

Activities for projects | Set 2: activities for external cooperation and intercultural dialogue

Grade School: 3 to 12 years old

El Ministerio de Cultura
The Ministry of Culture



Ages: 3 - 7 years old



Difficulty: High



Duration: 10 sessions



Tags: Cultural heritage, paintings, artists and fake news.

DESCRIPTION OF THE ACTIVITY

The participating students will work for the eTwinning Ministry of Culture. First, students carry out research on famous painters from their country and their main works of art. They then share this information with the partners and learn about famous paintings from other countries. Finally, they work together to reproduce the painting that received the most votes from the participating partners.

OBJECTIVES

- To become familiar and appreciate the cultural heritage of both students' own country and other participating countries
- To learn how to interpret and analyze the data collected in order to differentiate it from false information, associating said interpretation to way information on the Internet is processed
- To promote group work and recognize the value of being part of a common purpose, in this case, creating a pictorial reproduction of a renowned painter

KEY COMPETENCES AND CROSSCUTTING THEMES

- Digital Competence
- Ability to learn how to learn
- Social and civic competences
- Cultural expression and awareness
- Civic education

CURRICULAR CONTENT

- Cultural heritage: paintings and artists
- Responsible use of the Internet, social media and data processing
- Group work

INCLUSIVITY

- Students will work in teams, helping each other with the organization, as they develop their own abilities and interests throughout the research process of the different artists
- The illustration of the assigned painting will be done freely by the different teams

EXPECTED FINAL PRODUCTS / RESULTS

- a joint reproduction of a famous painting
- a game to identify paintings and artists

CARRYING OUT THE ACTIVITY

PRIOR PREPARATION

Phase 1. Creation of the TwinSpace and introductions

Teachers create five pages on the activity's TwinSpace with the following names:

1. Our Ministries of Culture (we introduce ourselves)
2. Our famous painters
3. Voting to choose the collaborative painting
4. Our collaborative painting
5. Game: identify the fake paintings
6. Assessment

The logo for TwinSpace, featuring the word "TwinSpace" in a blue, sans-serif font. The "Twin" part is slightly larger and more prominent than "Space".

[TwinSpace Link](#)

Teachers add a TwinBoard to the page "1. Our Ministries of Culture" and include a small presentation of their class.

Pages

- > 1. Nuestros Ministerios de Cultura (nos presentamos)
- 2. Nuestros pintores famosos
- 3. Votación del cuadro colaborativo
- 4. Nuestro cuadro colaborativo
- 5. Juego: Identifica la Fakenews
- 6. Evaluación

+

Archive

+ Create a page

1. Nuestros Ministerios de Cultura (nos presentamos)

En esta página vamos a incluir una presentación de nuestra clase o colegio para darnos a conocer al resto de socios. Es importante partir de aquí para que los alumnos se sientan más identificados con el proyecto y puedan poner cara a sus compañeros de trabajo.

Ejemplo de presentación

Add item



Ministros y Ministras del CEIP X

¡Saludos amig@s!
Somos los Ministros y Ministras de 5 años del CEIP X de Navalcarnero. Nuestro cole es muy grande y muy chulo y nosotros estamos deseando pasar al cole de los mayores, el edificio de al lado donde van los que pasan a primaria. Nuestro cole está en un pueblo llamado Navalcarnero, un pueblo del sur de Madrid, que es la capital de nuestro país, España.



Tutorial: [How to create a page in TwinSpace](#) (includes how to add a TwinBoard)

Phase 2. Selection of the painters (2 sessions)

First session

The teacher, in one of the assemblies prior to the beginning of the activity, informs their students that they are going to become Ministers of Culture of their country and that this job will entail great responsibility: they will have to teach other partners about the most relevant painters in their country and their most famous paintings.

Using a memo or in a conference, the teacher informs the families about the activity the students are going to participate in. Family members will be asked to do a little research at home with their children: to look for information about a famous painter and to draw or print some of the artists' best-known paintings. Relatives will be informed that they are welcome to participate and get involved in these activities.

Recommendation: teachers can create a guest profile on the TwinSpace for families to access and see the work that is uploaded, which will be specified in the previously-mentioned memo or conference.



Tutorial: [How to invite guests to TwinSpace](#)

Second session

The students share the material they have found and gathered at home: photocopies or drawings of the paintings they have chosen.

The teacher hangs up this material in class and the students vote democratically for the two paintings that caught their attention the most. The vote can be a simple show of hands.

The students will present the two works of art that received the most votes to their partners.

IMPLEMENTATION

Phase 1. Choosing the painters (2 or 3 sessions)

The teacher looks for relevant information about the artists who made the chosen paintings and dedicates one session to work on each painter using different resources on the web: videos, stories, wikis...

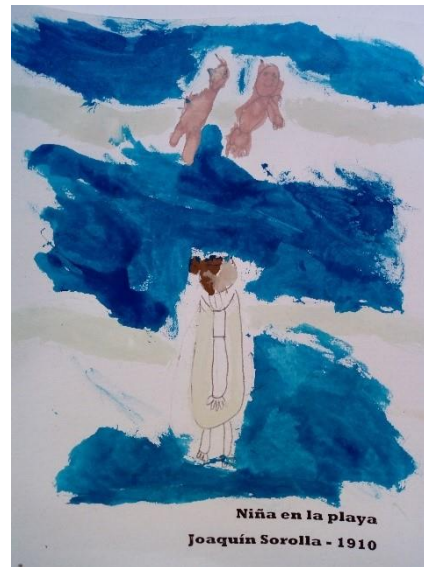
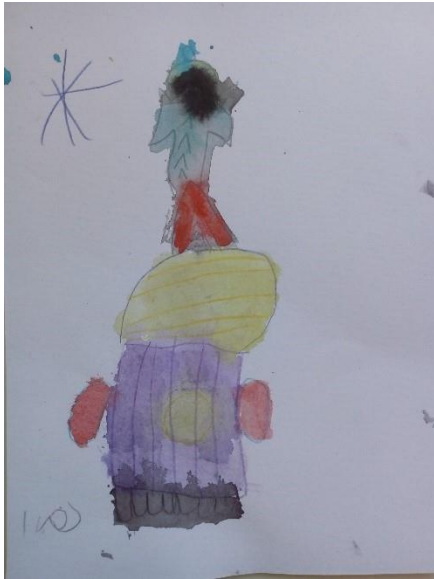
At the end of these two sessions, the teacher hands out a hard copy of the painting to each student so that they may copy it, using the artistic technique chosen by the teacher.

The teacher creates a mural in the classroom or hallway to display the students' work, as well as a copy of the original paintings.

Phase 2. Introduction to the painters (1 session)

Information related to the artists and their works of art is posted by the teachers on the TwinSpace page "2. Our famous painters".

The teachers prepare a short video (one for each painter chosen) in which the students in their class briefly present information about the artist they worked on and show their paintings to the rest of the peers. This video is then shared on the TwinSpace page mentioned in the previous paragraph.



TwinSpace

[TwinSpace Link](#)

Recommendation: teachers can schedule an online event in which each group presents their results to the rest of the partners and shares information about the artists they studied



Tutorial: [How to create an online event on TwinSpace](#)

Phase 3. Voting of the collaborative painting (1 session)

One of the teachers creates a questionnaire on the TwinSpace page "3. Voting to choose the collaborative painting" with the artwork that all the participating partners have presented, so that all the partners can vote for their favorite painting and painter.



Tutorial: [How to add a questionnaire to a subpage of the activity](#)

The teacher shows the artwork to their students, who then vote on their favorite painting. Subsequently, the teacher votes for the painting that their students liked the most.

The painting that receives the highest number of votes will be painted collaboratively by all the schools.

Phase 4. Creation of the collaborative painting. (1 session)

One of the teachers makes a black and white copy of the piece of art that received the most votes and, with Posteriza (or a similar tool), divides said copy into as many pieces as necessary.



Tool: [Posteriza](#)

The teacher divides the students into groups of three or four and gives a piece to each group so that they can decorate it together, using whichever technique they want.

The teacher shares the students' drawing on page "4. Our collaborative painting" so that the rest of the partners can print them and add their own pieces to create a large collaborative painting, as if it were a puzzle.



Phase 5. Fake paintings (1 session)

The assembly starts out with the teacher congratulating their students for having done a magnificent job as Ministers of Culture.

The students are then told that some individuals try to mislead people with false information about works of art, and that the students' mission is to help others recognize whether certain information is true or false.

The teacher creates a game with LearningApps (or a similar tool), to match the authors that the rest of the partners have presented with the work of art that each painter has made.



Tool: [LearningApps](#)

The teacher posts the game on one of the TwinSpace pages so that the rest of the partners can also play.



[TwinSpace Link](#)

Recommendation: teachers can organize an online meeting to play the game. Students can also share information about one of the painters and the rest of the partners have to determine if this information is true or false.

ASSESSMENT (1 session)

During the assembly, the teacher makes a short verbal assessment that encompasses the main aspects of the activity: if they liked the activity, what they thought about working with children from other schools, what the most important thing they learned was, if they liked spending time with their families, what they liked the least... The teacher gathers all these opinions and shares them on the TwinSpace page "6. Assessment".

As a final assessment, the teacher asks the students to make a drawing of what they liked most about the activity and posts the drawings on the TwinSpace page mentioned above.



[TwinSpace Link](#)

To conclude the activity, the teachers meet, via the TwinSpace chat or videoconference, to share the aspects that were most highly-valued by the students and to carry out a small analysis of the final results, establishing areas of improvement for future activities.

Pages

1. Nos presentamos
2. Nuestras máquinas de Internet
 - └ El nombre de nuestra máquina
3. Ideas negativas sobre Internet
4. Ideas positivas sobre Internet
- > 5. Evaluación

+

Archive

+ Create a page

5. Evaluación

Aquí vamos a recoger un análisis de los resultados obtenidos en la evaluación, de manera oral, que realizaremos con nuestro alumnado al finalizar el proyecto.

Podemos partir de una serie de preguntas básicas que iremos ampliando en función de nuestras necesidades y particularidades:

1. ¿Te ha gustado hacer este proyecto?
2. ¿Qué es lo que más te ha gustado?
3. ¿Qué es lo que menos te ha gustado?
4. ¿Te lo has pasado bien trabajando con niños y niñas de otros colegios de Europa?
5. ¿Qué crees que has aprendido de ellos?
6. ¿Qué crees que has aprendido sobre Internet?
7. ¿Hay algo que vayas a hacer ahora cuando uses Internet?
8. ¿Hay algo que no vayas a hacer ahora cuando uses Internet?
9. ¿Te gustaría volver a trabajar con niños de otros colegios de Europa?



Tutorial: [Usage and features of the TwinSpace chat](#)

DISSEMINATION

Teachers can ask families to continue collaborating and ask them to make photographic reenactments in their homes: the families can act out a painting by a national painter and send it to the teacher by email.

With these photos, teachers can create a virtual museum with the families' portrayals of the paintings and share the link with all participating families. This will help to reinforce all the work carried out related to the artists and the pictorial cultural heritage of each country.

As previously mentioned, teachers can create a guest user profile so that families can not only be informed as to the progress of the activity, but also so they can access the TwinSpace and see the outputs. This will help family members better appreciate and reinforce all the work carried out in the classroom.



Tutorial: [How to invite a guest to TwinSpace](#)

TWinspace TOOLKIT / 2.0 EXTERNAL TOOLS

TwinSpace: pages (TwinBoard and questionnaires), online meetings, forums and partners



Other tools:

Tool to split up one document or sheet of paper: [Posteriza](#)

Tool to create online games: [LearningApps](#)