



A DAY AT THE MUSEUM CHATTING WITH A STATUE - THE TEACHING SCENARIO IN A NUTSHELL

WHAT	HOW	WHY	LEARNING GOALS
<p>Learning outdoors– Making the most out of a museum visit</p>	<ul style="list-style-type: none"> Students will visit a local museum and discover the story of an exhibit through a rapport with it, the use of role play and the different forms of artistic expression. The whole procedure is based upon a dynamic interaction with museum artifacts and the belief that museum exhibits are not static witnesses of the past but rather active motivators of present experiences 	<ul style="list-style-type: none"> Help Ss develop a critical approach towards works of art and develop the necessary skills so that they make connections between them and the history of a place Make Ss realise the value of artistic creation, museums as establishments of culture and the continuity of this value in the generations to come Help Ss adopt new ways of looking at things, experiment with materials and find ways to express their thought and feelings 	<ul style="list-style-type: none"> Knowledge: 1. to know more about the works of art put on display in a local museum and see the connection to a historic period and its qualities, 2. to get acquainted with the way people interact with art work, 3. to use critically information which is given by one source and contrast it to others, 4. to take initiatives and search for information by contacting and questioning people Emotional attitudes: 1. to appreciate the value of artistic creation, 2. to understand the power of expression , Learning in the community: 1. to develop an interest in visiting places with artistic interest in the place they live, 2. to rejoice themselves through their creations.

Developing an interest in: local artists, places of art, ways of expressing themselves, new forms of creation.



Title: A DAY AT THE MUSEUM CHATTING WITH A STATUE

Created by: Georgia Gyftoula, English teacher

1. The learning scenario ID

School subjects involved: Greek Language, Project activities, ICT, Drama, Art

Learners' profile: The topic of this scenario is suitable for all ages. Museum Education is an integral part of school curricula in Greece and school outings to a museum is a common activity for all pupils in the Primary sector. However, the way pupils approach the works of art differs according to age. This specific scenario has been realized with pupils of the fourth grade (10-year-olds).

Implementation conditions and background knowledge:

The following teaching scenario is part of a larger interdisciplinary work plan implemented at the 3rd Primary School of Zografou. The topic of the script is addressed to fourth grade students and is explored through a variety of different subjects. The scenario is implemented during a school outing to a museum and it can develop to a longer series of teaching sessions according to the needs of the students, the depth of the topic investigated and the time available. The students in this case focused on the statue of a woman called “Zografiotissa” (a local woman from the area of Zografou) which was created by I. Pappas (https://www.benaki.org/index.php?option=com_buildings&view=building&id=19&lang=el), a Greek sculptor whose studio now turned into a museum is in the city where students live. The authentic work of art decorates the main square of the city and it is a point of reference for the city inhabitants and therefore a good starting point for this adventure in the museum.

2. Expected learning outcomes per school subject area

Greek language: be able to report on their findings, create an account of facts and experiences so that they communicate their feelings and knowledge they gained.

Project activities and Skills Workshops: offer the opportunity for hands-on experience, enable them to relate the cultural heritage to everyday practices and realize how art is an integral part of people's lives.

ICT: engage students and other members of the school community in the use of New Technologies, help students utilize digital media to disseminate the knowledge they gained to the school and broader community.

Art: have the experience of creating art.

Drama: put certain drama techniques into practice and utilize them with a view to understand and appreciate a work of art.

THE ACTIVITIES DESCRIBED IN THIS SCENARIO TAKE PLACE DURING A DAY VISIT AT THE MUSEUM



Can statues talk?

Duration: 15min

Activity type: brainstorming

Class organisation : Individual work

Teacher's role: Co-ordinating and encouraging students to participate in the activity.

Teacher's actions: The teacher and students are visiting the museum and after taking a free tour around the statues on display they choose one and sit around it in a circle. The teacher hands out post it notes and invites students to look at the statue more carefully and note down their answers to the following questions:

1. What material is the statue made of?
2. Who is portrayed?



3. What do you think was the artist's interest in depicting this figure?

The teacher collects students' answers on a big seminar paper or a wall.

Student's actions: Students walk around the museum exhibition area and choose a statue they find most interesting. They sit around it and observe it more carefully. They put their answers to three questions on the post-it notes they are given.

Educational material, tools, resources: A museum exhibit, post-it notes, markers, a surface (wall or seminar paper) to put the notes on display.

Activity outcomes: students' first impressions of the work of art.

Statues tell stories



Duration: 30min

Activity type: brainstorming

Class organisation: Group work

Teacher's role: Co-ordinating and organizing the talk with the museum curator.

Teacher's actions: The teacher goes through the students' notes so that everybody has a clear idea of what the answers recorded. Then, the teacher introduces the museum curator and invites students to listen to the information they give and keep notes. The teacher explains that the information they get will be needed during the next stage.

Student's actions: Students listen to the museum curator talk about the statue. They note down pieces of information they get.



Educational material, tools, resources: The museum exhibit, the museum curator, any other sources that may be useful for a complete presentation of the statue.

Activity outcomes: students receive the information they need so that they continue with the next activities.

Workshop circular activities

Duration: 2,5 hours (3 different workshop sessions of 30 minutes each and one final workshop of 1 hour)

Activity type: art creation, self-expression, diary writing, discovering new knowledge

Class organisation: Group work

Teacher's role: Co-ordinating and organizing along with the museum curator.

Teacher's actions: The teacher helps students form four groups. Grouping activities can be found in several sources (for this scenario and according to its content and purpose grouping activities found at the material suggested by the Network of European Museum Organisations (NEMO) <https://www.ne-mo.org/> may be used). Each group will attend every one of the three different workshops running in parallel following the route suggested and keeping the time allocated for each one. All groups will participate in the fourth workshop as one group.

Student's actions: Students will attend the three different workshops in the sequence and time the teacher suggests as different groups and they will all join the fourth workshop to create a statue.

Educational material, tools, resources: all sources and material needed for the successful completion of the workshops.

Activity outcomes: students go through the four different working stations (workshops) so that they have a complete experience.



WORKSHOP 1: Starting with a sketch



Students will be offered a nice and quiet place to sit and be given sketching pads, paper and pencils. They will follow the museum curator's guidelines on how to create the first sketch of their work of art. For a better time and work management, it is suggested that each group focuses on a different kind of work and material of the final work of art, e.g. the statue of a person/animal/object made of terracotta/clay/wood/wire/stones/everyday materials



WORKSHOP 2: Getting to know the materials and tools available



The group works with the museum curator to get familiar with the material they can use for their group's work of art and the most appropriate technique. They try making small scale models and experiment with the use of tools.



WORKSHOP 3: Managing the task and allocating responsibilities

Taking into consideration the fact that the students' works of art will be put on display at school, the members of each group finalise their decision about the final work. They decide on the role each group member will have for the creation, presentation and promotion of their work of art after they get back at school. They consult with the teacher and museum curators about the best options of presenting the work behind their art piece, exhibiting it and sharing the experience with peers and parents (use of digital tools, broadcasts through the school radio, postings on school blog, social media).

WORKSHOP 4: Dirty hands, happy faces!



Students work together to create their piece of art.

EVALUATION AND FEEDBACK

Alternative evaluation methods were used for this specific teaching scenario. Students who took part in the activities described above and lived the experience of the museum visit were asked to write a diary page about it. Visitors or people who saw the works of art (peers, school teachers, parents) when displayed at school were asked to add their comments to a portfolio/scrap book each group created with photos taken during the day at the museum and other evidence they thought worth-keeping.

The teacher of the students evaluated the amount of new knowledge gained during the activities through the use of the worksheet which follows.



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CHATting WITH A STATUE
EVALUATION SHEET



Complete the
tasks below

1

Prepare a brief account of the material and the techniques you learnt while talking to the museum curator

2

Write about one thing you learnt during the day at the museum and something you discovered about it while doing a more thorough research at home

3

Imagine you are chatting with one of the statues you saw at the museum. Write your dialogue and share it in class. Be imaginative!



Photo taken from THE YANNIS PAPPAS STUDIO Benaki Museum site

