

Europeana Learning Scenario

Title

Around the portrait in the preschool class

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Summary

Table of summary

Subject	<ul style="list-style-type: none"> Arts Science: knowledge of body parts. Geography: painters' countries of origin
Topic	The portrait in art: what is a portrait? Different kinds of portraits and use of different techniques.
Age of students	4 to 6 years old.
Preparation time	1 hour to print and laminate the pictures. For each activity, time to prepare the material (5-10 minutes)
Teaching time	It's a 2 weeks project, containing different activities. Due to the children's young age, the average time for each activity is 10-20 minutes.
Online teaching material	<ul style="list-style-type: none"> app.bookcreator.com: at the end of the project, pupils will use this webapp to create an online book with pictures and audio comments to show what we have learned and share it with parents (via a link). www.gynzy.com: tools to discover images in a fun way: curtain, spotlight... (commercial licence).
Offline teaching material	Paint, brushes, wax crayons, pencils, markers, scissors, glue.
Europeana resources used	The Europeana content is listed with each activity. www.artstories.it/en/faces : Europeana application for mobile devices (Android and iOS) to discover some portraits by playing games (freemium).

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Integration into the curriculum

[European Schools Early Education curriculum](#)

The child:

- names the main parts of the human body
- uses drawing and art as a means of expression: colour, form etc.



- contributes to creative activities like music, texts, art, shows,
- observes and comments.
- compares and makes generalizations.

Aim of the lesson

The pupils will understand what a portrait is. They will realise that there are different ways to represent someone. They will discover the style of various artists and how they paint a portrait.

At the end of the two weeks project, the children will have discovered, and observed paintings, reproduced some of them in their own way and learned a few essential elements about the painters: name, country of origin, painting style.

Trends

- Visual search and learning
- Game based learning
- Edutainment: playful learning, learning while having fun.
- Open Source learning

21st century skills

CREATIVITY & INNOVATION:

- Uses a wide range of idea generation and creation techniques
- Develops new ideas and communicates them to others
- Is open and responsive to new and diverse perspectives

CRITICAL THINKING & PROBLEM SOLVING:

Interprets information and draws conclusions based on the best analysis

COMMUNICATION:

- Articulates thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

SOCIAL & CROSS-CULTURAL SKILLS:

- Knows when it is appropriate to listen and when to speak

INFORMATION & MEDIA LITERACY:

- Applies information accurately and creatively to the issue or problem at hand

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
Activity 1: Sorting paintings	<p>The children are divided into groups of 9-10 children. The teacher chooses some paintings, portraits and landscapes. He/She selects obvious portraits and landscapes but still, he/she could put some landscapes with people in it to illustrate the fact that it doesn't become a portrait as soon as it represents people.</p> <p>The laminated print-outs of the paintings are placed on the floor. First, let the children have a look at the paintings. Then ask them which one is their favourite and what they like about that painting.</p> <p>Then explain to them that these paintings can be split into two groups. Ask them to separate the pictures and to explain why they organised the pictures in that way.</p> <p>In the end, if the pupils don't do it by themselves, help them to separate the portraits from the other paintings.</p> <p>The children have laminated print-outs of details of the paintings. Project each painting on the screen and ask the children to figure out who has in hands a detail of each painting, before we move on to the next one.</p>	10 mn
Activity 2: "I spy game" with the paintings	<p>Resources:</p> <p>George Heath. Oil painting by C.R. Robertson</p> <p>Anna Dorothea Amiga by David von Krafft</p> <p>St Catherine by Meester van Frankfurt</p> <p>Self portrait by Huygh Pietersz Voskuyl</p> <p>Virgin and child by Lucas Cranach the Elder</p> <p>Portrait of Johan van Beverwijck (1594-1647) in his Study by Jan Olis</p> <p>Flower Piece with Guinea Pigs by Franz Werner Tamm</p> <p>Italianate Landscape by Jan Asselijn</p> <p>Utbrytningen ur Viborgska viken den 3 juli 1790 by Johan Tietrich Schoultz</p> <p>A Winter's Day outside a Dutch Town</p> <p>Still Life with Thistle and Snake by Otto Marseus van Schrieck</p> <p>Peisaj by Camil Ressu</p>	10 mn
Activity 3: What is a portrait?	<p>Brainstorming to create a definition of a portrait.</p> <p>Mini quiz using one of Europeana curated sets: portrait or not portrait?</p> <p>Treasures from the Finnish-National Gallery.</p>	15 mn
Activity 4: My first portrait	<p>Using markers and pencils, make a portrait of one of the pupils of the class.</p> <p>Then we'll have to guess who it is just by looking at the portrait</p>	15mn 10 mn
Activity 5: Art stories	<p>Connecting a mobile device (with Art Stories app installed) to the smartboard, play the games in a collective way to discover some portraits. Repeat a few times.</p>	10mn each time

Activity 6: Giuseppe Arcimboldo: “Vertumnus”	<p>We observe the chosen painting on the screen, the way Arcimboldo uses fruits, vegetables and flowers as parts of the face when he represents people. Ask the children if they could recognize the person Arcimboldo painted if they were meeting him in real life.</p> <p>Arcimboldo’s painting.</p> <p>Creating a face by cutting and glueing pictures of fruits, vegetables and flowers.</p>	<p>10mn</p> <p>20mn</p>
Activity 7: Johannes Vermeer: “The girl with the pearl earring”	<p>We look at the chosen painting on the screen and the teacher asks the children to describe it. We talk about the colours, what does the model look like. Ask them again if they would recognize the girl if they met her. Then explain there are different ways to represent people, some realistic like a picture and some not so realistic. Tell them the name of the painting and the name of the painter. Explain where he is from.</p> <p>Vermeer’s painting.</p> <p>Puzzle activity of the painting.</p>	<p>5mn</p> <p>15mn</p>
Activity 8: Joan Miro:	<p>We observe the chosen painting on the screen. With the children, we see what colours were used, how we could reproduce the painting, the material and the colours we need. Give a few facts about Miro.</p> <p>Miro’s painting.</p> <p>Recreate the painting using the same technique: watercolour and black marker.</p>	<p>10mn</p> <p>15mn</p>
Activity 9: Vincent Van Gogh: “Self-portrait	<p>Observe the chosen painting and run a discussion. Give some facts about Van Gogh. Van Gogh’s biography.</p> <p>Elaborate: what is a self-portrait? Explore the curated set on self-portraits on Europeana.</p> <p>A picture of each child is taken and printed out in black and white. First, the children have to paint a coloured background using painting and big painbrushes. They have to press the paintbrush on the sheet to produce the right effect.</p> <p>Then, using markers and pencils, the children will mimic the way Van Gogh painted by tracing little lines on their picture to colour it.</p>	<p>10mn</p> <p>10mn</p> <p>15mn</p>
Activity 11: Online Game	<p>We’ll play games around the portrait on the smartboard using the artsvisuels application (see online resources).</p>	<p>20 mn</p>
Activity 12: Our book of portraits	<p>Using the application bookcreator, we will design an online book to show what we’ve learned and how we created portraits in class. That book will present pictures of the original paintings with info on the painter and pictures of what we created in class. It will include audio comments to explain the pictures</p> <p>Link to the book: Book of portraits</p>	<p>3 x</p> <p>15mn</p>

Assessment

The creation part will be assessed by the correct use of the technique.

At the end of the project, we will create a book using Book Creator app to explain what we've learned and what we've created.

***** AFTER IMPLEMENTATION *****

Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.