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Art and Monuments



Image caption: European Monuments in the clouds on Skitter Photos

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General Overview of Exercise

The European artists have produced works that influenced the world. The European art, from its beginning, fascinated and dominated the world of art. A number of [the most influential art movements](#) marked their birth on this vast continent. The dominance of the contemporary European artists is also evident in the art market today, [variety of art fairs](#), and in the collections of the most influential galleries and museums, where the artists from Germany, Britain, Italy, Switzerland and France, prove to be a powerful and influential force.

The exercises can be carried out in the vocational training courses during the “Culture” or “Citizenship” subjects/hours as it involves general competencies and the result will be a widening of knowledge about Europe and European heritage in arts.

Activity One - Favorite paintings

Activity overview

You may have seen them on banknotes, on postcards, on advertising billboards or on CD covers. You recognize them from the first sight. This is normal: there is in our mind the image of a painting which bears a peculiar importance in our national history. But how does it look collectively? What if we put all national paintings together in a pan-European perspective? When Picasso meets Turner or Delacroix, when Rembrandt appears next to Munch, Bruegel, Klee or Klimt, this is the expression of a rich European culture heritage which has to be celebrated as such¹!

The activity can be carried out during lessons in general subjects, history, geography, tourism, ICT and English.

Descriptive activity sheet

Stage 1

Duration: 2 hours

Instructions: The whole class is divided into small heterogeneous groups (five/six students).

Each group decides to focus on one of the European paintings chosen in this list <https://europeisnotdead.com/european-paintings/> and prepare a short paper about the painter (his/her life, his/her mindset, other artworks) and the painting (when, where, why and how it was made? where is it now?)

It can be a paper or any other way of presenting the subject.

On Europeana portal <https://www.europeana.eu/portal/en> discover any other version or study on the painting.

Difficulty level: Basic

Objectives:

- To improve students' knowledge of local, national, regional, European and global cultures and expression, including their languages, heritage and traditions, and cultural products. It includes understanding the different ways

¹ For a comprehensive list of painters <http://www.visual-arts-cork.com/site/artist-biographies-alphabetical.htm>



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of communicating through arts.

- Know the basic function and use of different devices, software, and networks. Ability to use, access, filter, evaluate and share digital content.

Key competencies:

- Cultural awareness and expression
- Digital competencies

Resources

Human resources: Teachers/trainers of general subjects

Technical Resources/equipment: Laptop and internet connection

Online resources:

Famous European paintings

Seven famous artworks in Europe →

<https://blog.eurail.com/famous-artworks-europe-where-to-find-them/>

Top ten greatest paintings →

<https://www.biographyonline.net/artists/10-greatest-paintings.html>

Top ten painters of all time → <https://www.biographyonline.net/artists/top-10-painters.html>

Google arts → <https://artsandculture.google.com/category/artist?hl=it>

Stage 2

Duration: 1 hour

Instructions: Each group shares the results with the class.

Difficulty level: Basic

Objectives:



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- To increase students' abilities to communicate in different environments, collaborate in a team and negotiate..
- to improve knowledge of reading and writing and a sound understanding of written information and thus requires an individual to have knowledge of vocabulary, functional grammar and the functions of language
- to gain skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation. Abilities to distinguish and use different types of sources, to search for, collect and process information.

Key competencies:

- Literacy
- Personal, social and learning to learn competence

Resources:

Human Resources: teachers/trainers of general subjects

Technical Resources/Equipment: Laptop, blackboard or flipchart

Stage 3

Duration: 1 hour

Instructions: After the first steps, the teacher gives each group a flipchart and drawing pens.

The groups start producing a painting: with drawing a collective personality, which is an imaginary personality that represents all group members.

Difficulty level: Basic

Objectives:

- To increase students' abilities to respect diversity of others and their needs and being prepared both to overcome prejudices and to compromise.

Key competencies:

- Personal, social and learning to learn competence



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Resources:

Human Resources: Teachers/Trainers of general subjects

Technical resources/equipment: Flipchart, drawing pens, mirror.

Stage 4

Duration: 1 hour

Description: Each group hangs its painting on the wall of the class and introduces it to the other groups.

Difficulty level: Basic

Objectives:

- To increase students' abilities to communicate in different environments, collaborate in a team and negotiate.

Key competencies:

- Personal, social and learning to learn competence

Resources:

Human Resources: teachers/trainers in general subjects

Technical resources/Equipment: Glue/sellotape.



Activity Two - Which monument do you want to visit?

Activity overview

The lives of many notable people are commemorated with statues or monuments to record their work and achievements for future generations. Historical events and places can also be marked by monuments, or in songs and stories.

The activity can be carried out during lessons in general subjects, history, geography, tourism, ICT and English.

Descriptive activity sheet

Stage 1

Duration: 3 hours

Instructions: The whole class is divided into small heterogeneous groups (five/six students).

Each group plans a travel for the summer of their 18th birthdays, following the instructions:

- choose a European city (not necessary a capital!);
- choose 3 famous local heritage monuments (a statue, building, place, street, plaque, park, etc) that you'd like to visit;
- find all the information about them (location, history, etc.);
- prepare a n itinerary from your city to the one you choose: transport,accommodation, visit to the building or monument (where they are, how much they cost, closing days etc)

Difficulty level: Basic

Objectives:

- To increase a positive attitude and also a curiosity about the world, an



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Research Infrastructure

openness to imagine new possibilities, and a willingness to participate in cultural experiences. It also include the ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms.

- To improve the usage of devices
- To acquire the knowledge of reading and writing and a sound understanding of written information
- To acquire the abilities to distinguish and use different types of sources, to search for, collect and process information

Key competencies:

- Cultural awareness and expression
- Digital competencies
- Literacy

Resources

Human resources: Teachers/trainers in general subjects

Technical resources/Equipment: Laptop and internet connection

Online resources:

Discover Europe → <https://visiteurope.com/en/> - <http://www.youdiscover.eu/>

European Youth Portal - discover EU at 18 years old! →

https://europa.eu/youth/discovereu_en

European monumental data portal →

<https://www.europeandataportal.eu/data/?#/datasets?locale=en&query=monument>



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Stage 2

Duration: 1 hour

Instructions: Prepare a map (it can also be interactive) presenting to the class your 18th birthday travel.

If the students want to create interactive maps they can use Google maps (My maps) or <https://maphub.net/> or other free softwares.

Otherwise they can build the map in the traditional way using a paper poster.

Difficulty level: Intermediate

Objectives:

- To increase the ability to work collaboratively, in order to plan and manage projects.
- To understand how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks.
- To know the basic function and use of different devices.

Key competencies:

- Entrepreneurship competence
- Digital competencies

Resources:

Human Resources: teachers/trainers in general subjects or ICT

Technical resources/equipment: Laptop, map, camera/video camera