**“Discovering the Egiptyans and the Piramids in Europe”**

**“Art and image in first year of secondary school”**

**Student profile:** 20 students, aged 10-11.

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:** B1 (based on the Common European Framework reference for languages)

**Duration:** 3 teaching periods

**Individual occupation time:** 45’

**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 lesson modules :

* The history of Egyptian art;
* Testimonies of Egyptian art in European museums (Italy, France, England);
* Artistic workshop and final products.

**1st teaching period: The history of Egyptian**

***1st Activity: Introducing Formal analysis of some Egyptian paintings***

**Time:** 20’

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

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

**Actions/Tasks:** teacher explanes the techniques used by the artists and The Egiptian Canon by a video on Vimeo.com

<https://vimeo.com/223128856>

***2nd Activity: Analizing a picture***

**Time:** 10’

**Type of activity**: Debate

**Class organization**:  work in classroom

**Actions/Tasks:** Students studying the theory make the analysis of the work of art as homework assignment

***3rd Activity: Return of homeworks***

**Time:** 15’

**Type of activity**:  analysis of pupils’ works

**Class organization**:  activity in classroom

**Actions/Tasks:** teacher and students discuss in the classroom about the aim

**2nd teaching period: Treasure hunting**

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

**Time:** 10’

**Type of activity**: web research and vision of collection of works by artists of the period

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

**Actions/Tasks:** teacher illustrates some works of art exploring museum’s collections on Google Arts & Culture

<https://artsandculture.google.com/partner>

***2nd Activity: Experience the application "Google Earth"***

**Time:** 20’

**Type of activity**: navigation and use of ITC for solving a riddle

**Class organization**:  work in computer lab

**Actions/Tasks:** As anticipated in class, the first clue of the "pyramid hunt" is: Take me to the European capital where you eat the "Baguette" and we go to see "La Gioconda"! Using the Google Earth application, generate the link corresponding to the location.... that will be the solution of the riddle

***3rd Activity: Experience the application "Google Earth"***

**Time:** 15’

**Type of activity**: navigation and use of ITC for solving a riddle

**Class organization**:  work in computer lab

**Actions/Tasks:** As anticipated in class, the second clue of our "hunt" is: Take me to one of the northern cities in Italy where we can eat a “gianduiotto " where we can visit one of the most important museums in the world. I would like to use the “bar code” to know what the museum offers and where it is located……… the link with the solution will contain the words “cultural” and “heritage”

<https://www.culturalheritageonline.com/location-213_Egyptian-Museum-of-Turin.php>



Scan this code (STREET VIEW)

***4th Activity: Experience the application "Google Earth"***

**Time:** 15’

**Type of activity**: navigation and use of ITC for solving a riddle

**Class organization**:  work in computer lab

**Actions/Tasks:** As anticipated in class, the third and last clue of our "hunt" is:

(VISIT ROOM 4) The Rosetta stone

<https://www.britishmuseum.org/collection/galleries>

**3st teaching period: Final products**

***1st Activity: Sending work on classroom***

**Time:** 60’

**Type of activity**: brainstorming on evaluation

**Class organization**: computer room

**Actions/Tasks:** teacher and students discuss about the final theme

**Expected learning outcomes**

Students are expected to develop the following skills:

- Be motivated by improving their overall language skills through

engaging in everyday topics of their interest and daily routine;

- To enrich their vocabulary by making their own newspaper;

- 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;

**KEY WORDS:** research, project, art, creativity, ITC

**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.