**Learning scenario with MARG - Template**

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| PART 1: General information | | |
| Title of the scenario: | Communication with a visual artist | |
| Keywords: | Communication, visual arts | |
| Name(s) of the scenario’s creator(s): | Savvas Vasileiou | |
| [Creative Commons License](https://creativecommons.org/licenses/?lang=en) of the scenario: | Attribution | Attribution-NoDerivs |
| Attiribution-ShareAlike | Attribution-NonCommercial |
| Attribution-NonCommercial-ShareAlike | Attribution-NonCommercial-  NoDerivs |
| Estimated duration of the scenario’s activities: | 3x80 | |
| Age range of learners: | 9 – 12 | |
| Learners’ special characteristics: (i.e. immigrants, special needs) | Scenario is designed for all students | |
| Learning subject based on your curriculum to which the scenario relates: | Art/ Cross - Curricular | |
| To which Sustainable Development Goal (s) does the scenario relate to : (highlight it/them) | [ ] No Poverty | [ ] Industry, Innovation and infrastructure |
| [ ] Zero Hunger | [X] Reduced Inequalities |
| [ ] Good Health and Well-Being | [ ] Sustainable Cities and Communities |
| [ ] Quality Education | [ ] Responsible Consumption and Production |
| [X ] Gender Equality | [ ] Climate Action |
| [ ] Clean Water and Sanitation | [ ] Life Below Water |
| [ ] Affordable and Clean Energy | [ ] Life On Land |
| [ ] Decent Work and Economic Growth | [ ] Peace, Justice and Strong Institutions |
|  | [ ] Partnerships For The Goals |
| Which 21st century skill(s) does the scenario involve:  (highlight it/them) | [ ] Information and data literacy | [X] Critical thinking |
| [ ] Communication | [X] Active citizenship |
| [X] Collaboration | [X] Respect for differences |
| [X] Problem solving |  |

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| PART 2: Learning outcomes of the scenario | |
| In terms of knowledge | The learner knows and understands:   * The historical memory and tradition of the place * The elements related to visual techniques |
| In terms of skills | The learner is able to:   * Learn techniques based on the techniques of the artist |
| In terms of competences | The learner is able to:   * Adopt positive attitudes regarding gender equality in the various areas * Learn to interpret the messages hidden in a painting |

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| PART 3: Description of the game | |
| Narrative description of the game plot: | The script is about a treasure hunt. The children have to discover the evidence that will lead to the mystery, through the contact with the paintings of an excellent Cypriot artist, Mrs. Nitsa Hadjigeorgiou. The children, through this process, will learn facts from the history of Cyprus and the world. |
| Game objectives: | Let the children learn the history behind the paintings of Nitsa Hadgigeorgiou. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Classroom |
| Characters: |  |
| Scenes: | There are four scenes. |
| Type of work: Individual/ collaboration | Students play the game in groups of four |
| Does the game involve different player roles? If yes, specify. | No |

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| PART 4: Description of the learning scenario activities | | |
|  | **Learning settings** | **Estimated time** |
| Before the game: | A presentation is made to the children of the painter and the work. | 40’ |
| During the game: | A guide introduces the children to the mystery hunt. He explains to them that through this game, they will get to know elements from the history of Cyprus and its culture but also from the history of the world. Students have to solve the mystery by investigating the paintings of an excellent Cypriot artist, Mrs. Nitsa Hadjigeorgiou.  Passing through the original painting, students enter the code that is written next to it and they see the guide who makes a small description of the painting. He continues with showing them pictures and an article related to the topic. The article should be printed and the guide tells them to see it. Next to the article, there are some photos from the 50’s. The guide tells them to choose the code that is behind of the photo that refers to the fact of the mission with the 900 brides in Australia. After choosing the right photo, the guide motivates the children to watch the movie trailer of the film by Pantelis Voulgaris “Brides”. When the trailer ends, children have to be involved in a role game. The guide explains to the children that they have to complete a quiz related to the thoughts that one of the brides of those times might have, in order to get the next item that will lead them one stop closer to solve the mystery. After this, the guide motivates children to go back to the image of Aphrodite, on the painting. He tells them to see the two stone forms on which “Aphrodite” is based. Maybe it’s her parents. The big one of the two stones wears the wedding crowns. He tells them to locate the wedding crowns in the classroom, in order to get the password to proceed. After locating the wedding crowns and taking the code from there, the guide tells the children that the sea in the painting of Aphrodite looks like a tablecloth and he motivates them to find it in their class. On the tablecloth, students will find a painting by the artist that presents the sea. He explains the story behind the painting and he tells children to see a map in their tablet and click on all the Mediterranean countries to proceed.  After locating the countries, the guide tells the children the story about the culture of people back then. Children by clicking the right choice will hear the guide motivating them to find a painting of the artist in the classroom, in order to get the code, they need to proceed. Children find the painting and the code. Then, the guide tells them details about another painting of the artist. He asks them a question and he motivate them to complete a quiz in order to find the clues to continue. When children complete the quiz, the guide reveals the children the treasure. | 1x80 |
| After the game: | The children are asked to make their own painting, based on all the information they have gathered. | 1x80 |
|  | **Total**: | 3x80’ |

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| PART 5: Prerequisite knowledge and supportive material | |
| Learners’ prerequisite knowledge: | Basic understanding on using a mobile device. |
| Infrastructure/ equipment needed for implementing the scenario: | Tablet devices with 4G capabilities. |
| Other learning resources needed: | * <https://www.dinfo.gr/%CF%8C%CF%84%CE%B1%CE%BD-%CE%BF%CE%B9-900-%CE%B5%CE%BB%CE%BB%CE%B7%CE%BD%CE%AF%CE%B4%CE%B5%CF%82-%CE%BD%CF%8D%CF%86%CE%B5%CF%82-%CE%AD%CF%86%CF%84%CE%B1%CE%BD%CE%B1%CE%BD-%CF%83%CF%84%CE%B7%CE%BD> * <https://www.youtube.com/watch?v=zeS6DIhS98w> * <https://www.youtube.com/watch?v=zeS6DIhS98w> |

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| PART 6: Approach towards the assessment of the learning outcomes | |
| Learners’ assessment approach: | * Quizzes * The painting of their own |