

ArtiCULan

ArtiCULan Balaban

Gaining the Turkish expressions about colour and emotions by using the paintings of famous painters with 10 - 12 years old learners



Goals of the workshop:

- To enable learners to recognize colours and emotions through art and drama.
- To enable learners to raise awareness about the expression of emotions through drama, help to express emotions in English through the materials used.
- By using paintings from famous painters, to create a connection between children and art works.

Language goals:

- LGt: language goal teacher
- LGs: language goal student

Duration:

120 minutes (4x 30 min)

Thank you for downloading this resource.

This resource is protected by copyright and other laws on intellectual property and comes from the website www.articulan.eu. It is the result of hard work within the Erasmus+ KA2 project “ArtiCULan – Art, Time, Culture and Language” and was created by the University of Applied Sciences and Arts PXL Hasselt (Belgium), the University of Istanbul Cerraphaşa (Turkey), the University of Porto (Portugal) and the University of Las Palmas de Gran Canaria (Spain).

By downloading this resource, you have not acquired any intellectual property or distribution rights. You may use this resource within the context of a classroom and you may print out this resource for private use. Any other distribution, reproduction or modification is prohibited without the authors' permission. If you share this resource via social networks or your website, please include the direct link to its source, being the website www.articulan.eu. Please do not distribute the PDF-version of the resource directly via your site. Thank you for respecting the rules of use and sharing.

Copyright 2020 by Erasmus+ KA2 ArtiCULan. All rights reserved.

Activity 1

The children reviewed all the pictures. They improvised a picture of their choice. They portrayed Madame Matiss and Mona Lisa as their individual interests. The fact that Mona Lisa is familiar to all children and that the colors used in the Madame Matiss painting attracts their attention is one of the reasons for preference. Nihal brought the materials in the classroom, they started make sounds with what is around (vindinstrumenten: meubels,)

1a. Warm up: focus on sensorial feeling: music: make sounds with everything they can find / touch in the classroom, personal expression of sounds to set the mood, no words Motor involvement: mind-body connection influences learning and education; involving the body in learning increases the impact information has on memory. Flexion movements induce a sense of ownership of the words, even if the words were given (not selected by the students). (Sullivan, 2018)

→ LGt: create a secure context

→ LGs: feel at ease, ready to listen and be involved

1b. Reflection upon the activity: visual scaffolding (Martens & Van de Craen, 2017) by visualising the variety of actions of the artistic activity asking open-ended questions and provide them with different options/words they can use in their answer. This is verbal extension. (Nightingale & Safont, 2019).

Direct LS Memory strategies (Oxford, 1991):

- applying images and sounds, semantic mapping
- creating mental linkages, placing new words in a context -> create chunks of action verbs and nouns

Indirect LS:

- Metacognitive strategies - centering your learning - 1., 2., 3.
- Affective strategies - A. Lowering your anxiety - 1., 2.; C. Listening to your body - 1.

→ LGt: language comprehension, introducing the key vocabulary -> semantic mapping actions and material, e.g. to knock, to tap, to rub, to beat, the wood, the metal, the paper, parts of the body

→ LGs: constructing the meaning

Observe painting. Visual thinking strategies without talking. What happened? Close their eyes, represent their ideas, thoughts with drama, focussing on movement and sounds. Variation: do the drama activity eyes closed and find a pair (connect, empathy) when they open their eyes. The Picasso-Guernica painting was not preferred because the vast majority of children came from countries that had been destroyed by the war. However, people, bulls, horse figures were discussed in the picture. The children mentioned the existence of animals of unhappy suffering people.

2a. Invite the children to comment their movements asking open-ended questions and – if necessary - provide them with different options: words/chunks they can use in their answer. This is verbal extension. (Nightingale & Safont, 2019).

Direct LS: Memory strategies (Oxford, 1991):

- applying images and sounds, semantic mapping
- creating mental linkages, using words in a context -> repetition of chunks

→ LGt: language comprehension, recycling the key vocabulary -> semantic mapping actions and material, e.g. to knock, to tap, to rub, the wood, the metal, the paper, parts of the body

→ LGs: reaffirming the meaning

2b. Reflection upon the activity.

- creating mental linkages, placing new words in a context -> create chunks of action verbs and nouns

Direct LS:

→ LGt: language comprehension, enhancing key vocabulary -> semantic mapping adjectives linked to emotions.

- applying images and sounds, semantic mapping

→ LGs: constructing the meaning

In this study, in addition to a classical painting like Mona Lisa, the artistic understanding of the painters such as Picasso, Matis, Munch, and the differences of the school were emphasized. Many different forms of expression were discussed. Slide 32.

2b. Reflection: visual thinking strategies focussing on non verbal en verbal communication.

- creating mental linkages, producing words in a context -> create chunks of action verbs, nouns and adjectives

→ LGt: language comprehension, expanding key vocabulary with forms and colours -> semantic mapping adjectives linked to emotions.

- applying images and sounds, semantic mapping

→ LGs: constructing the meaning - compensation strategies, guessing intelligently, using linguistic and contextual clues

Direct LS:

I.. Memory Strategies - B- applying images - 2., 3.

II. Cognitive Strategies - B- receiving and sending messages - 1., 2.

C. Analysing and reasoning - 2. analyzing expressions -

III. Compensations strategies -A- Guessing intelligently - 1., 2.

B. Overcoming limitations in speaking - 1. switching to mother tongue

Indirect LS: III. Social strategies - C- Empathising with others - 1., 2.;

Activity 2

1- The children were then asked to paint their own paintings freely by looking at the picture they wanted. As you can see, the majority chose to make The Scream, Madame Matisse and Mona Lisa.



Munch - The Scream



Matisse - Madame Matisse



Da Vinci - Mona Lisa

After the activity the teacher invented the children to make an exhibition, to give a title (openness to dominant home language), be a guide for their own art work or present the art of their peers.

Invite the children to comment their artwork asking open-ended questions and – if necessary - provide them with different options: words/chunks they can use in their answer. This is verbal extension (Nightingale & Safont, 2019).

→ LGt: language comprehension, recycling key vocabulary with forms and colours

-> semantic mapping adjectives linked to emotions.

- applying images and sounds, semantic mapping -> compensation strategies. overcoming limitations in speaking and writing , switching to the mother tongue

→ LGs: constructing the meaning

- compensation strategies, guessing intelligently, using linguistic and contextual clues

Direct LS:

I.. Memory Strategies - B- applying images - 1., 2., 3.

II. Cognitive Strategies - B- receiving and sending messages - 1., 2.

C. Analysing and reasoning - 2. analyzing expressions -

III. Compensations strategies -A- Guessing intelligently - 1., 2.

B. Overcoming limitations in speaking - 1. switching to mother tongue

Indirect LS:

III. Social strategies - A - Asking questions - 1. asking for clarification

B - cooperate with others 1.2 ; C- Empathising with others - 2.;

Activity 3:

1- The children were gathered in front of Balaban's paintings and asked to think about them and talk about the picture they wanted. Questions were asked about the pictures. Does this painter's paintings look like the ones we talked about first? In which ways. Who are the paintings of this artist? Are they happy or sad? Are there such images in your life? (Most of the children stated that there were such fields and fields around their houses in their villages in the countries where they came from.) Children interpreted the pictures with open-ended questions.

Suggestion: instead of using the art of Balaban, use the paintings of the children for this activity.

1b. Reflection upon the activity: visual scaffolding (Martens & Van de Craen, 2017) by visualising the variety of actions of the artistic activity asking open-ended questions and provide them with different options/words they can use in their answer. This is verbal extension (Nightingale & Safont, 2019).

→ LGs: Memory strategies - 1D - employing action - using physical response or sensation



After the activity the teacher invited the children to make an exhibition, to give a title (openness to dominant home language), be a guide for their own art work or present the art of their peers.

Invite the children to comment their artwork asking open-ended questions and – if necessary - provide them with different options: words/chunks they can use in their answer. This is verbal extension. (Nightingale & Safont, 2019).

→ LGt: language comprehension, recycling key vocabulary with forms and colours

-> semantic mapping adjectives linked to emotions.

- applying images and sounds, semantic mapping

→ LGs: constructing the meaning

- compensation strategies, guessing intelligently, using linguistic and contextual clues

Direct LS:

I. I.Memory Strategies - B- applying images - 1., 2., 3.

I. Memory strategies - D - employing action - 1. using physical response or sensation

II. Cognitive Strategies - B- receiving and sending messages - 1., 2.

C. Analysing and reasoning - 2. analyzing expressions -

III. Compensations strategies -A- Guessing intelligently - 1., 2.

B. Overcoming limitations in speaking - 1. switching to mother tongue

Indirect LS:

III. Social strategies - A - Asking questions - 1. asking for clarification

B - cooperate with others 1., 2 ; C- Empathising with others - 2.;

2 - One of the pictures is selected and more detailed review is performed. The games the children played were guessed. The children's games playing as a ring came with multiple suggestions and were played in the classroom.



1- All children participated in all three activities because there were many children in the selected painting and in the classroom.

A. Image:

They animate the picture with their bodies.



B. Drama:

Children created a story based on painting. In the story a child is bored at home. He calls friends and calls his friends to play games. Friends come, but there are others who cannot come. They then become involved in their games.

C. Music:

They gave us examples of cheerful folk music to the question of what music this picture evokes in you. Some children were interested in other paintings and used expressions like Munch's scream "music like in the horror movies, and for Picasso's Guernica "the music of people who suffer". When we asked for an example, they gave the example of elegy.

Invite the children to comment their drama activity asking open-ended questions and – if necessary - provide them with different options: words/chunks they can use in their answer. This is verbal extension. (Nightingale & Safont, 2019).

→ LGt: language comprehension, recycling key vocabulary with forms and colours

-> semantic mapping adjectives linked to emotions.

- applying images and sounds, semantic mapping

→ LGs: constructing the meaning

- compensation strategies, guessing intelligently, using linguistic and contextual clues

Direct LS:

I.. I.Memory Strategies - B- applying images - 1., 2., 3.

I. Memory strategies - D - employing action - 1. using physical response or sensation

II. Cognitive Strategies - B- receiving and sending messages - 1., 2.

C. Analysing and reasoning - 2. analyzing expressions -

III. Compensations strategies -A- Guessing intelligently - 1., 2.

B. Overcoming limitations in speaking - 1. switching to mother tongue

Indirect LS:

III. Social strategies - A - Asking questions - 1. asking for clarification

B - cooperate with others 1., 2 ; C- Empathising with others - 1., 2.;

General evaluation:

1- As children are getting used to each other gradually, the work progresses more easily. The ones who speak the language help those who do not speak the language without any warning.

2- Those who speak little Turkish also try to speak. While they never had any contact with the group leaders before, now they come directly and express their wishes / thoughts and try to answer the questions as far as they understand.

3- They are attending the activities with great enthusiasm and care especially about handicrafts. Working individually is less of a problem.

4- They have difficulty in activities that need to be made by joint decisions such as drama. They need guidance from group leaders.

5- It was observed that children who were generally silent and not involved in the activity actively participated in the activity and enjoyed this study very much.

6- Children are able to develop their language without even realizing it by communicating even in individual activities such as painting and cutting and pasting. However, some children insist on speaking and communicating in their own language.