Let the pupils play around with the different settings making the Sprite move in different ways or changing the backdrop.

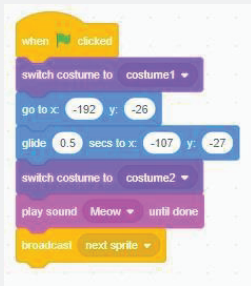
Let's add some sound. In the sound block you will find sounds connected to the selected sprite.



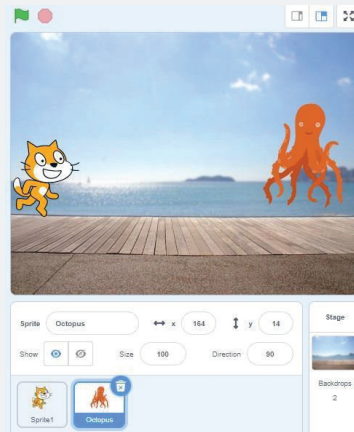
Next we want multiple Sprites to interact in different ways. By using messages you can control the interaction. Make a new message in the events library:



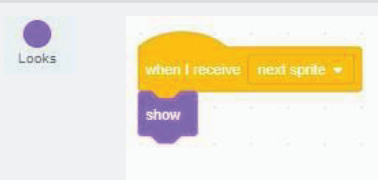
Let's call it *next sprite* and place the block at the end of the algorithm.



The block will then activate the next Sprite. Let's choose that sprite. I went for the octopus. When that Sprite is "active" in the Sprite area the programming area is empty because we haven't made any algorithms for it yet, but let's do it.



In this case we want the octopus to be hidden when the program starts. Please choose *hide* in the Looks library, set the starting point by placing the sprite and choose the motion block as described above. Then when the Cat algorithm is done we want the octopus to show up and begin to move.



I would like the octopus to move on the board walk and change costumes to give the impression of walking.



I began by adding a *switch costume* above *hide* so that the octopus always starts with the same costume. Then I moved the octopus incrementally with the cursor in the Display area choosing a *glide* block in each step and changing costume. Then added sound in the end.

By this point the pupils learnt how to choose a Backdrop and multiple Sprites. They have also tried to make their sprites move with the cursor aided by coordinates. They are now ready to solve their assignment.

Upload the artwork with the fishing girl to a folder that the pupils can access from their computers.

The assignment

"It's summer and the day is hot and humid. Lisbet is angling at the pond but the fish doesn't seem interested in the calm and lukewarm water. She starts daydreaming and the most peculiar things happen."

With the artwork as a backdrop, the pupils create Lisbet's daydream using multiple Sprites moving coordinated with the objects on the painting - a spider crawling down the railing or a ship passing by in the distance.

ΜΕΡΟΣ Β'

ΚΑΛΕΣ ΠΡΑΚΤΙΚΕΣ

5. Καλή πρακτική από την Ιταλία,
Οι 8 θεματικές
για παιδιά 4-6 χρονών

Fabio Boccio & Patrizia Pelliccioni

CREWATIVE

ONLINE COURSE FOR TEACHERS OF 4-6 YEAR OLDS

Using the **Get Creative with Art** online modules themes

LOVE AND FAMILY

- *Outline for an online course for 4-6 year olds on the subject of art, love and family:*
- *Total Duration : approx 2 hours*
- **Part 1 (30 minutes):**
 - Introduction to the course and presentation of the main topics
 - Short lesson on art and its importance as a form of expression and communication
 - Practical exercise: The children will be invited to draw or paint a scene that represents their family
- **Part 2 (30 minutes):**
 - Guided discussion about love and family ties, through the viewing of images of works of art representing families and parents with their children
 - Practical exercise: The children will be asked to make a necklace or bracelet with the names of their family members

LOVE AND FAMILY

- **Part 3 (30 minutes):**
 - Short lesson on the different forms of love (romantic love, family love, love for friends, etc.) and the emotions associated with them
 - Practical exercise: children will be invited to create a collage of images representing the different forms of love and the emotions associated with them
- **Part 4 (30 minutes):**
 - Final discussion on the topics covered in the course and on the works created by the children
 - Conclusion of the course and invitation to continue exploring art and its themes through the observation and creation of works of art
- **As for the materials needed, you will need:**
 - sheets of paper and colors for the first exercise
 - materials to create the necklace or bracelet (thread, beads, plastic letters to write names)
 - magazines or printed pictures for collage

STRENGTH AND POWER

Outline for an online course for 4-6 year olds on the subject of art, strength and Power

Total Duration : approx 2 ½ hours

- **Part 1 (30 minutes):**

- Introduction to the course and presentation of the main topics
- Short lesson on art and its importance as a form of expression and communication
- Practical exercise: the children will be asked to draw or paint a picture that represents strength

- **Part 2 (30 minutes):**

- Presentation of a work of art that represents a powerful character or a notable figure in history, such as a king or queen, and discussion of the figure presented
- Practical exercise: the children will be asked to make a drawing or a sculpture that represents the character presented and its strength

STRENGTH AND POWER

- **Part 3 (30 minutes):**

- Presentation of artwork representing a historical event or battle, and discussion of the force and power involved in the event or battle
- Hands-on exercise: Children will be asked to create a painting or drawing that represents the event or battle being presented and the strength and power involved

- **Part 4 (30 minutes):**

- Presentation of a work of art that represents nature and its power, such as a painting of a thunderstorm or rough seas
- Discussion about the force of nature and its effects on people
- Practical exercise: the children will be invited to create a drawing or a sculpture that represents the force of nature

STRENGTH AND POWER

- **Part 5 (30 minutes):**

- Final discussion on the topics covered in the course and on the works created by the children
- Conclusion of the course and invitation to continue exploring art and its themes through the observation and creation of works of art

- **As for the materials needed, you will need:**

- sheets of paper and colors for the first exercises
- clay or other materials for sculpture
- materials for painting or drawing

NATURE

- *Outline for an online course for 4-6 year olds on the subject of art and nature:*
- *Total Duration : approx 2 ½ hours*
- **Part 1 (30 minutes):**
 - Introduction to the course and presentation of the main topics
 - Short lesson on art and its importance as a form of expression and communication
 - Practical exercise: the children will be invited to draw or paint a picture that represents nature
- **Part 2 (30 minutes):**
 - Presentation of a work of art that represents nature, such as a landscape painting, and discussion about its beauty and its importance to humans
 - Hands-on exercise: Children will be asked to create a drawing or sculpture inspired by nature

NATURE

- **Part 3 (30 minutes):**

- Presentation of an artwork featuring animals, such as a painting of a giraffe or a sculpture of an elephant, and discussion about their beauty and importance to the balance of nature
- Hands-on exercise: Children will be asked to create a drawing or sculpture inspired by animals

- **Part 4 (30 minutes):**

- Presentation of an artwork featuring plants, such as a painting of a flower or a sculpture of a tree, and discussion about their beauty and importance to life on Earth
- Hands-on exercise: Children will be asked to create a drawing or sculpture inspired by plants

NATURE

- **Part 5 (30 minutes):**

- Final discussion on the topics covered in the course and on the works created by the children
- Conclusion of the course and invitation to continue exploring art and nature through the observation and creation of works of art

- **As for the materials needed, you will need:**

- sheets of paper and colors for the first exercises
- clay or other materials for sculpture
- materials for painting or drawing

WORK AND INDUSTRY

Outline for an online course for 4-6 year olds on the subject of art, work and industry

Total Duration : approx 21/2 hours

- **Part 1 (30 minutes):**

- Introduction to the course and presentation of the main topics
- Short lesson on art and its importance as a form of expression and communication
- Practical exercise: the children will be asked to draw or paint a picture that represents the work

- **Part 2 (30 minutes):**

- Presentation of an artwork representing work, such as a painting of a farmer or a photograph of a worker in a factory, and discussion of its importance to society
- Hands-on exercise: Children will be asked to create a drawing or sculpture inspired by the work

WORK AND INDUSTRY

- **Part 3 (30 minutes):**

- Presentation of a work of art representing the industry, such as a painting of a workshop or a sculpture of a machine, and discussion of its importance for the development of the economy
- Hands-on exercise: Children will be asked to create a drawing or sculpture inspired by industry

- **Part 4 (30 minutes):**

- Discussion on the division of labor and the various professions, using some famous figures of art as a starting point, such as a painter or a musician
- Practical exercise: the children will be asked to draw or paint a picture representing a profession that fascinates them

WORK AND INDUSTRY

- **Part 5 (30 minutes):**

- Final discussion on the topics covered in the course and on the works created by the children
- Conclusion of the course and invitation to continue exploring art and work through the observation and creation of works of art

- **As for the materials needed, you will need:**

- sheets of paper and colors for the first exercises
- clay or other materials for sculpture
- materials for painting or drawing

OUR WORLD

- Scheme for an online course for 4-6 year olds on the topic of art and the world today:
- Total duration: 2 ½ hours
- **Part 1 (30 minutes):**
 - Introduction to the course and presentation of the main topics
 - Short lesson on art and its importance as a form of expression and communication
 - Practical exercise: the children will be invited to draw or paint a picture that represents today's world
- **Part 2 (30 minutes):**
 - Presentation of a work of art that represents today's world, such as a painting or photograph of a city, and discussion of its importance to society
 - Practical exercise: the children will be asked to create a drawing or a sculpture inspired by today's world

OUR WORLD

- **Part 3 (30 minutes):**

- Discussion on the nature of today's world, using as a starting point some works of art that represent current problems or themes, such as immigration or pollution
- Practical exercise: the children will be asked to draw or paint a picture that represents a current problem or theme

- **Part 4 (30 minutes):**

- Presenting a work of art that represents hope for the future, such as a painting or sculpture that represents peace or social justice
- Discussion on the nature of hope and change
- Hands-on exercise: Children will be asked to create a drawing or sculpture inspired by hope for the future

OUR WORLD

- **Part 5 (30 minutes):**

- Final discussion on the topics covered in the course and on the works created by the children
- Conclusion of the course and invitation to continue exploring art and today's world through the observation and creation of works of art

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- **As for the materials needed, you will need:**

- sheets of paper and colors for the first exercises
- clay or other materials for sculpture
- materials for painting or drawing

SCIENCE AND TECHNOLOGY

Outline for an online course for 4-6 year olds on the subject of art, science and technology
Total Duration : approx 21/2 hours

- **Part 1 (30 minutes):**

- Introduction to the course and presentation of the main topics
- Short lesson on science and technology, explaining to children the importance of these disciplines for our daily life
- Practical exercise: the children will be invited to draw or paint a car or a technological object that they know and love

- **Part 2 (30 minutes):**

- Presentation of a work of art that represents science or technology, such as a painting that represents a scientific discovery or an art installation that uses technology
- Discussion on the relationship between art, science and technology and how these disciplines can interact
- Hands-on exercise: Children will be asked to create a work of art that represents science or technology
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SCIENCE AND TECHNOLOGY

- **Part 3 (30 minutes):**

- Discussion on the nature of science and technology, using as a starting point some works of art that represent problems or themes related to these disciplines, such as pollution or environmental protection
- Practical exercise: the children will be asked to draw or paint a picture representing a theme related to science or technology

- **Part 4 (30 minutes):**

- Presentation of a work of art representing the discovery or invention of an object or technology, such as a painting or an installation representing the invention of the airplane or the telephone
- Discussion of the nature of discovery and invention and their importance to scientific and technological progress
- Practical exercise: the children will be invited to create a drawing or a sculpture inspired by a scientific or technological discovery or invention

SCIENCE AND TECHNOLOGY

- **Part 5 (30 minutes):**

- Final discussion on the topics covered in the course and on the works created by the children
- Conclusion of the course and invitation to continue exploring art and science/technology through the observation and creation of works of art

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- **As for the materials needed, you will need:**

- sheets of paper and colors for the first exercises
- clay or other materials for sculpture
- materials for painting or drawing

FREEDOM

- Scheme for an online course for 4-6 year olds on the topic of art and freedom:
- Total duration: 21/2 hours
- **Part 1 (30 minutes):**
 - Introduction to the course and presentation of the main topics
 - Short lesson on freedom, explaining to children the meaning of this concept and how it manifests itself in our daily life
 - Practical exercise: the children will be invited to draw or paint what freedom represents for them
- **Part 2 (30 minutes):**
 - Presentation of a work of art that represents the theme of freedom, such as a painting or sculpture expressing freedom or the struggle for freedom
 - Discussion on the relationship between art and freedom and how art can be used to express concepts and ideas related to freedom
 - Practical exercise: The children will be asked to create a work of art that represents freedom

FREEDOM

- **Part 3 (30 minutes):**

- Discussion of the nature of freedom, using as a starting point some artwork representing the struggle for freedom, such as a painting representing the struggle for civil rights or an art installation representing resistance to dictatorship
- Practical exercise: the children will be invited to draw or paint a picture representing a theme related to the struggle for freedom

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- **Part 4 (30 minutes):**

- Presentation of a work of art that represents diversity and tolerance, such as a painting or sculpture that represents the beauty of cultural diversity or individual diversity
- Discussion on the relationship between art and diversity and how art can be used to promote tolerance and diversity
- Hands-on exercise: Children will be asked to create a drawing or sculpture inspired by diversity and tolerance

FREEDOM

- **Part 5 (30 minutes):**

- Final discussion on the topics covered in the course and on the works created by the children
- Conclusion of the course and invitation to continue exploring art and the theme of freedom through the observation and creation of works of art

- **As for the materials needed, you will need:**

- sheets of paper and colors for the first exercises
- clay or other materials for sculpture
- materials for painting or drawing

MIGRANTS AND REFUGEES

Online course for 4 or 6 year olds that uses ideas from art and artwork by various authors to discuss the topic of migrants and refugees. *Total Duration : approx 21/2 hours*

Title of the course: "On the road: we explore the stories of migrants and refugees through art"

- **Course objectives:**

- Understanding the experience of migrants and refugees through the stories behind the works of art
- Learn the importance of solidarity and acceptance
- Develop empathy and compassion towards others

- **Course program:**

1. **Introduction (10 minutes)**

- Brief introduction to the topic of migrants and refugees
- Presentation of the course

2. **Art and migrants (30 minutes)**

- Discussion on the use of art to tell the stories of migrants and refugees
- Presentation of some famous artworks representing the theme of migrants and refugees
- Analysis of some works of art specially chosen for children

MIGRANTS AND REFUGEES

Note: the presence of an adult is recommended to assist children during the course.

3. The stories of migrants (30 minutes)

- Reading some stories of migrants and refugees specially chosen for children
- Discussion on the experiences of these individuals and the reasons that led them to leave their homes

4. Solidarity and welcome (30 minutes)

- Discussion on the different forms of solidarity and welcome that we can offer to migrants and refugees
- Presentation of some organizations that help migrants and refugees

MIGRANTS AND REFUGEES

Note: the presence of an adult is recommended to assist children during the course.

5. Practical activity (20 minutes)

- Artistic activity that encourages empathy and compassion for migrants and refugees

6. Conclusion (10 minutes)

- Summary of the main points of the course
- I invite you to make a difference in the lives of migrants and refugees

• Required materials:

- Computer or mobile device with internet connection
- Selected artwork for the course (which may be shown in slide or video presentations)
- Children's books that tell the stories of migrants and refugees
- Materials for the artistic activity (paper, markers, colors)