**“NICE TO MEET YOU!“**

*Let’s know each other*

**Art and image in third year of secondary school**

**Creator: Angela Raffaella Pulcrano**

**Student profile:** 25 students, aged 12-13.

They often work in teams and cooperate efficiently.

They always use the target language in the foreign language lessons. They make use of various digital tools either in the classroom (interactive whiteboards) or in the school's computer room.

They use G-suite.

**Language level:** B2 (based on the Common European Framework reference for languages)

**Duration:** 4 teaching periods

**Individual occupation time:** 1 hour

**Requirements and Prior Knowledge:** Classroom with interactive whiteboard or projector and internet connection.

Knowledge of internet navigation and use of Web 2.0. tools, main knowledge of artistic techniques.

**Brief description of the scenario**

The scenario consists of three phases:

* Study the image of the “other” and European somatic characteristics;
* The technique of portrait;
* Artistic workshop and final products.

**1st teaching period: Study of somatic traits**

***1st Activity: Introducing Formal analysis***

**Time:** 30’

**Type of activity**: video-projection and note-taking

**Class organization**: Discussion begins in the classroom

**Actions/Tasks:** Students reflect on the images proposed by the teacher regarding the different somatic traits of the European populations, studyng the differences and analogies regarding the color of the eyes, the hair and the shape of the face.

***2st Activity: Reflection on the assigned topic***

**Time:** 30’

**Type of activity**: Debate

**Class organization**: work in classroom

**2st teaching period: Analysis of some examples of artworks**

***1st Activity: Web quest***

**Time:** 35’

**Type of activity**: web research and vision of collection of works by artists of all periods on website such as Google Arts & Culture https://artsandculture.google.com/camera/selfie

**Class organization**: work starts in the classroom

**Actions/Tasks:** Teacher illustrates some works of portraits made by several artists, focusing on the technique used; she also explains the technique of collage and zentangle.

<https://www.youtube.com/watch?v=ycsONJVXcac>

***2st Activity: choice of materials to use***

**Time:** 25’

**Type of activity**: collection of magazines and recycled materials to make the frames of portraits

**Class organization**: work starts at home

**Actions/Tasks:** Students choose an ideal European citizen with whom to dialogue virtually choosing the nationality of belonging viewing photos on a magazine to be recycled.

**3st teaching period: Artistic lab**

***1st Activity: graphic drawings***

**Time:** 20’

**Type of activity**: artistic lab

**Class organization**: work in classroom

**Actions/Tasks:** Students try to reproduce some free drawings

***2st Activity: Artistic workshop***

**Time:** 40’

**Type of activity**: artistic lab

**Class organization**: activity in the art laboratory

**Actions/Tasks:** students create a mixed technique portrait (drawing, collage, zentangle) indicating the nation choosen for the twinning.

<https://www.youtube.com/watch?v=X_R72xZ8g9Q>

**4st teaching period: Final works**

***1st Activity: Sending mail***

**Time:** 10’

**Type of activity**: intructions on the development of the final theme

**Class organization**: computer room

**Actions/Tasks:** teacher gives pupils homework by sending an email by G-Suite with the instructions and assignments.

***2st Activity: Short video presentation***

**Time:** 50’

**Type of activity**: video recording

**Class organization**: home working

**Actions/Tasks:** At the end they will realize a short presentation and a greeting to their correspondents with a video titled “Nice to meet you!”

**Expected learning outcomes**

Students are expected to develop the following skills:

* Be motivated by improving their overall language skills through

developing curiosity toards different cultures ;

* To enrich their vocabulary by making a short presentation of themselves;
* To surf on websites of general interest and identify, understand and summarize information;
* To work as an active partner in an online discussion, express their

views, be able to do a debate and express comment in favor or against the peers opinions;

* To develop critical thinking about the reality that surrounds them and

learn how to read and interpret it;

* To learn how to create a project developing it from the initial idea to its realization, tracing and documenting the various steps.

**KEY WORDS:** Europe, cultural identity, creative recycling, entrepreneurship.

**Language of communication:** English

**Digital literacy:** Students develop the ability to search through the huge data the Internet provides, and discuss information acquired through digital tools, ideas and arguments.

**Visual literacy**: Students develop the ability to understand and use images (understanding and creating maps, drawings, sketches.....).

**Information literacy:** Students develop the ability to find, evaluate and synthesize information  from websites.

**Critical literacy:** Students develop the ability to pose questions and evaluate choices.

**Citizenship competence:** Students understand respects for social and cultural diversity, gender equality and social cohesion, promotion of culture of peace and non-violence.