

# ArtiCULan

## ArtiCULan Look at our world!

Creation of a story related to emotions and social topics (gender equality, poverty) for 10 - 12 years old learners.



**Goals of the workshop:**

- To create drawings that represent emotions and feelings in groups while listening to music.
- To have as a starting point a real piece of art and to use visual thinking strategies – as inspiration and motivation for the workshop (topic equality and multiculturalism).
- To provide meaningful context of their drawings, include music as an element for the drawings, tell a story related to social topics (gender equality, poverty) and give details.
- To present a piece of art (group work) in front of an audience.
- To be aware of the school environment and how it affects the pupils' moods and feelings.
- To be able to share ideas and work as a group, respect each other's opinions

**Language goals:**

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

**Duration:**

120 minutes

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Description of the activities, including timing:

### Activity 1a

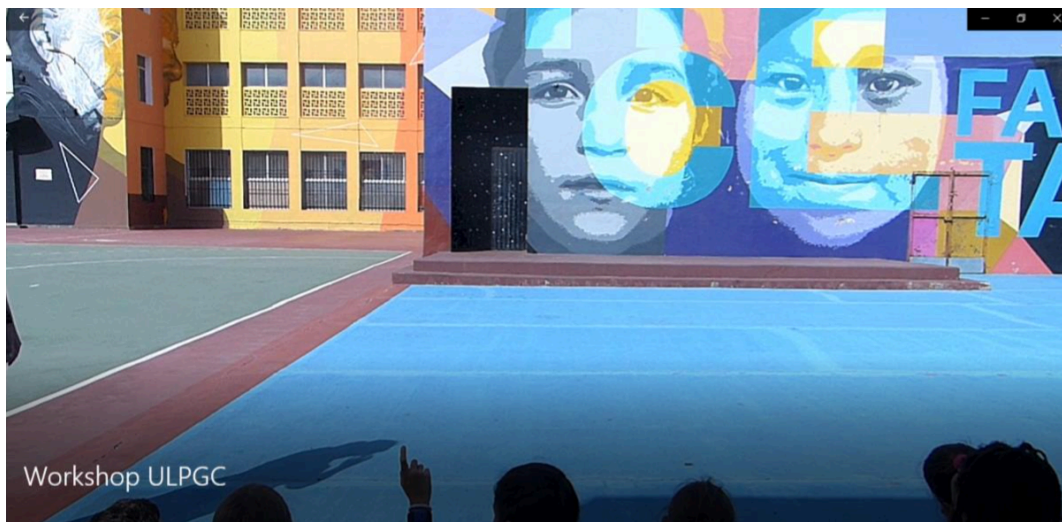
10 minutes

Students observe street art- graffiti in the school playground. Students sit on the floor/ ground and listen to the teacher and participate. Teacher sums up student's contributions and encourages students to participate using visual thinking strategies (VTS).

Instructions: What do you see?

→ LGt: raise your hand to speak, respect and listen to your classmates, tell me, rephrase the student's participation by using VTS, positive feedback by saying yes (but neutral at the same time), no judgment but mere acknowledgment, let's see, teacher sums up student's contributions, colors do not matter- we are all the same, we should treat people well.

→ LGs: I think that it represents, I believe, I consider, I see, Feelings that I see are happy, freedom, boys and girls are together, multicultural, respect, treat others the way you would like to be treated.



### Activity 1b

listen and draw - 30 minutes

Students listen to Canarian folk music, later on international music and in groups on the floor draw faces, shapes, objects, plants that show feelings and write a word that identify that feeling, for example: happy, sad. Some students draw only shapes in an abstract manner.

→ LGt: non-verbal communication: to create a secure context to set the mood and make children feel at ease; to guide students through the whole process, stress the importance of the teacher's role as a guide and as an observer,

→ LGs: affective strategies: showing emotions by drawing and writing, speaking about them and sharing them, children praise each other, the use of the body to express feelings via the art (hands as prints on the drawings)- sense of property, belonging.

#### INSTRUCTION: (listen to the music and draw in groups)

Use colors and draw big pictures.

Discuss with your peers about the choices of emotions / drawings

Work as a group and share ideas.

Check what your peers think.

Explain the choice of emotions / colors and drawings.

You can draw a person, an object, a plant.

Pupils listen to Canarian folklore music and international music. The music is cheerful. Children collaborate in the drawing, each child add some traits on the face and provides details and features. Other groups have decided to draw plants or colored squares that represent an emotion. In this case shapes are created and coloured and labelled the feeling.

→ LGt: non-verbal communication: check student's work and give them freedom to do what they want to

→ LGs: affective strategies: share ideas and feelings, safe space to talk about emotions and their graphic representations, collaborative activity in which they feel as part of a group by sharing ideas, feelings and emotions.



*What do you think?*

*Do you like it?*

*Let's decide on the colors.*

*I am going to do this next.../ what about you?*

*Which words do we associate to this feeling? Let's make a list.*

*Color the hair.*

*Use this color.*

*Mix the colors.*



### Activity 1c:

explain the drawing in groups in front of the classmates - 5 minutes

Each group Illustrations of art work are presented and the story is told about the drawing. The whole group participates although there is a group spokesperson. The presentation is short and concise and details are explained in plain languages with the use of some adjectives and storytelling signposting.



→ LGt: non-verbal communication: listen and pay attention to the presentations, makes sure there is silence.

→ LGs: constructing meaning; metacognitive strategies: students explain the drawing: the choice of colors, objects and shapes and their assigned meaning., explain each detail and the meaning and who did what., they connect it to real life and the effect of modern technology on people, for example, they give reasons of the choices., children stress the importance of friendship above having material things.

### Questions:

Teacher asks for some clarifications, to make sure that the drawing means what the children intended to.

### Activity 1d:

drawing related to social topics (gender equality, poverty) - 30 minutes

→ LGt: non-verbal communication: check student's work and give them freedom, check the music.

→ LGs: affective strategies: share ideas and feelings, safe space to talk about emotions and their graphic representations, create a story whose common trait is one social aspect. Words related to the social aspects (highlighted).



*Do you like it?*

*Let's decide on the colors.*

*I am going to do this next.../ what about you?*

*Which words do we associate to this feeling? Let's make a list.*

*Color the hair/shape.*

*Use this color not that one.*

*Use this color.*

*Mix the colors.*

*Let's include this.*

*Look what I have done.*

*Look at the other group.*

*It is a good idea.*

*I like it.*

*What do you think?*

**Activity 1e:**

explain the drawing in groups in front of the classmates - 5 min each group

Illustrations of art work are presented and the story is told about the drawing. The whole group participates although there is a group spokesperson. The presentation is short and concise and details are explained in plain languages with the use of some adjectives and storytelling signposting. The children were inspired by an actual piece of art in the school (outdoors).

→ LGt: non-verbal communication: ask the pupils opinion about the drawings, give praise and highlight the most important aspect of each drawing.

→ LGs: affective strategies: explain the choice and the inspiration, they give clues, suggestions and advice on equality (gender and poverty gap). The use of language is simple and with few adjectives and imperative is used as well as expressions with should (suggestions) for themselves and for the others (use of “they” and “you”). Children grasp the meaning of equality and transform it into drawings. For example, women and men can play football, we are the same and we should respect each other, skin color does not matter.

**Materials:**

- Paper: colors, water colors, paints, brushes.
- Music: regional and international

**Organisation:**

Big classroom with enough space to move freely, experiment with different movements and positions (they can walk, sit down, lie, dance...). Experiment with different materials and share their compositions.

**School:**

CEIP Fernando Guanarteme

